

Senate Bill 124

By: Senators Fort of the 39th, Orrock of the 36th, Henson of the 41st, Rhett of the 33rd, Seay of the 34th and others

A BILL TO BE ENTITLED  
AN ACT

1 To amend Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to  
2 elementary and secondary education, so as to provide for Sustainable Community School  
3 Operational Grants; to provide for definitions; to provide for planning and implementation  
4 of grants; to provide for applications for grants; to require the development of Sustainable  
5 Community School Plans; to provide for requirements for recipients of grants; to delineate  
6 the purposes for which grant funds may be used; to provide for reports; to provide for a short  
7 title; to provide for related matters; to repeal conflicting laws; and for other purposes.

8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

9 **SECTION 1.**

10 This Act shall be known and may be cited as the 'Unlocking the Promise Community Schools  
11 Act.'

12 **SECTION 2.**

13 Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and  
14 secondary education, is amended by revising Article 14, which is reserved, as follows:

15

16 "ARTICLE 14

17 20-2-640.

18 As used in this Code section, the term:

19 (1) 'Applicant' means a school, a local board of education, or a consortium, in which at  
20 least one party is a community partner, proposing to work in collaboration with one or  
21 more community organizations, which is seeking a Sustainable Community School  
22 Operational Grant pursuant to this article.

23 (2) 'Community organization' means a nonprofit organization that has been in existence  
 24 for three years or more and has a verifiable track record of working with the community  
 25 surrounding the covered school site on education and other issues.

26 (3) 'Community partner' means a community stakeholder including, but not limited to,  
 27 parents, parent organizations, students, student organizations, early learning programs,  
 28 businesses, civic engagement organizations, advocacy groups, local civic and community  
 29 based organizations, civil rights organizations, local governmental agencies, local school  
 30 employee organizations, and institutions of higher education.

31 (4) 'Community school plan' means a plan to implement community school programming  
 32 at a school submitted pursuant to subsection (b) of Code Section 20-2-644.

33 (5) 'Community school programming' means services, activities, and opportunities  
 34 described under subsection (a) of Code Section 20-2-642.

35 (6) 'Consortium' means a group of local education organizations, governmental agencies,  
 36 schools, community partners, or community organizations that propose to work with one  
 37 another to plan or implement community school programming pursuant to a grant. A  
 38 consortium shall serve as the fiscal agent.

39 (7) 'Covered school site' means any school site at which an applicant has proposed or has  
 40 been funded to provide community school programming pursuant to a grant.

41 (8) 'Grant' means a Sustainable Community School Operational Grant awarded pursuant  
 42 to this article.

43 (9) 'Grantee' means an applicant that has been awarded a grant.

44 (10) 'High-quality child care or early childhood education programming' means  
 45 educational programming for preschool aged children that is grounded in research and  
 46 consistent with best practices in the field.

47 (11) 'Lead partner agency' is the organization that joins the school to manage and lead  
 48 the work of developing and sustaining the community school plan.

49 (12) 'Relevant experts' means individuals, institutions, or organizations with experience  
 50 in the design, implementation, or evaluation of programs related to the analyses required  
 51 pursuant to subsection (c) of Code Section 20-2-642. Reserved:

52 20-2-641.

53 (a) The Department of Education shall make grants available to plan, implement, and  
 54 improve sustainable community schools. A request for proposal process must be used in  
 55 awarding grants, and proposals shall be evaluated and scored on the basis of criteria  
 56 consistent with this Code section. Proposals may be submitted by applicants provided that  
 57 each covered school site referenced in the proposal is:

58 (1) A Title I school in improvement, corrective action, or restructuring that is among the  
59 lowest-achieving 15 percent of Title I schools in the state;  
60 (2) A secondary school that is eligible for, but does not receive, Title I funds that is  
61 among the lowest-achieving 15 percent of secondary schools in the state;  
62 (3) A high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that  
63 is less than 60 percent over three years; or  
64 (4) Any school the Department of Education determines is a school in poverty that would  
65 benefit from community school programming.  
66 (b)(1) Grants may be awarded pursuant to this Code section to applicants who have  
67 demonstrated a need to implement sustainable community school programming but are  
68 in need of additional planning to establish or expand existing programming. Schools that  
69 are not ready to implement community school programming immediately shall use their  
70 grant funds for up to one year of planning. At the end of this period, the school must  
71 submit a community school plan pursuant to subsection (b) of Code Section 20-2-642.  
72 (2) Applicants that have demonstrated readiness to begin operation of community school  
73 programming and submitted a community school plan pursuant to subsection (b) of Code  
74 Section 20-2-642 shall not be required to use the first year of the grant for planning and  
75 shall be awarded grants pursuant to subsection (a) of this Code section for operational  
76 purposes. Such grants shall supplement, not supplant, existing services and funds.  
77 (c) The Department of Education shall use a request for proposal process in awarding  
78 grants. Proposals shall be evaluated on the basis of criteria consistent with this article and  
79 other factors established by the Department of Education. The Department of Education  
80 shall consider the applicant's prior performance under a grant, if applicable. Grants shall  
81 be for a term of five years and shall be renewable at the discretion of the Department of  
82 Education. Grantees shall be authorized to begin implementation immediately upon receipt  
83 of the grant award or to use up to one year of the grant for planning purposes.  
84 (d) The Department of Education shall establish and enforce a policy prohibiting  
85 discrimination on the basis of race, national origin, religion, sex, disability, sexual  
86 orientation, gender expression or identity, housing status, or immigration status in the  
87 development and administration of community school programming.  
88 (e) Technical assistance, including but not limited to, grant writing and support for the  
89 design of nondiscriminatory community school programming, shall be made available to  
90 applicants. Such technical assistance may be provided by the Department of Education  
91 directly or by an organization with demonstrated experience with community schools  
92 planning in partnership with community organizations or civic engagement organizations  
93 funded by the Department of Education through a request for proposal process to provide  
94 such technical assistance.

95 20-2-642.

96 (a) Each applicant shall demonstrate how it will transition to positive discipline practices,  
 97 more engaging and relevant curriculum, and transformative parent engagement. In  
 98 addition, each applicant shall propose to provide a minimum of two of the following types  
 99 of community school programming at each covered school site during the grant period:

100 (1) Early childhood:

101 (A) Early childhood education;

102 (B) Programs under the Head Start Act, including Early Head Start programs; and

103 (C) Child care services;

104 (2) Academic:

105 (A) Academic support and enrichment activities, including expanded learning time;

106 (B) Summer or after-school enrichment and learning experiences;

107 (C) Job training, internship opportunities, and career counseling services;

108 (D) Programs that provide assistance to students who have been truant, suspended, or  
 109 expelled; and

110 (E) Specialized instructional support services;

111 (3) Parental involvement:

112 (A) Programs that promote parental involvement and family literacy, including the  
 113 Reading First and Early Reading First programs authorized under Part B of Title I of  
 114 the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361, et seq.);

115 (B) Parent leadership development activities; and

116 (C) Parenting education activities;

117 (4) Mental and physical health:

118 (A) Mentoring and other youth development programs, including peer mentoring and  
 119 conflict mediation;

120 (B) Juvenile crime prevention and rehabilitation programs;

121 (C) Home visitation services by teachers and other professionals;

122 (D) Developmentally appropriate physical education;

123 (E) Nutrition services;

124 (F) Primary health and dental care; and

125 (G) Mental health counseling services;

126 (5) Community involvement:

127 (A) Service and service-learning opportunities;

128 (B) Adult education, including instruction in English as a second language; and

129 (C) Homeless prevention services; or

130 (6) Other programming designed to meet school and community needs identified through  
 131 the school leadership team analysis described in paragraph (2) of subsection (a) of Code  
 132 Section 20-2-643.

133 (b) In addition, each applicant shall submit a community school plan for the following:

134 (1) Maintenance of attendance records in all programming components;

135 (2) Maintenance of measurable data showing annual participation and the impact of  
 136 community school programming on the participating children and adults;

137 (3) Documentation of meaningful and sustained collaboration between the school and  
 138 community stakeholders, including local governmental units, civic engagement  
 139 organizations, businesses, social service providers, cultural organizations, institutions of  
 140 higher education, and health institutions; and

141 (4) Ensuring compliance with the nondiscrimination policy described in subsection (d)  
 142 of Code Section 20-2-641.

143 (c) The application for a grant under this article shall include the following:

144 (1) A baseline analysis of needs at the covered school site, spearheaded by the lead  
 145 partner agency or school leadership team in collaboration with relevant experts as  
 146 appropriate, which shall include the following elements:

147 (A) Identification of challenges facing the school;

148 (B) Analysis of the student body, including:

149 (i) Number and percentage of students with disabilities and the needs of these  
 150 students;

151 (ii) Number and percentage of students who are English language learners and the  
 152 needs of these students; and

153 (iii) Number and percentage of students receiving free or reduced priced lunch and  
 154 the needs of these students;

155 (C) Analysis of enrollment and retention rates for students with disabilities, English  
 156 language learners, and students receiving free or reduced priced lunch;

157 (D) Analysis of suspension and expulsion data, including the justification for such  
 158 disciplinary actions and the degree to which particular populations, including but not  
 159 limited to students of color, students with disabilities, students who are English  
 160 language learners, and students receiving free or reduced price lunch, are represented  
 161 among students subject to such actions;

162 (E) Analysis of school achievement data disaggregated by major demographic  
 163 categories, including but not limited to race or ethnicity, English language learner  
 164 status, disability status, and free or reduce priced lunch receipt;

165 (F) Analysis of current parent engagement strategies and their success;

- 166 (G) Evaluation of the need for and availability of wraparound services, including but  
167 not limited to:
- 168 (i) Mechanisms for meeting students' social, emotional, and physical health needs,  
169 which may include coordination of existing services as well as the development of  
170 new services based on student needs; and
- 171 (ii) Strategies to create safe and secure school environments and improve school  
172 climate and discipline, such as implementing a system of positive behavioral supports  
173 and taking additional steps to eliminate bullying; and
- 174 (H) Analyze the breadth and depth of community and school support for the school  
175 curriculum and the breadth and depth of support for changes to the school curriculum.
- 176 (2) A baseline analysis of community assets and a strategic plan for utilizing and  
177 aligning identified assets. This analysis should include, but not be limited to, a  
178 documentation of individuals in the community, faith based organizations, community  
179 and neighborhood associations, colleges, hospitals, libraries, businesses, and social  
180 service agencies who may be able to provide support and resources;
- 181 (3) A baseline analysis of needs in the community surrounding the school, spearheaded  
182 by the lead partner agency or the school leadership team, in collaboration with relevant  
183 experts as appropriate, including but not limited to:
- 184 (A) The need for full-day high-quality child care or early childhood education  
185 programming;
- 186 (B) The need for physical and mental health care services for children and adults; and
- 187 (C) The need for job training and other adult education programming; and
- 188 (4) A plan detailing the steps the grantee and community partners will take to integrate  
189 the elements to become a sustainable community school at the covered school site,  
190 including plans for ensuring the following:
- 191 (A) Timely establishment and consistent operation of the school leadership team;
- 192 (B) Maintenance of attendance records in all programming components;
- 193 (C) Maintenance of measurable data showing annual participation and the impact of  
194 community school programming on the participating children and adults;
- 195 (D) Documentation of meaningful and sustained collaboration between the school and  
196 community stakeholders, including local governmental units, civic engagement  
197 organizations, businesses, and social service providers;
- 198 (E) Establishment and maintenance of partnerships with institutions, such as  
199 universities, hospitals, museums, corporations, not for profit community organizations,  
200 or other community partners, to further the development and implementation of  
201 community school programing;

202 (F) Ensuring compliance with the nondiscrimination policy described in subsection (d)  
 203 of Code Section 20-2-641; and  
 204 (G) Plan for school leadership team development.

205 20-2-643.

206 (a)(1) Upon award of a grant, each grantee shall establish a school leadership team  
 207 responsible for developing school-specific programming goals, assessing program needs,  
 208 and overseeing the process of implementing expanded programming at each covered  
 209 school site. The school leadership team shall meet the following requirements:

210 (A) The school leadership team for an elementary or middle school shall have between  
 211 12 and 15 members. The school leadership team shall be composed of no less than 60  
 212 percent parents, residents, and teachers and shall include the following stakeholders:

213 (i) The school principal, who shall be a voting member of the school leadership team  
 214 but shall not be the chairperson;

215 (ii) Community partners, including representatives from the lead partner agency;

216 (iii) Parents and residents and, if the school has a relevant civic association or  
 217 parent-teacher organization or civic engagement organization such as a Parent  
 218 Teacher Association chapter, the lead partner agency or principal shall work with  
 219 such organizations to hold elections to select representatives; and

220 (iv) Teachers chosen by a democratic selection process led by the lead partner agency  
 221 or principal; and

222 (B) The school leadership team for a high school shall have between 12 and 15  
 223 members and shall include the stakeholders in subparagraph (A) of this paragraph and  
 224 shall also include two students elected by students of the school who shall serve as  
 225 voting members.

226 Upon selection, the school leadership team shall immediately appoint two representatives  
 227 from the community who are not parents, teachers, other employees of the school, or  
 228 students to serve as voting members on the school leadership team. Following the  
 229 selection of the community representatives, the school leadership team shall select a  
 230 chairperson to guide the school leadership team's work.

231 (2) The school leadership team at each grantee's covered school site or sites shall be  
 232 responsible for overseeing the baseline analyses described in subsection (c) of Code  
 233 Section 20-2-642. Each such school leadership team shall also have ongoing  
 234 responsibility for monitoring the development and implementation of sustainable  
 235 community school operations and programing at each covered school site and shall issue  
 236 recommendations to school leadership, the local board of education, and community  
 237 partners on a regular basis and summarized in an annual report. These reports shall also

238 be made available to the public at the covered school site and on school and school  
 239 system websites.

240 (b) Upon award of a grant, a grantee shall hire a resource coordinator to coordinate  
 241 services at each covered school site. If proposing to serve three or more sites, the grantee  
 242 shall also hire a program director to coordinate activities across covered school sites.  
 243 Resource coordinators and program directors shall work collaboratively with school  
 244 leadership and school leadership teams to provide the services and programs that meet  
 245 school and community needs and priorities.

246 (c) A grantee shall submit quarterly progress reports to the Department of Education  
 247 regarding implementation of community school programming to include financial status  
 248 and any other items required by the department.

249 20-2-644.

250 (a) Grant funds awarded pursuant to this article may be used to support the following  
 251 activities:

252 (1) Up to a year of grant funds may be used to create a comprehensive community school  
 253 implementation plan;

254 (2) Where the grantee has received funding to provide community school programming  
 255 at multiple covered school sites, selection and compensation of a program director to  
 256 oversee and coordinate programming across multiple covered school sites;

257 (3) Selection and compensation of a resource coordinator at each covered school site;

258 (4) Ongoing convening and consultation of institutional partners;

259 (5) General coordination of programs within and between covered school sites;

260 (6) Ongoing monitoring of the impact of community school programming on  
 261 participating children and adults;

262 (7) Development of alternative funding strategies to guarantee the long-term  
 263 sustainability of the community school;

264 (8) Ongoing operation of the school leadership team; and

265 (9) Other activities, both operational and programmatic, which assist in implementation  
 266 of the plan required under paragraph (4) of subsection (c) of Code Section 20-2-642.

267 (b) Before grantees begin using grant funds, the grantee shall provide the Department of  
 268 Education with a Sustainable Community School Plan. For schools that opt to use their  
 269 first year of grant funding to plan community school programming and implementation,  
 270 the Sustainable Community School Plan shall be submitted at the end of the first year. The  
 271 Sustainable Community School Plan shall detail the steps the grantee and community  
 272 partners will take to integrate community school programming at the covered school site  
 273 and include plans for:

- 274 (1) Establishing programming that meets the needs indicated by the baseline analyses  
 275 required under paragraphs (1) and (2) of subsection (c) of Code Section 20-2-642;  
 276 (2) Timely establishment and consistent operation of the school leadership team;  
 277 (3) Maintenance of attendance records in all programming components;  
 278 (4) Maintenance of measurable data showing annual participation and the impact of  
 279 community school programming on the participating children and adults;  
 280 (5) Documentation of meaningful and sustained collaboration between the school and  
 281 community partners, including local governmental units, civic engagement organizations,  
 282 businesses, and social service providers;  
 283 (6) Establishment and maintenance of partnerships with institutions, such as universities,  
 284 hospitals, museums, corporations, not for profit community organizations, or other  
 285 community partners, to further the development and implementation of community  
 286 school programming;  
 287 (7) Establishment and enforcement of a nondiscrimination policy ensuring that the  
 288 school does not condition participation upon race, ethnic origin, religion, sex, or  
 289 disability;  
 290 (8) Annual evaluation and public reporting on the impact of programming on the  
 291 participating children and adults; and  
 292 (9) Ensuring the continuation of the sustainable community school programming after  
 293 the grant period ends.

294 20-2-645.

- 295 (a) At the conclusion of each grant term, each grantee, spearheaded by the lead partner  
 296 agency and supported by the school leadership team, shall submit to the Department of  
 297 Education and make available at the covered school site and online a report describing  
 298 efforts to integrate community school programming at each covered school site and the  
 299 impact of the transition to a sustainable community school on participating children and  
 300 adults. This report shall include, but shall not be limited to, discussion of the following:  
 301 (1) The number and percentage of students receiving community school programming  
 302 who had not previously been served;  
 303 (2) Any improvement in retention among students who receive community school  
 304 programming;  
 305 (3) Any improvement in academic achievement among students who receive community  
 306 school programming;  
 307 (4) An accounting of anticipated local budget savings, if any, resulting from  
 308 implementation of the program;

- 309 (5) An assessment of the effectiveness of the grantee in implementing the Sustainable  
 310 Community School Plan;
- 311 (6) Problems encountered in the design and execution of the Sustainable Community  
 312 School Plan, including identification of any federal, state, or local statute or regulation  
 313 impeding program implementation;
- 314 (7) The operation of the school leadership team and its contribution to successful  
 315 execution of the Sustainable Community School Plan;
- 316 (8) Recommendations for improving delivery of community school programming to  
 317 students;
- 318 (9) The number and percentage of nonstudent community members receiving community  
 319 school programming who had not previously been served;
- 320 (10) Any changes in students' readiness to enter school; active involvement in learning  
 321 and in their community; physical, social, and emotional health; and students' relationships  
 322 with the school and community environment;
- 323 (11) Any improvements to the frequency or depth of families' involvement with their  
 324 children's education;
- 325 (12) Assessment of community stakeholder satisfaction;
- 326 (13) Assessment of institutional partner satisfaction;
- 327 (14) The ability, or anticipated ability, of the grantee and community partners to continue  
 328 to provide services in the absence of future funding under this article;
- 329 (15) Increases in access to services for students and their families; and
- 330 (16) The degree of increased collaboration among participating agencies and private  
 331 community partners.
- 332 (b) Reports submitted by grantees pursuant to subsection (a) of this Code section shall be  
 333 evaluated by the Department of Education with respect to criteria developed by such  
 334 department. The criteria shall include but not be limited to the following:
- 335 (1) The degree to which there has been an improvement in retention of students and  
 336 improvement in academic achievement among students receiving community school  
 337 programming;
- 338 (2) Local budget savings, if any, resulting from implementation of the program;
- 339 (3) The degree of community stakeholder and institutional partner engagement;
- 340 (4) The ability, or anticipated ability, of the grantee and community partners to continue  
 341 to provide services in the absence of future funding under this article;
- 342 (5) Increases in access to services for students and their families;
- 343 (6) The degree of increased collaboration among participating agencies and private  
 344 community partners;

345 (7) The effectiveness of the school, local board of education, or consortium in  
 346 implementing the Sustainable Community School Plan including the degree to which the  
 347 grantee navigated difficulties encountered in the design and operation of the Sustainable  
 348 Community School Plan, including identification of any federal, state, or local statute or  
 349 regulation impeding program implementation;

350 (8) The extent to which the recommendations of the school leadership team are reflected  
 351 in the Sustainable Community School Plan and the degree to which the school leadership  
 352 team has been engaged in discussion and decision making;

353 (9) The extent to which the project has yielded lessons about ways to improve delivery  
 354 of community school programming to students; and

355 (10) The degree to which there has been an increase in the number or percentage of  
 356 students and nonstudents receiving community school programming.

357 (c) No later than August 30 of the year following the first full year of operation of the  
 358 grant program established pursuant to this article and each year thereafter, the Department  
 359 of Education shall report to the Governor and the General Assembly on the impact of  
 360 implementing community schools' programming. The report shall be made publicly  
 361 available at community schools' websites and on the Department of Education website. All  
 362 data featured in the report shall be made available in machine-readable formats.

363 (d) The report shall draw upon the following data sources to provide analysis of the  
 364 success of the grant program established pursuant to this article, the impact of funded  
 365 initiatives, and recommendations for enhancing the program's effectiveness:

366 (1) Aggregate data from reports required under subsection (b) of this Code section;

367 (2) Aggregate data from grantee reports required under subsection (a) of this Code  
 368 section;

369 (3) Interviews and other consultations with students, parents, community members,  
 370 program directors, and resource coordinators; and

371 (4) Consultation with school leadership teams.

372 (e) The report shall include analyses and recommendations related to the potential to  
 373 replicate the best practices of grantees in nongrant public schools.

374 (f) The report shall include an analysis of cost savings in areas such as public health,  
 375 public safety, and public education resulting from investment in community school  
 376 programming."

### 377 **SECTION 3.**

378 All laws and parts of laws in conflict with this Act are repealed.