

Senate Bill 30

By: Senators Fort of the 39th, Orrock of the 36th, Henson of the 41st, Seay of the 34th,  
Parent of the 42nd 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 grants; to provide for applications for grants; to require the development of community  
5 school plans; to provide for requirements for grant recipients; to delineate the purposes for  
6 which grant funds may be used; to provide for reports; to provide for a short title; to provide  
7 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  
11 Schools 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 "ARTICLE 14

16 20-2-640.

17 As used in this Code section, the term:

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

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

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

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

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

34 (6) 'Consortium' means a group composed of a school or local board of education and  
 35 of at least one community partner and may include local education organizations,  
 36 governmental agencies, schools, other community partners, or community organizations  
 37 that propose to work with one another to plan or implement community school  
 38 programming pursuant to a grant. A 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) If appropriations are available, the Department of Education shall make grants  
 54 available to plan, implement, and improve sustainable community schools. Proposals may  
 55 be submitted by applicants provided that each covered school site referenced in the  
 56 proposal is:

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

93 20-2-642.

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

98 (1) Early childhood:

99 (A) Early childhood education;

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

101 (C) Child care services;

102 (2) Academic:

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

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

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

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

108 (E) Specialized instructional support services;

109 (3) Parental involvement:

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

113 (B) Parent leadership development activities; and

114 (C) Parenting education activities;

115 (4) Mental and physical health:

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

118 (B) Juvenile crime prevention and rehabilitation programs;

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

120 (D) Developmentally appropriate physical education;

121 (E) Nutrition services;

122 (F) Primary health and dental care; and

123 (G) Mental health counseling services;

124 (5) Community involvement:

125 (A) Service and service-learning opportunities;

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

127 (C) Homeless prevention services; or

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

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

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

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

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

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

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

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

145 (A) Identification of challenges facing the school;

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

147 (i) Number and percentage of students with disabilities and the needs of these  
148 students;

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

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

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

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

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

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

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

200 (F) Compliance with the nondiscrimination policy described in subsection (d) of Code  
 201 Section 20-2-641; and  
 202 (G) School leadership team development.

203 20-2-643.

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

208 (A) The school leadership team for an elementary or middle school shall have between  
 209 12 and 15 members. The school leadership team shall be composed of no less than 60  
 210 percent parents, residents, and teachers and shall include the following stakeholders:

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

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

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

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

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

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

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

236 be made available to the public at the covered school site or sites and on school system  
 237 websites.

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

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

247 20-2-644.

248 (a) Grant funds awarded pursuant to this article may be used to support any of the  
 249 following activities:

250 (1) Up to a year of grant funds may be used for planning purposes to create a  
 251 comprehensive community school plan;

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

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

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

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

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

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

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

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

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



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

291 20-2-645.

292 (a) At the conclusion of each grant term, each grantee, spearheaded by the lead partner  
 293 agency and supported by the school leadership team, shall submit to the Department of  
 294 Education and make available at the covered school site and on its website a report  
 295 describing efforts to integrate community school programming at each covered school site  
 296 and the impact of the transition to a sustainable community school on participating children  
 297 and adults. This report shall include, but shall not be limited to, discussion of the  
 298 following:

- 299 (1) The number and percentage of students receiving community school programming  
 300 who had not previously been served;  
 301 (2) Any improvement in retention among students who receive community school  
 302 programming;  
 303 (3) Any improvement in academic achievement among students who receive community  
 304 school programming;  
 305 (4) An accounting of anticipated local budget savings, if any, resulting from  
 306 implementation of the program;

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

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

348 (8) The extent to which the recommendations of the school leadership team are reflected  
 349 in the community school plan and the degree to which the school leadership team has  
 350 been engaged in discussion and decision making;

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

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

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

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

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

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

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

369 (4) Consultation with school leadership teams.

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

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

### 375 **SECTION 3.**

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