

The House Committee on Education offers the following substitute to SB 30:

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 a pilot program to plan, implement,  
3 and improve sustainable community schools; to provide for Sustainable Community School  
4 Operational Grants; to provide for definitions; to provide for planning and implementation  
5 grants; to provide for applications for grants; to require the development of community  
6 school plans; to provide for requirements for grant recipients; to delineate the purposes for  
7 which grant funds may be used; to provide for reports; to provide for automatic repeal; to  
8 provide for a short title; to provide for related matters; to repeal conflicting laws; and for  
9 other purposes.

10 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

11 style="text-align:center">**SECTION 1.**

12 This Act shall be known and may be cited as the "Unlocking the Promise Community  
13 Schools Act."

14 style="text-align:center">**SECTION 2.**

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

17 style="text-align:center">"ARTICLE 14

18 20-2-640.

19 As used in this article, the term:

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

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, local civic and community based  
 29 organizations, local governmental agencies, local school employee organizations, and  
 30 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) 'Covered school site' means any school site at which an applicant has proposed or has  
 36 been funded to provide community school programming pursuant to a grant.

37 (7) 'Grant' means a Sustainable Community School Operational Grant awarded pursuant  
 38 to this article.

39 (8) 'Grantee' means an applicant that has been awarded a grant.

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

43 (10) 'Lead partner agency' means a 501(c)(3) nonprofit organization constituted to  
 44 manage and lead the work of developing and sustaining the community school plan. The  
 45 lead partner agency shall serve as the fiscal agent.

46 (11) 'Relevant experts' means individuals, institutions, or organizations with experience  
 47 in the design, implementation, or evaluation of programs related to the analyses required  
 48 pursuant to subsection (c) of Code Section 20-2-642. Reserved.

49 20-2-641.

50 (a) Subject to appropriations, the Department of Education may make grants available to  
 51 establish a pilot program to plan, implement, and improve sustainable community schools.  
 52 Proposals may be submitted by applicants provided that each covered school site  
 53 referenced in the proposal is:

54 (1) A Title I school in improvement, corrective action, or restructuring that is among the  
 55 lowest-achieving 15 percent of Title I schools in the state;

56 (2) A secondary school that is eligible for, but does not receive, Title I funds and that is  
 57 among the lowest-achieving 15 percent of secondary schools in the state; or

58 (3) A high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that  
 59 is less than 60 percent over three years.

60 (b)(1) Grants may be awarded to applicants that have demonstrated a need to implement  
 61 community school programming but are in need of additional planning to establish or  
 62 expand existing programming. Schools that are not ready to implement community  
 63 school programming immediately are authorized to use up to one year of their grant funds  
 64 for planning purposes. At the end of this period, the school must submit a community  
 65 school plan pursuant to subsection (b) of Code Section 20-2-642.

66 (2) Applicants that have demonstrated readiness to begin operation of community school  
 67 programming, submitted a community school plan pursuant to subsection (b) of Code  
 68 Section 20-2-642, and made available a list of individuals participating in the  
 69 implementation of the grant shall not be required to use the first year of the grant for  
 70 planning purposes and shall be authorized to begin implementation immediately upon  
 71 receipt of the grant award. Such grants shall supplement, not supplant, existing services  
 72 and funds.

73 (c) The Department of Education may use a request for proposal process in awarding  
 74 grants. Proposals shall be evaluated and scored on the basis of criteria consistent with this  
 75 article and other factors established by the Department of Education. The Department of  
 76 Education may consider the applicant's prior performance under a grant, if applicable.  
 77 Grants shall be for a term of five years or such other term as determined by the Department  
 78 of Education and may be renewable at the discretion of the Department of Education.

79 (d) Technical assistance, including, but not limited to, grant writing and support for the  
 80 design of community school programming, may be made available to applicants. Such  
 81 technical assistance may be provided by the Department of Education directly or by an  
 82 organization with demonstrated experience with community school planning in partnership  
 83 with community organizations or civic engagement organizations funded by the  
 84 Department of Education through a request for proposal process to provide such technical  
 85 assistance.

86 20-2-642.

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

91 (1) Early childhood:

92 (A) Early childhood education;

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

- 94        (C) Child care services;
- 95        (2) Academic:
- 96            (A) Academic support and enrichment activities, including expanded learning time;
- 97            (B) Summer or after-school enrichment and learning experiences;
- 98            (C) Job training, internship opportunities, and career counseling services;
- 99            (D) Programs that provide assistance to students who have been truant, suspended, or
- 100           expelled; and
- 101           (E) Specialized instructional support services;
- 102        (3) Programs that promote parental involvement and family literacy, including the
- 103        Reading First and Early Reading First programs authorized under Part B of Title I of the
- 104        Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361, et seq.);
- 105        (4) Community involvement, including service and service-learning opportunities; or
- 106        (5) Other programming designed to meet school and community needs identified through
- 107        the school leadership team analysis described in paragraph (2) of subsection (a) of Code
- 108        Section 20-2-643.
- 109        (b) In addition, each applicant shall submit a community school plan for the following:
- 110            (1) Maintenance of attendance records in all programming components;
- 111            (2) Maintenance of measurable data showing annual participation and the impact of
- 112            community school programming on the participating children; and
- 113            (3) Documentation of meaningful and sustained collaboration between the school and
- 114            community stakeholders, including local governmental units, civic engagement
- 115            organizations, businesses, social service providers, cultural organizations, and institutions
- 116            of higher education.
- 117        (c) The application for a grant under this article shall include the following:
- 118            (1) A baseline analysis of needs at the covered school site, spearheaded by the lead
- 119            partner agency or school leadership team in collaboration with relevant experts as
- 120            appropriate, which shall include the following elements:
- 121            (A) Identification of challenges facing the school;
- 122            (B) Analysis of the student body, including:
- 123                (i) Number and percentage of students with disabilities and the needs of these
- 124                students;
- 125                (ii) Number and percentage of students who are English language learners and the
- 126                needs of these students; and
- 127                (iii) Number and percentage of students receiving free or reduced priced lunch and
- 128                the needs of these students;
- 129            (C) Analysis of enrollment and retention rates for students with disabilities, English
- 130            language learners, and students receiving free or reduced priced lunch;

- 131 (D) Analysis of current parent engagement strategies and their success;  
 132 (E) Evaluation of the need for and availability of wraparound services, including, but  
 133 not limited to:  
 134 (i) Mechanisms for meeting students' needs, which may include coordination of  
 135 existing services as well as the development of new services based on student needs;  
 136 and  
 137 (ii) Strategies to create safe and secure school environments and improve school  
 138 climate and discipline, such as implementing a system of positive behavioral supports  
 139 and taking additional steps to eliminate bullying; and  
 140 (F) Analyze the breadth and depth of community and school support for the school  
 141 curriculum and the breadth and depth of support for changes to the school curriculum;  
 142 (2) A baseline analysis of community assets and a strategic plan for utilizing and  
 143 aligning identified assets. This analysis should include, but not be limited to, a  
 144 documentation of individuals in the community, faith based organizations, community  
 145 and neighborhood associations, colleges, hospitals, libraries, businesses, and social  
 146 service agencies who may be able to provide support and resources;  
 147 (3) A baseline analysis of needs in the community surrounding the school, spearheaded  
 148 by the lead partner agency or the school leadership team, in collaboration with relevant  
 149 experts as appropriate, including, but not limited to, the need for full-day, high-quality  
 150 child care or early childhood education programming; and  
 151 (4) A plan detailing the steps the grantee and community partners will take to integrate  
 152 the elements to become a sustainable community school at the covered school site,  
 153 including plans for ensuring the following:  
 154 (A) Timely establishment and consistent operation of the school leadership team;  
 155 (B) Maintenance of attendance records in all programming components;  
 156 (C) Maintenance of measurable data showing annual participation and the impact of  
 157 community school programming on the participating children;  
 158 (D) Documentation of meaningful and sustained collaboration between the school and  
 159 community stakeholders, including local governmental units, civic engagement  
 160 organizations, businesses, and social service providers;  
 161 (E) Establishment and maintenance of partnerships with institutions, such as  
 162 universities, hospitals, museums, corporations, community organizations, or other  
 163 community partners, to further the development and implementation of community  
 164 school programming; and  
 165 (F) School leadership team development.

166 20-2-643.

167 (a)(1) Upon award of a grant, each grantee shall establish a school leadership team  
 168 responsible for developing school-specific programming goals, assessing program needs,  
 169 and overseeing the process of implementing expanded programming at each covered  
 170 school site. The school governing council for any school in a charter system shall serve  
 171 as the school leadership team. For all other schools, the school leadership team shall  
 172 meet the following requirements:

173 (A) The school leadership team for an elementary or middle school shall have between  
 174 12 and 15 members. The school leadership team shall be composed of no less than 60  
 175 percent parents, residents, and teachers and shall include the following stakeholders:

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

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

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

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

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

189 Upon selection, the school leadership team shall immediately appoint two representatives  
 190 from the community who are not parents, teachers, other employees of the school, or  
 191 students to serve as voting members on the school leadership team. Following the  
 192 selection of the community representatives, the school leadership team shall select a  
 193 chairperson to guide the school leadership team's work.

194 (2) The school leadership team at each grantee's covered school site or sites shall be  
 195 responsible for overseeing the baseline analyses described in subsection (c) of Code  
 196 Section 20-2-642. Each such school leadership team shall also have ongoing  
 197 responsibility for monitoring the development and implementation of sustainable  
 198 community school operations and programming at each covered school site and shall  
 199 issue recommendations to school leadership, the local board of education, and community  
 200 partners on a regular basis and summarized in an annual report. These reports shall also  
 201 be made available to the public at the covered school site or sites and on school system  
 202 websites.

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

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

212 20-2-644.

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

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

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

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

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

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

223 (6) Ongoing monitoring of the impact of community school programming on  
 224 participating children;

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

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

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

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

236 (1) Establishing programming that meets the needs indicated by the baseline analyses  
 237 required under paragraphs (1), (2), and (3) of subsection (c) of Code Section 20-2-642;

238 (2) Timely establishment and consistent operation of the school leadership team;

- 239 (3) Maintenance of attendance records in all programming components;  
 240 (4) Maintenance of measurable data showing annual participation and the impact of  
 241 community school programming on the participating children;  
 242 (5) Documentation of meaningful and sustained collaboration between the school and  
 243 community partners, including local governmental units, civic engagement organizations,  
 244 businesses, and social service providers;  
 245 (6) Establishment and maintenance of partnerships with institutions, such as universities,  
 246 hospitals, museums, corporations, community organizations, or other community  
 247 partners, to further the development and implementation of community school  
 248 programming;  
 249 (7) Annual evaluation and public reporting on the impact of programming on the  
 250 participating children; and  
 251 (8) Ensuring the continuation of the sustainable community school programming after  
 252 the grant period ends.

253 20-2-645.

- 254 (a) At the conclusion of each grant term, each grantee, spearheaded by the lead partner  
 255 agency and supported by the school leadership team, shall submit to the Department of  
 256 Education and make available at the covered school site and on its website a report  
 257 describing efforts to integrate community school programming at each covered school site  
 258 and the impact of the transition to a sustainable community school on participating  
 259 children. This report shall include, but shall not be limited to, discussion of the following:  
 260 (1) The number and percentage of students receiving community school programming  
 261 who had not previously been served;  
 262 (2) Any improvement in retention among students who receive community school  
 263 programming;  
 264 (3) Any improvement in academic achievement among students who receive community  
 265 school programming;  
 266 (4) An accounting of anticipated local budget savings, if any, resulting from  
 267 implementation of the program;  
 268 (4.1) An accounting of how the grant funds have been expended pursuant to  
 269 subsection (a) of Code Section 20-2-644 and the comprehensive community school plan;  
 270 (5) An assessment of the effectiveness of the grantee in implementing the community  
 271 school plan;  
 272 (6) Problems encountered in the design and execution of the community school plan,  
 273 including identification of any federal, state, or local statute or regulation impeding  
 274 program implementation;



- 275 (7) The operation of the school leadership team and its contribution to successful  
 276 execution of the community school plan;
- 277 (8) Recommendations for improving delivery of community school programming to  
 278 students;
- 279 (9) Any changes in students' readiness to enter school; active involvement in learning  
 280 and in their community;
- 281 (10) Any improvements to the frequency or depth of families' involvement with their  
 282 children's education;
- 283 (11) Assessment of community stakeholder satisfaction;
- 284 (12) Assessment of institutional partner satisfaction;
- 285 (13) The ability, or anticipated ability, of the grantee and community partners to continue  
 286 to provide services in the absence of future funding under this article;
- 287 (14) Increases in access to services for students and their families; and
- 288 (15) The degree of increased collaboration among participating agencies and private  
 289 community partners.
- 290 (b) Reports submitted by grantees pursuant to subsection (a) of this Code section shall be  
 291 evaluated by the Department of Education with respect to criteria developed by such  
 292 department. The criteria shall include but not be limited to the following:
- 293 (1) The degree to which there has been an improvement in retention of students and  
 294 improvement in academic achievement among students receiving community school  
 295 programming;
- 296 (2) Local budget savings, if any, resulting from implementation of the program;
- 297 (3) The degree of community stakeholder and institutional partner engagement;
- 298 (4) The ability, or anticipated ability, of the grantee and community partners to continue  
 299 to provide services in the absence of future funding under this article;
- 300 (5) Increases in access to services for students and their families;
- 301 (6) The degree of increased collaboration among participating agencies and private  
 302 community partners;
- 303 (7) The effectiveness of the school or local board of education in implementing the  
 304 community school plan including the degree to which the grantee navigated difficulties  
 305 encountered in the design and operation of the community school plan, including  
 306 identification of any federal, state, or local statute or regulation impeding program  
 307 implementation;
- 308 (8) The extent to which the recommendations of the school leadership team are reflected  
 309 in the community school plan and the degree to which the school leadership team has  
 310 been engaged in discussion and decision making;

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

313 (10) The degree to which there has been an increase in the number or percentage of  
 314 students and students' family members receiving community school programming.

315 (c) No later than October 31 of the year following the first full year of operation of the  
 316 grant program established pursuant to this article and each year thereafter, the Department  
 317 of Education shall report to the Governor and the General Assembly on the pilot program  
 318 regarding community school programming. The report shall be made publicly available  
 319 on covered schools' websites and on the Department of Education website. All data  
 320 featured in the report shall be made available in machine-readable formats.

321 (d) The report required pursuant to subsection (c) of this Code section shall draw upon the  
 322 following data sources to provide analysis of the success of the grant program established  
 323 pursuant to this article, the impact of funded initiatives, and recommendations for  
 324 enhancing the program's effectiveness:

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

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

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

330 (4) Consultation with school leadership teams.

331 (e) The report required pursuant to subsection (c) of this Code section may include an  
 332 analysis of cost savings in areas such as public health, public safety, and public education  
 333 resulting from investment in community school programming.

334 20-2-646.

335 This article shall stand repealed on December 31, 2023."

336 **SECTION 3.**

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