

Senate Bill 102

By: Senators Jones of the 10th, Orrock of the 36th, Henson of the 41st, Butler of the 55th,
Jones II of the 22nd 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 a pilot program to plan, implement,
3 and improve sustainable community schools; to provide for planning grants; to provide for
4 operational grants; to provide for definitions; to provide for applications for grants; to require
5 the development of community school plans; to provide for requirements for grant recipients;
6 to delineate the purposes for which grant funds may be used; to provide for reports; to
7 provide for automatic repeal; to provide for related matters; to provide for a short title; to
8 repeal conflicting laws; and for other purposes.

9 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

10 **SECTION 1.**

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

13 **SECTION 2.**

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

16 "ARTICLE 14

17 20-2-640.

18 As used in this article, the term:

19 (1) 'Applicant' means a school or a local board of education proposing to work in
20 collaboration with one or more community organizations which is seeking a Sustainable
21 Community School Planning Grant or Sustainable Community School Operational Grant
22 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 20-2-642.

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 planning grant or
 37 operational grant.

38 (7) 'Grantee' means an applicant that has been awarded an operational grant.

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

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

45 (10) 'Operational grant' means a Sustainable Community School Operational Grant
 46 awarded pursuant to paragraph (2) of subsection (b) of Code Section 20-2-641.

47 (11) 'Planning grant' means a Sustainable Community School Planning Grant awarded
 48 pursuant to paragraph (1) of subsection (b) of Code Section 20-2-641.

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.

52 (13) 'School' means a public school, including local charter schools, state charter schools,
 53 and state chartered special schools. Reserved:

54 20-2-641.

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

- 59 (1) A Title I school in improvement, corrective action, or restructuring that is among the
60 lowest-achieving 15 percent of Title I schools in the state;
- 61 (2) A secondary school that is eligible for, but does not receive, Title I funds and that is
62 among the lowest-achieving 15 percent of secondary schools in the state; or
- 63 (3) A high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that
64 is less than 60 percent over three years.
- 65 (b)(1) Sustainable Community School Planning Grants may be awarded to applicants that
66 have demonstrated a need to implement community school programming. Schools that
67 are not ready to implement community school programming immediately or are in need
68 of additional planning to establish or expand existing programming shall be eligible to
69 receive one-year planning grants to create a comprehensive community school plan. At
70 the end of the planning grant period, the school shall submit a community school plan
71 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, submitted a community school plan pursuant to subsection (b) of Code
74 Section 20-2-642, and made available a list of individuals participating in the
75 implementation shall be eligible for Sustainable Community School Operational Grants
76 to begin or continue implementation. Operational grants shall be for a term of five years.
- 77 (3) Operational grants may be renewed at the discretion of the Department of Education,
78 based on assessment of the effectiveness of the community school plan implementation
79 and the report submitted by the grantee pursuant to Code Section 20-2-645.
- 80 (4) Planning grants and operational grants shall supplement, not supplant, existing
81 services and funds.
- 82 (c) The Department of Education may use a request for proposal process in awarding
83 planning grants and operational grants. Proposals shall be evaluated and scored on the
84 basis of criteria consistent with this article and other factors established by the Department
85 of Education. The Department of Education may consider the applicant's prior
86 performance under a grant, if applicable.
- 87 (d) Technical assistance, including, but not limited to, grant writing and support for the
88 design of community school programming, may be made available to applicants. Such
89 technical assistance may be provided by the Department of Education directly or by an
90 organization with demonstrated experience with community school programming in
91 partnership with community organizations or civic engagement organizations funded by
92 the Department of Education through a request for proposal process to provide such
93 technical assistance.

94 20-2-642.

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

100 (1) Early childhood, which includes:

101 (A) Early childhood education;

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

104 (C) Child care services;

105 (2) Academic, which includes:

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

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

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

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

111 (E) Specialized instructional support services;

112 (3) 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 the
 114 federal Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361, et seq.);

115 (4) Community involvement, including service and service-learning opportunities; or

116 (5) Other programming designed to meet school and community needs identified through
 117 the school leadership team analysis described in paragraph (2) of subsection (a) of Code
 118 Section 20-2-643.

119 (b) Each applicant for an operational grant shall submit a community school plan. The
 120 community school plan shall detail the steps the grantee and community partners will take
 121 to integrate community school programming at the covered school site and include plans
 122 for:

123 (1) Establishing programming that meets the needs indicated by the baseline analyses
 124 required under paragraphs (1), (2), and (3) of subsection (c) of this Code section;

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

126 (3) Maintenance of attendance records in all programming components;

127 (4) Maintenance of measurable data showing annual participation and the impact of
 128 community school programming on the participating students;

- 129 (5) Documentation of meaningful and sustained collaboration between the school and
 130 community partners, including local governmental units, nongovernmental organizations,
 131 civic engagement organizations, businesses, and social service providers;
 132 (6) Establishment and maintenance of partnerships with institutions, such as universities,
 133 hospitals, museums, corporations, community organizations, or other community
 134 partners, to further the development and implementation of community school
 135 programming; and
 136 (7) Ensuring the continuation of the sustainable community school programming after
 137 the operational grant period ends.
- 138 (c) The application for an operational grant under this article shall include the following:
 139 (1) A baseline analysis of needs at the covered school site, spearheaded by the lead
 140 partner agency or school leadership team in collaboration with relevant experts as
 141 appropriate, which shall include the following elements:
- 142 (A) Identification of challenges facing the school;
 143 (B) Analysis of the student body, including the:
- 144 (i) Number and percentage of students with disabilities and the needs of such
 145 students;
 146 (ii) Number and percentage of students who are English language learners and the
 147 needs of such students; and
 148 (iii) Number and percentage of students receiving free or reduced priced lunch and
 149 the needs of such students;
- 150 (C) Analysis of enrollment and retention rates for students with disabilities, English
 151 language learners, and students receiving free or reduced priced lunch;
 152 (D) Analysis of current parent engagement strategies and their success;
 153 (E) Evaluation of the need for and availability of wraparound services, including, but
 154 not limited to:
- 155 (i) Mechanisms for meeting students' needs, which may include coordination of
 156 existing services as well as the development of new services based on student needs;
 157 and
 158 (ii) Strategies to create safe and secure school environments and improve school
 159 climate and discipline, such as implementing a system of positive behavioral
 160 interventions and supports and taking additional steps to eliminate bullying; and
 161 (F) Analysis of the breadth and depth of community and school support for the school
 162 curriculum and the breadth and depth of support for changes to the school curriculum;
- 163 (2) A baseline analysis of community assets and a strategic plan for utilizing and
 164 aligning identified assets. This analysis should include, but not be limited to, a
 165 documentation of individuals in the community, faith based organizations, community

166 and neighborhood associations, colleges, hospitals, libraries, businesses, and social
 167 service agencies that may be able to provide support and resources;

168 (3) A baseline analysis of needs in the community surrounding the school, spearheaded
 169 by the lead partner agency or the school leadership team, in collaboration with relevant
 170 experts as appropriate, including, but not limited to, the need for full-day, high-quality
 171 child care or early childhood education programming; and

172 (4) A plan detailing the steps the grantee and community partners will take to integrate
 173 the elements to become a sustainable community school at the covered school site,
 174 including plans for ensuring the following:

175 (A) Timely establishment and consistent operation of the school leadership team;

176 (B) Maintenance of attendance records in all programming components;

177 (C) Maintenance of measurable data showing annual participation and the impact of
 178 community school programming on the participating students;

179 (D) Documentation of meaningful and sustained collaboration between the school and
 180 community stakeholders, including local governmental units, nongovernmental
 181 organizations, civic engagement organizations, businesses, and social service providers;

182 (E) Establishment and maintenance of partnerships with institutions, such as
 183 universities, hospitals, museums, corporations, community organizations, or other
 184 community partners, to further the development and implementation of community
 185 school programming; and

186 (F) School leadership team development.

187 20-2-643.

188 (a)(1) Upon award of an operational grant, each grantee shall establish a school
 189 leadership team responsible for developing school-specific programming goals, assessing
 190 program needs, and overseeing the process of implementing expanded programming at
 191 each covered school site. The school governing council for any school in a charter
 192 system shall serve as the school leadership team. For all other schools, the school
 193 leadership team shall meet the following requirements:

194 (A) The school leadership team for an elementary or middle school shall have between
 195 12 and 15 members. The school leadership team shall be composed of no less than 60
 196 percent parents, residents, and teachers and shall include the following stakeholders:

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

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

200 (iii) Parents and residents and, if the school has a relevant civic association or
 201 parent-teacher organization or civic engagement organization such as a Parent

202 Teacher Association chapter, the lead partner agency or principal shall work with
 203 such organizations to hold elections to select representatives; and
 204 (iv) Teachers chosen by a democratic selection process led by the lead partner agency
 205 or principal; and

206 (B) The school leadership team for a high school shall have between 12 and 15
 207 members, shall include the stakeholders provided for in subparagraph (A) of this
 208 paragraph, and shall include two students elected by students of the school who shall
 209 serve as voting members.

210 Upon selection, the school leadership team shall immediately appoint two representatives
 211 from the community who are not parents, teachers, other employees of the school, or
 212 students to serve as voting members on the school leadership team. Following the
 213 selection of the community representatives, the school leadership team shall select a
 214 chairperson to guide the school leadership team's work.

215 (2) The school leadership team at each grantee's covered school site or sites shall be
 216 responsible for overseeing the baseline analyses described in subsection (c) of Code
 217 Section 20-2-642. Each such school leadership team shall also have ongoing
 218 responsibility for monitoring the development and implementation of sustainable
 219 community school operations and programming at each covered school site and shall
 220 issue recommendations to school leadership, the local board of education, and community
 221 partners on a regular basis and summarized in an annual report. Each such report shall
 222 be made available to the public at the covered school site or sites and on school system
 223 websites.

224 (b) Upon award of an operational grant, a grantee shall hire a resource coordinator to
 225 coordinate services at each covered school site. If proposing to serve three or more sites,
 226 the grantee may also hire a program director to coordinate activities across covered school
 227 sites. Resource coordinators and program directors shall work collaboratively with school
 228 leadership and school leadership teams to provide the services and programs that meet
 229 school and community needs and priorities.

230 20-2-644.

231 Operational grants awarded pursuant to this article may be used to support any of the
 232 following activities:

233 (1) Where the grantee has received funding to provide community school programming
 234 at multiple covered school sites, selection and compensation of a program director to
 235 oversee and coordinate programming across multiple covered school sites;

236 (2) Selection and compensation of a resource coordinator at each covered school site;

237 (3) Ongoing convening and consultation of institutional partners;

- 238 (4) General coordination of programs within and between covered school sites;
 239 (5) Ongoing monitoring of the impact of community school programming on
 240 participating students;
 241 (6) Development of alternative funding strategies to guarantee the long-term
 242 sustainability of the community school;
 243 (7) Ongoing operation of the school leadership team; and
 244 (8) Other activities, both operational and programmatic, which assist in the
 245 implementation of the plan required under paragraph (4) of subsection (c) of Code
 246 Section 20-2-642.

247 20-2-645.

248 (a) At the conclusion of an operational grant term, a grantee, spearheaded by the lead
 249 partner agency and supported by the school leadership team, shall submit to the
 250 Department of Education and make available at the covered school site and on its website
 251 a report describing efforts to integrate community school programming at each covered
 252 school site and the impact of the transition to a sustainable community school on
 253 participating students. This report shall include, but shall not be limited to, discussion of
 254 the following:

- 255 (1) The number and percentage of students receiving community school programming
 256 who had not previously been served;
 257 (2) Any improvement in retention among students who receive community school
 258 programming;
 259 (3) Any improvement in academic achievement among students who receive community
 260 school programming;
 261 (4) An accounting of anticipated local budget savings, if any, resulting from
 262 implementation of the program;
 263 (5) An accounting of how the operational grant funds have been expended pursuant to
 264 Code Section 20-2-644 and the comprehensive community school plan;
 265 (6) An assessment of the effectiveness of the grantee in implementing the community
 266 school plan;
 267 (7) Problems encountered in the design and execution of the community school plan,
 268 including identification of any federal, state, or local statute or regulation impeding
 269 program implementation;
 270 (8) The operation of the school leadership team and its contribution to successful
 271 execution of the community school plan;
 272 (9) Recommendations for improving delivery of community school programming to
 273 students;

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

310 (c) No later than October 31 of the year following the completion of the first full
311 operational grant term, the Department of Education shall report to the Governor and the
312 General Assembly on the pilot program regarding community school programming. The
313 report shall be made publicly available on covered schools' websites and on the Department
314 of Education website. All data featured in the report shall be made available in
315 machine-readable formats.

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

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

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

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

325 (4) Consultation with school leadership teams.

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

329 20-2-646.

330 This article shall stand repealed on December 31, 2024."

331 **SECTION 3.**

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