

1 STATE OF OKLAHOMA

2 2nd Session of the 58th Legislature (2022)

3 HOUSE BILL 3001

By: Rosecrants

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5
6 AS INTRODUCED

7 An Act relating to schools; enacting the Oklahoma
8 Community Schools Act of 2022; defining terms;
9 creating a community schools grant program;
10 designating a grant amount; creating guidelines for
11 qualification; stipulating use of request-for-
12 proposal process; directing the State Department of
13 Education to establish and enforce policy prohibiting
14 discrimination; directing the State Department of
15 Education to provide technical assistance to
16 applicants; expanding training and resources;
17 directing grantees to establish a community school
18 planning and oversight team; authorizing oversight
19 teams to develop school-specific programming goals,
20 assessing program needs, and overseeing
21 implementation of programming; expanding research and
22 analysis of successful strategies of community
23 schools; implementing successful strategies in
24 nonqualifying public schools; providing for
codification; and providing an effective date.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified
in the Oklahoma Statutes as Section 18-130 of Title 70, unless there
is created a duplication in numbering, reads as follows:

This act shall be known and may be cited as the "Oklahoma
Community Schools Act of 2022".

1 SECTION 2. NEW LAW A new section of law to be codified
2 in the Oklahoma Statutes as Section 18-130.1 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 As used in the Oklahoma Community Schools Act of 2022:

5 1. "Applicant" means a school, local education agency (LEA),
6 consortium (meaning a group consisting of one or more schools), or
7 community partners and/or organizations, including government
8 agencies that are not LEAs, that propose to work with one another to
9 plan and/or implement community school programming pursuant to
10 Section 3 of this act. The applicant shall serve as the fiscal
11 agent for the consortium;

12 2. "Classified staff" means education support professionals and
13 specialized instructional support personnel of a school, excluding
14 teachers;

15 3. "Community organization" means a nonprofit organization that
16 has been in existence for three (3) years or more, and has a
17 verifiable track record of working with the community surrounding
18 the covered school site on education and other issues;

19 4. "Community partner" means a community stakeholder,
20 including, but not limited to, parents and parent organizations,
21 students and student organizations, early learning programs, the
22 business community, civil rights organizations, civic engagement
23 organizations, advocacy groups, local civic and community-based
24

1 organizations, local governmental agencies, local school employee
2 organizations, and institutions of higher education;

3 5. "Community school programming" means services, activities,
4 and opportunities described under subsection G of Section 3 of this
5 act;

6 6. "Consortium" means a group, consisting of one or more
7 schools or a local education agency, and community partners and/or
8 community organizations (which can include government agencies that
9 are not LEAs) that propose to work with one another to plan and/or
10 implement community school programming pursuant to Section 3 of this
11 act;

12 7. "Covered school site" means any school site at which an
13 eligible school has proposed or has been funded to provide community
14 school programming under Section 3 or 4 of this act;

15 8. "Education support professional" means a classified public
16 school employee of a state or of any political subdivision of a
17 state who works in any school grade in any of the following nine
18 occupational specialties:

- 19 a. paraprofessional (paraeducator, education assistant,
20 instructional assistant) services,
- 21 b. clerical and administrative services,
- 22 c. transportation services,
- 23 d. food and nutrition services,
- 24 e. custodial and maintenance services,

- f. security services,
- g. health and student services,
- h. technical services, or
- i. skilled trades;

9. "Grantee" means an applicant that has been granted a sustainable community school operational grant under Section 4 of this act;

10. "High-quality child care or early childhood education programming" means educational programming for preschool-aged children grounded in research and consistent with best practices in the field;

11. "Lead partner agency" means the organization that joins the school to manage and lead the work of developing and sustaining the community school;

12. "Relevant experts" means individuals, institutions, or organizations with experience in the design, implementation, or evaluation of programs related to the topics described in this act;

13. "Specialized instructional support personnel" means:

- a. school counselors, school social workers, and school psychologists, and
- b. other qualified professional personnel, including school nurses, speech language pathologists, and school librarians involved in providing assessment, diagnosis, counseling, educational, therapeutic, and

1 other necessary services, including related services
2 as that term is defined in the Individuals with
3 Disabilities Education Act, as part of a comprehensive
4 program to meet student needs; and

5 14. "Trained health care professional" means a health care
6 practitioner with formal education and clinical training who is
7 credentialed through certification, registration, and/or licensure
8 to deliver high-quality patient care services for the
9 identification, prevention, and treatment of diseases, disabilities,
10 and disorders.

11 SECTION 3. NEW LAW A new section of law to be codified
12 in the Oklahoma Statutes as Section 18-130.2 of Title 70, unless
13 there is created a duplication in numbering, reads as follows:

14 A. The State Department of Education shall make grants,
15 pursuant to Section 4 of this act, available to plan, implement, and
16 improve sustainable community schools. A request-for-proposal
17 process must be used in awarding grants, and proposals shall be
18 evaluated and scored on the basis of criteria consistent with this
19 section. Proposals may be submitted by applicants; provided that
20 each covered school site referenced in the proposal is:

21 1. A Title I school that is among the lowest-achieving fifteen
22 percent (15%) of Title I schools in the state;

1 2. A secondary school that is eligible for, but does not
2 receive, Title I funds and that is among the lowest-achieving
3 fifteen percent (15%) of secondary schools in the state;

4 3. A high school that has had a graduation rate, as defined in
5 34 CFR 200.19(b), that is less than sixty percent (60%) over three
6 (3) years; or

7 4. Any school the State Department of Education determines is a
8 school in poverty that would benefit from community school
9 programming.

10 B. The State Department of Education shall establish and
11 enforce a policy prohibiting discrimination on the basis of race,
12 national origin, religion, sex, disability, sexual orientation,
13 gender expression or identity, housing status, or immigration status
14 in the development and administration of community school
15 programming.

16 C. Technical assistance, including, but not limited to, grant
17 writing and support for the design of nondiscriminatory community
18 school programming, must be made available to applicants. Such
19 technical assistance may be provided by the State Department of
20 Education directly or by an organization with demonstrated
21 experience with community schools planning in partnership with
22 community organizations or civic engagement organizations funded by
23 the State Department of Education through a request-for-proposal
24 process to provide such technical assistance.

1 D. Sustainable community school operational grants may be
2 awarded, pursuant to Section 4 of this act, to applicants who have
3 demonstrated an initial need to implement a sustainable community
4 schools program but are in need of additional planning to establish
5 or expand existing programming. Schools unready to implement
6 programming immediately shall use their grant funds for up to one
7 (1) year of planning. At the end of this period, the school must
8 submit a community school plan, pursuant to Section 4 of this act.

9 1. Applicants that have demonstrated readiness to begin
10 operation of a sustainable community school program and submitted a
11 community school plan, pursuant to Section 4 of this act, need not
12 use the first year of the grant for planning and will be awarded
13 sustainable community school operational grants.

14 2. Sustainable community school operational grants shall be no
15 more than One Hundred Fifty Thousand Dollars (\$150,000.00) and shall
16 supplement, not supplant, existing services and funds.

17 E. Upon award of a sustainable community school operational
18 grant, each grantee must establish a community school planning and
19 oversight team responsible for developing school-specific
20 programming goals, assessing program needs, and overseeing the
21 process of implementing expanded programming at each covered school
22 site. The team shall meet the following requirements:

23 1. The community school planning and oversight team shall be
24 comprised of twelve to fifteen people with no less than one-third

1 (1/3) parents/residents, one-third (1/3) teachers and other
2 classified staff, and include the following:

- 3 a. Principal. The school principal shall be a voting
4 member, not chair of the team,
- 5 b. Community partners, including representatives from the
6 lead partner agency,
- 7 c. Parents/residents. If the school has a relevant civic
8 association or parent-teacher organization, or civic
9 engagement organization (such as a Parent Teacher
10 Association chapter), the lead partner agency or
11 principal shall ask it to select representatives, and
- 12 d. Teachers and classified staff. A minimum of one
13 teacher, one education support professional, and one
14 specialized instructional support personnel shall
15 represent this group. Where the local employee
16 organization is the exclusive representative for
17 school staff members in one or more of these
18 categories, it shall select the representative(s) from
19 that category. In cases where there is not an
20 exclusive representative but rather competing
21 organizations, the local employee organization with
22 the most members shall select the representative(s)
23 for that category of employee;

1 2. Upon selection, the school leadership team shall immediately
2 appoint two (2) representatives from the community who are not
3 parents, teachers, classified staff, or students to serve as voting
4 members, and following the selection of the community
5 representatives, the school leadership team shall select a chair to
6 guide its work;

7 3. The school leadership team for a high school shall have
8 between twelve to fifteen members, meet the requirements of
9 subparagraphs a through d of paragraph 1 of this subsection, and
10 include two students, elected by students of the school, who shall
11 serve as voting members; and

12 4. The school leadership team at each grantee's covered school
13 site or sites shall be responsible for overseeing baseline analyses.
14 Each such school leadership team shall also have ongoing
15 responsibility for monitoring the development and implementation of
16 sustainable community school operations and programming at each
17 school site and shall issue recommendations to school leadership,
18 the local education agency, and community partners on a regular
19 basis and summarize them in an annual report. These reports shall
20 also be made available to the public at the school site and on
21 school and district websites.

22 F. Upon award of a sustainable community school operational
23 grant, each successful applicant shall hire a resource coordinator
24 to coordinate services at each covered school site. If proposing to

1 serve three or more sites, the eligible district shall also hire a
2 program director to coordinate activities across covered school
3 sites. Resource coordinators and program directors shall work
4 collaboratively with school leadership and school leadership teams
5 to provide the services and programs that meet school and community
6 needs and priorities.

7 G. Each applicant school must demonstrate how it plans to
8 implement:

9 1. Positive discipline practices such as restorative justice;

10 2. Curricula that is engaging and academically rigorous;

11 3. Wraparound supports such as physical and mental health
12 services, social services, and academic enrichment programs;

13 4. An emphasis on high-quality teaching, not on high-stakes
14 testing; and

15 5. Parent and community engagement plans so the full community
16 actively participates in decision-making processes.

17 H. In addition, each eligible school shall propose to arrange
18 for the provision of at least two of the following types of
19 community school programming at each covered school site:

20 1. Early childhood:

21 a. early childhood education,

22 b. programs under the Head Start Act, including Early
23 Head Start programs, and

24 c. child care services;

1 2. Academic:

- 2 a. academic support and enrichment activities, including
3 expanded learning time,
4 b. summer or after-school enrichment and learning
5 experiences,
6 c. job training, internship, and apprenticeship
7 opportunities (such as building trades apprenticeship
8 and/or industry certification programs) and career-
9 counseling services,
10 d. programs that provide assistance to students who have
11 been truant, suspended, or expelled,
12 e. GED programs for youth and community members,
13 f. specialized instructional support services, and
14 g. college classes, early college high school model;

15 3. Parental involvement:

- 16 a. programs that promote parental involvement and family
17 literacy,
18 b. parent leadership development activities, and
19 c. parenting education activities;

20 4. Mental and physical health:

- 21 a. mentoring and other youth development programs,
22 including peer mentoring and conflict mediation,
23 b. youth leadership development opportunities,
24 c. juvenile crime prevention and rehabilitation programs,

- d. home visitation services by teachers and other professionals,
- e. developmentally appropriate physical education,
- f. nutrition services,
- g. primary health and dental care, and
- h. mental health counseling services; and

5. Community involvement:

- a. service and service-learning opportunities,
- b. adult education, including instruction in English as a second language,
- c. homeless prevention services, affordable housing, and mortgage revision services,
- d. community development/organizing training/opportunities, and/or
- e. other programming designed to meet school and community needs and community development opportunities identified through the school leadership team baseline analysis described in subsection B of Section 4 of this act.

I. Eligible schools must integrate into their operations funding and services accessed from any of the following provisions of the federal Elementary and Secondary Education Act, 20 U.S.C., Sections 6301 through 7981, as amended by the Every Student Succeeds Act:

1 1. Section 4625: full-service community schools grants,
2 eligible recipients of which include consortia consisting of a local
3 education agency and one or more community-based organizations,
4 nonprofit organizations, or other public or private entities;

5 2. Title I, of which at least one percent (1%) of funds must be
6 used to support parent engagement activities and research-based
7 practices, including:

8 a. a community-wide needs assessment and plan for
9 community schools,

10 b. professional development on family and community
11 engagement for school personnel,

12 c. curriculum development and implementation that
13 connects students to community problems,

14 d. hiring a community school coordinator, and

15 e. out-of-school-time programs;

16 3. 21st Century Community Learning Centers, which promote
17 academic enrichment and tutoring for students after school hours;
18 and

19 4. Promise Neighborhood grants, which provide a continuum of
20 coordinated services in neighborhoods with high poverty and multiple
21 signs of distress as well as schools in comprehensive or targeted
22 improvement status receiving matching funds of one hundred percent
23 (100%), including at least one school with wraparound services.
24

1 SECTION 4. NEW LAW A new section of law to be codified
2 in the Oklahoma Statutes as Section 18-130.3 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 A. The State Department of Education shall make sustainable
5 community school operational grants of up to One Hundred Fifty
6 Thousand Dollars (\$150,000.00) available to implement a sustainable
7 community school's strategy. A request-for-proposal process must be
8 used in awarding grants. Proposals will be evaluated on the basis
9 of criteria consistent with this section and other factors adopted
10 by the State Department of Education. Grants shall be for a term of
11 five (5) years and shall be renewable at the discretion of the State
12 Department of Education. Grantees can begin implementation
13 immediately or use up to one (1) year of the grant for planning
14 purposes. Before grantees use the grant funding for implementation,
15 they must submit a community school plan.

16 B. The application for a grant under this section must include
17 the following:

18 1. A baseline analysis of needs at the school site, spearheaded
19 by the lead partner agency and/or school leadership team, in
20 collaboration with relevant experts, as appropriate, which shall
21 include the following elements:

- 22 a. identification of challenges facing the school,
- 23 b. analysis of the student body, including:

24

- (1) number and percentage of students with disabilities and the needs of these students,
- (2) number and percentage of students who are English learners and the needs of these students, and
- (3) number and percentage of students receiving free or reduced-price lunch and the needs of these students,

c. analysis of enrollment and retention rates for students with disabilities, English learners, and students receiving free or reduced-price lunch,

d. analysis of suspension and expulsion data, including the justification for such disciplinary actions and the degree to which particular populations, including, but not limited to, students of color, students with disabilities, students who are English learners, and students receiving free or reduced-price meals, are represented among students subject to such actions,

e. analysis of school achievement data disaggregated by major demographic categories, including, but not limited to, race/ethnicity, English learner status, disability status, and receipt of free or reduced-price lunch,

f. analysis of current parent engagement strategies and their success,

- 1 g. evaluation of the need for and availability of
2 wraparound services, including, but not limited to:
- 3 (1) mechanisms for meeting students' social,
4 emotional, and physical health needs, which may
5 include coordination of existing services as well
6 as the development of new services based on
7 student needs, and
- 8 (2) strategies to create safe and secure school
9 environments and improve school climate and
10 discipline, such as implementing a system of
11 positive behavioral supports and taking
12 additional steps to eliminate bullying, and
- 13 h. solicitation and analysis of input from parents, the
14 principal, teachers, classified staff, and students on
15 potential improvements to the curriculum, which should
16 be aimed at helping all students progress towards
17 attaining academic standards, and deriving other
18 benefits from their schooling, along with a
19 description of how this information will be used;

20 2. A baseline analysis of community assets and a strategic plan
21 for utilizing and aligning identified assets. This analysis shall
22 include, but not be limited to, a documentation of individuals in
23 the community, faith-based organizations, community and neighborhood
24

1 associations, colleges, hospitals, libraries, businesses, and social
2 service agencies that may be able to provide support and resources;

3 3. A baseline analysis of needs in the community surrounding
4 the school, spearheaded by the lead partner agency and/or the school
5 leadership team, in collaboration with relevant experts, as
6 appropriate, including, but not limited to:

7 a. the need for high-quality, full-day child care and
8 early childhood education programs,

9 b. the need for physical and mental health care services
10 for children and adults,

11 c. the need for job training and other adult education
12 programming, and

13 d. the need for before- and after-school programs and
14 summer learning opportunities; and

15 4. A sustainable community school plan detailing the steps the
16 grantee and partners will take to integrate the five elements
17 referenced in subsection G of Section 3 of this act to become a
18 sustainable community school at the school site, including plans for
19 ensuring the following:

20 a. timely establishment and consistent operation of the
21 school leadership team,

22 b. maintenance of attendance records in all programming
23 components,

24

- 1 c. maintenance of measurable data showing annual
2 participation and the impact of programming on the
3 participating children and adults,
- 4 d. documentation of meaningful and sustained
5 collaboration between the school and community
6 stakeholders, including local governmental units,
7 civic engagement organizations, businesses, and social
8 service providers,
- 9 e. professional development, the goal of which is to
10 ensure the integration of the principal, teachers, and
11 classified staff into the sustainable community school
12 model and of community school resources into academic
13 and other school planning and activities promoting
14 student success,
- 15 f. establishment and maintenance of partnerships with
16 institutions, such as universities, hospitals,
17 museums, corporations, not-for-profit community
18 organizations, or other community partners, to further
19 the development and implementation of community school
20 programming,
- 21 g. compliance with the nondiscrimination policy described
22 in subsection B of Section 3 of this act, and
- 23 h. a plan for school leadership team development.
24

1 C. Grants under this section shall be available to support the
2 following activities:

3 1. Up to one (1) year of grant funds may be used to create a
4 comprehensive community school implementation plan;

5 2. Where the grantee has received funding to provide community
6 school programming at multiple covered school sites, selection and
7 compensation of a program director to oversee and coordinate
8 programing across multiple covered school sites;

9 3. Selection and compensation of a resource coordinator at each
10 covered school site;

11 4. Ongoing convening and consultation of institutional
12 partners;

13 5. General coordination of programs within and between covered
14 school sites;

15 6. Professional development for school staff that engages them
16 as full partners in the community school;

17 7. Ongoing monitoring of the impact of the sustainable
18 community school on participating children and adults;

19 8. Development of alternative funding strategies to guarantee
20 the long-term sustainability of the community school;

21 9. Ongoing operation of the school leadership team; and

22 10. Other activities, both operational and programmatic, which
23 assist in implementation of the plan required under subsection D of
24 this section.

1 D. At the conclusion of each grant term, each sustainable
2 community school operational grant grantee, spearheaded by the lead
3 partner agency and supported by the school leadership team, shall
4 submit to the State Department of Education and make available at
5 the school site and online, a report describing efforts to integrate
6 community school programming at each covered school site and the
7 impact of the transition to a sustainable community school on
8 participating children and adults. This report shall include, but
9 shall not be limited to, discussion of the following:

10 1. An assessment of the effectiveness of the grantee in
11 implementing the community school plan;

12 2. Problems encountered in the design and execution of the
13 community school plan, including identification of any federal,
14 state, or local statute or regulation impeding program
15 implementation;

16 3. The operation of the school leadership team and its
17 contribution to successful execution of the community school plan;

18 4. Recommendations for improving delivery of community school
19 programming to students;

20 5. The number and percentage of students receiving community
21 school programming who had not previously been served;

22 6. The number and percentage of nonstudent community members
23 receiving community school programming who had not previously been
24 served;

- 1 7. Any improvement in retention among students who receive
2 community school programming;
- 3 8. Any improvement in academic achievement among students who
4 receive community school programming;
- 5 9. Any changes in students' readiness to enter school, active
6 involvement in learning and in their community, health (physical,
7 social, and emotional), and students' relationship with the school
8 and community environment;
- 9 10. An accounting of anticipated budget savings, if any,
10 resulting from the implementation of the program;
- 11 11. Any improvements to the frequency or depth of families'
12 involvement with their children's education;
- 13 12. Assessment of community stakeholder satisfaction;
- 14 13. Assessment of institutional partner satisfaction;
- 15 14. The ability, or anticipated ability, of the grantee and
16 partners to continue to provide services in the absence of future
17 funding under this act;
- 18 15. Increases in access to services for students and their
19 families; and
- 20 16. The degree of increased collaboration among participating
21 agencies and private partners.

22 E. Before beginning to use operational grant funding, the
23 grantee shall provide the State Department of Education with a
24 sustainable community school plan. For schools that opt to use

1 their first year of grant funding to plan community school
2 programming and implementation, the sustainable community school
3 plan shall be submitted at the end of the first year. The
4 sustainable community school plan shall detail the steps the grantee
5 and partners will take to integrate community school programming at
6 the school site and include plans for:

7 1. Establishing programming that meets the needs indicated by
8 the baseline analyses required under paragraphs 1 and 2 of
9 subsection B of this section;

10 2. Timely establishment and consistent operation of the school
11 leadership team;

12 3. Maintenance of attendance records in all programming
13 components;

14 4. Maintenance of measurable data showing annual participation
15 and the impact of programming on the participating children and
16 adults;

17 5. Documentation of meaningful and sustained collaboration
18 between the school and community stakeholders, including local
19 governmental units, civic engagement organizations, businesses, and
20 social service providers;

21 6. Establishment and maintenance of partnerships with
22 institutions, including universities, hospitals, museums,
23 corporations, not-for-profit community organizations, or other
24

1 community partners, to further the development and implementation of
2 community school programming;

3 7. Establishment and enforcement of a nondiscrimination policy
4 ensuring that the community school does not condition participation
5 upon race, ethnic origin, religion, sex, or disability;

6 8. Annual evaluation and public reporting on the impact of
7 programming on participating children and adults; and

8 9. Ensuring the continuation of the sustainable community
9 school after the grant period ends.

10 SECTION 5. NEW LAW A new section of law to be codified
11 in the Oklahoma Statutes as Section 18-130.4 of Title 70, unless
12 there is created a duplication in numbering, reads as follows:

13 A. Reports submitted by eligible schools shall be evaluated by
14 the State Department of Education with respect to criteria developed
15 by the State Department of Education. These criteria shall include,
16 but not be limited to, the following:

17 1. The effectiveness of the school, local education agency, or
18 consortium in implementing the sustainable community school plan,
19 including the degree to which the grantee navigated difficulties
20 encountered in the design and operation of the sustainable community
21 school plan, including identification of any federal, state, or
22 local statute or regulation impeding program implementation;

23 2. The extent to which the recommendations of the school
24 leadership team are reflected in the sustainable community school

1 plan and the degree to which the school leadership team has been
2 engaged in discussion and decision-making;

3 3. The extent to which the project has yielded lessons about
4 ways to improve delivery of community school programming to
5 students;

6 4. The degree to which there has been an increase in the number
7 or percentage of students and nonstudents receiving community school
8 programming;

9 5. The degree to which there has been improvement in retention
10 of students and academic achievement among students receiving
11 community school programming;

12 6. Local budget savings, if any, resulting from the
13 implementation of the program;

14 7. The degree of community stakeholder and institutional
15 partner engagement;

16 8. Increases in access to services for students and their
17 families; and

18 9. The degree of increased collaboration among participating
19 agencies and private partners.

20 B. No later than August 30 of the year following the first full
21 year of operation of the sustainable community school funds program
22 and each year thereafter, the State Department of Education shall
23 submit a report to the Governor and the Legislature on the impact of
24 the sustainable community schools strategy. The report shall be

1 made publicly available at covered school sites and on the State
2 Department of Education website. All data featured in the report
3 shall be made available in machine-readable formats.

4 C. The report shall draw upon the following data sources to
5 provide analysis of the sustainable community schools program's
6 success and recommendations for enhancing the program's
7 effectiveness:

- 8 1. Aggregate data from required reports;
- 9 2. Interviews and other consultation with students, parents,
10 community members, program directors, and resource coordinators; and
- 11 3. Consultation with school leadership teams.

12 D. The report shall include analysis and recommendations
13 related to the potential to replicate the best practices of eligible
14 schools in nongrant public schools.

15 E. The report shall include a calculation or estimate of cost
16 savings, including budget savings at the state, local, and federal
17 levels in areas such as public health, public safety, and public
18 education resulting from investment in community school programming.

19 SECTION 6. This act shall become effective November 1, 2022.

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21 58-2-8555 MJ 12/27/21

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