

1 STATE OF OKLAHOMA

2 1st Session of the 55th Legislature (2015)

3 SENATE BILL 287

By: Pittman

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5
6 AS INTRODUCED

7 An Act relating to schools; creating the Sustainable
8 Community Schools Act; providing short title;
9 providing definitions; directing the State Department
10 of Education to make grants available; directing use
11 of certain process; establishing criteria for grant
12 applications; directing the department to establish
13 certain policy; providing for certain assistance;
14 directing grantees to establish certain teams;
15 providing for membership of teams; providing for
16 hiring of certain positions; providing for the award
17 of grants; providing grant terms; requiring grant
18 applicants to submit certain information; providing
19 purposes for grant funds; requiring grantees to
20 submit certain report; requiring grantees to submit
21 certain plan; directing the department to evaluate
22 certain reports; requiring use of certain criteria;
23 requiring submission of certain annual report;
24 requiring use of certain data in report; providing
for codification; providing an effective date; and
declaring an emergency.

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 11-112 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 "Sustainable
Community Schools Act".

1 SECTION 2. NEW LAW A new section of law to be codified
2 in the Oklahoma Statutes as Section 11-113 of Title 70, unless there
3 is created a duplication in numbering, reads as follows:

4 As used in this act:

5 1. "Applicant" means a school, local education agency or a
6 consortium, in which at least one party is a community partner,
7 proposing to work in collaboration with one or more community
8 organizations which is seeking a Sustainable Community School
9 Operational Grant pursuant to Section 4 of this act. The
10 "applicant" will serve as the fiscal agent for the consortium;

11 2. "Classified staff" means nonsupervisory employees of a
12 school, excluding teachers;

13 3. "Covered school site" means any school site at which an
14 applicant has proposed or has been funded to provide community
15 school programming pursuant to Sections 3 or 4 of this act;

16 4. "Community partner" means a community stakeholder including,
17 but not limited to, parents and parent organizations, students and
18 student organizations, early learning programs, the business
19 community, civil rights organizations, civic engagement
20 organizations, advocacy groups, local civic and community-based
21 organizations, local governmental agencies, local school employee
22 organizations, and institutions of higher education;

23 5. "Community organization" means a nonprofit organization that
24 has been in existence for three (3) years or more and has a

1 verifiable track record of working with the community surrounding
2 the covered school site on education and other issues;

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

6 7. "Consortium" means a group of local education and/or
7 governmental agencies, schools, community partners and/or community
8 organizations that propose to work with one another to plan and/or
9 implement community school programming pursuant to Section 4 of this
10 act;

11 8. "Grantee" means an applicant that has been granted a
12 Sustainable Community School Operational Grant pursuant to Section 4
13 of this act;

14 9. "High-quality child care or early childhood education
15 programming" means educational programming for preschool-aged
16 children that is grounded in research and consistent with best
17 practices in the field;

18 10. "Lead Partner Agency" means the organization that joins the
19 school to manage and lead the work of developing and sustaining the
20 community school;

21 11. "Trained health care professional" means a health care
22 practitioner with formal education and clinical training who is
23 credentialed through certification, registration and/or licensure to
24 deliver high quality patient care services for the identification,

1 prevention, and treatment of diseases, disabilities, and disorders;
2 and

3 12. "Relevant experts" means individuals, institutions or
4 organizations with experience in the design, implementation or
5 evaluation of programs related to the topics described in subsection
6 B of Section 4 of this act.

7 SECTION 3. NEW LAW A new section of law to be codified
8 in the Oklahoma Statutes as Section 11-114 of Title 70, unless there
9 is created a duplication in numbering, reads as follows:

10 A. The State Department of Education shall make grants
11 available to plan, implement, and improve sustainable community
12 schools. A request-for-proposal process shall be used to award
13 grants, and proposals shall be evaluated and scored on the basis of
14 criteria consistent with this section. Proposals may be submitted
15 by applicants, provided that each covered school site referenced in
16 the proposal is:

17 1. A Title I school in improvement, correction action or
18 restructuring that is among the lowest achieving fifteen percent
19 (15%) of Title I schools in the state;

20 2. A secondary school that is eligible for but does not receive
21 Title I funds that is among the lowest achieving fifteen percent
22 (15%) of secondary schools in the state;

23

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1 3. A high school that has had a graduation rate as defined in
2 Section 3-151.1 of Title 70 of the Oklahoma Statutes that is less
3 than sixty percent (60%) over three (3) years; or

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

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

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

22 D. 1. Sustainable Community School Grants may be awarded
23 pursuant to Section 4 of this act to applicants who have
24 demonstrated a need to implement a sustainable community schools

1 program but are in need of additional planning to establish or
2 expand existing programming. Schools unready to implement
3 programming immediately shall use their grant funds for up to one
4 year of planning. At the end of the planning period, the school
5 must submit a Community School Plan, pursuant to subsection F of
6 Section 4 of this act.

7 2. Applicants that have demonstrated readiness to begin
8 operation of a sustainable community school program and submitted a
9 Community School Plan pursuant to subsection E of Section 4 of this
10 act need not use the first year of the grant for planning and shall
11 be awarded the Sustainable Community School Operational Grants
12 pursuant to Section 4 of this act. Sustainable Community School
13 Operational Grants shall be no more than Five Thousand Dollars
14 (\$5,000.00) and shall supplement, not supplant, existing services
15 and funds.

16 E. Upon award of a Sustainable Community School Operational
17 Grant, each grantee shall establish a School Leadership team
18 responsible for developing school-specific programming goals,
19 assessing program needs, and overseeing the process of implementing
20 expanded programming at each covered site. The School Leadership
21 Team shall meet the following requirements:

22 1. The School Leadership Team for a middle or elementary school
23 shall have between twelve and fifteen members. The team shall be
24

1 comprised of no less than sixty percent (60%) parents, residents,
2 and teachers and shall include the following stakeholders:

- 3 a. school principal, who shall be a voting member of the
4 team but shall not be the chair of the team,
- 5 b. community partners, including representatives from the
6 Lead Partner Agency,
- 7 c. parents/residents, who shall be selected by election
8 from a relevant civic association, parent-teacher
9 organization or civic engagement organization if the
10 school has such an association or organization,
- 11 d. teachers:
 - 12 (1) who shall be selected by a democratic selection
13 process by the school district's employee
14 organization, if the school district has such an
15 organization, provided that at least one member
16 of the team be a teacher selected directly by the
17 employee organization, or
 - 18 (2) who shall be selected by a democratic selection
19 process led by the Lead Agency Partner or the
20 principal, and
- 21 e. two representatives from the community who are not
22 parents, teachers, classified staff or students, to be
23 appointed by the School Leadership Team.

24 The School Leadership Team shall select a chair from its members;

1 2. The School Leadership Team for a high school shall have
2 between twelve and fifteen members and shall meet the requirements
3 of paragraph 1 of subsection E of this section except the team shall
4 also include two students elected by students of the school; and

5 3. The School Leadership Team at each grantee's covered school
6 site or sites shall be responsible for overseeing the baseline
7 analyses described in subsection B of Section 4 of this act. Each
8 School Leadership Team shall also have ongoing responsibility for
9 monitoring the development and implementation of sustainable
10 community school operations and programming at each school site and
11 shall issue recommendations to school leadership, the local
12 education agency, and community partners on a regular basis and
13 summarized in an annual report. The reports shall also be made
14 available to the public at the school site and on school and
15 district websites.

16 F. Upon award of a Sustainable Community School Operational
17 Grant, each successful applicant shall hire a resource coordinator
18 to coordinate services at each covered school site. If proposing
19 three or more sites, the successful applicant shall also hire a
20 program director to coordinate activities across covered school
21 sites. Resource coordinators and program directors shall work
22 collaboratively with school leadership and School Leadership Teams
23 to provide the services and programs that meet school and community
24 needs and priorities.

1 G. Each applicant school shall demonstrate how it will move to
2 positive discipline practices, more engaging and relevant
3 curriculum, and transformative parent engagement. In addition, each
4 applicant shall propose to provide a minimum of two of the following
5 types of community school programming at each covered school site
6 during the grant period:

7 1. Early childhood:

- 8 a. early childhood education,
- 9 b. programs under the federal Head Start Act of 2007 (PL
10 No. 110-134, Section 642B), including Early Head Start
11 programs, and
- 12 c. child care services;

13 2. Academic:

- 14 a. academic support and enrichment activities, including
15 expanded learning time,
- 16 b. summer or after-school enrichment and learning
17 experiences,
- 18 c. job training, internship opportunities, and career
19 counseling services,
- 20 d. programs that provide assistance to students who have
21 been truant, suspended or expelled, and
- 22 e. specialized instructional support services;

23 3. Parental involvement:
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- a. programs that promote parental involvement and family literacy, including the Reading First and Early reading First programs authorized under part B of Title I of the Elementary and Secondary Education Act of 2001 (P.L. No. 107-110),
- b. parenting leadership development activities, and
- c. parenting education activities;

4. Mental and physical health:

- a. mentoring and other youth development programs, including peer mentoring and conflict mediation,
- b. juvenile crime prevention and rehabilitation programs,
- c. home visitation services by teachers and other professionals,
- d. developmentally appropriate physical education,
- e. nutrition services,
- f. primary health and dental care, and
- g. mental health counseling services;

5. Community involvement:

- a. service and service learning opportunities,
- b. adult education, including instruction in English as a second language, and
- c. homeless prevention services; and/or

1 6. Other programming designed to meet school and community
2 needs identified by the School Leadership Team analysis conducted
3 pursuant to subsection E of Section 3 of this act.

4 H. In addition, each application shall include plans for the
5 following:

6 1. Maintenance of attendance records in all programming
7 components;

8 2. Maintenance of measurable data showing annual participation
9 and the impact of programming on the participating children and
10 adults;

11 3. Documentation of meaningful and sustained collaboration
12 between the school and community stakeholders, including local
13 government units, civic engagement organizations, businesses, social
14 service providers, cultural organizations, institutions of higher
15 education, and health institutions; and

16 4. Ensuring compliance with the nondiscrimination policy
17 described in subsection B of Section 3 of this act.

18 SECTION 4. NEW LAW A new section of law to be codified
19 in the Oklahoma Statutes as Section 11-115 of Title 70, unless there
20 is created a duplication in numbering, reads as follows:

21 A. The State Department of Education shall make Sustainable
22 Community Schools Operational Grants of up to Five Thousand Dollars
23 (\$5,000.00) available to implement a sustainable community school's
24 strategy. A request-for-proposal process shall be used in awarding

1 grants. Proposals shall be evaluated on the basis of criteria
2 consistent with this section and other factors adopted by the State
3 Department of Education. Grants shall be for a term of five (5)
4 years and shall be renewable at the discretion of the State
5 Department of Education. Grantees may begin implementation
6 immediately or use up to one year of the grant for planning
7 purposes. Before grantees use the grant funding for implementing,
8 they must submit a Community School Plan pursuant to subsection E of
9 this section.

10 B. The application for a grant must include:

11 1. A baseline analysis of needs at the school site, spearheaded
12 by the Lead Partner Agency and/or School Leadership Team in
13 collaboration with relevant experts as appropriate, which shall
14 include:

15 a. identification of challenges facing the school,

16 b. analysis of the student body, including:

17 (1) the number and percentage of students with
18 disabilities and needs of the students,

19 (2) the number and percentage of students who are
20 English language learners and the needs of the
21 students, and

22 (3) the number and percentage of students receiving
23 free or reduced-price lunch and the needs of the
24 students,

- 1 c. analysis of enrollment and retention rates for
2 students with disabilities, English language learners,
3 and students receiving free or reduced-price lunch,
4 d. analysis of suspension and expulsion data including
5 the justification for such disciplinary actions and
6 the degree to which particular populations including,
7 but not limited to, students of color, students with
8 disabilities, students who are English language
9 learners, and students receiving free or reduced-price
10 lunch, are represented among students subject to such
11 actions,
12 e. analysis of school achievement data disaggregated by
13 major demographic categories including, but not
14 limited to, race/ethnicity, English language learner
15 status, disability status, and free or reduced-price
16 lunch receipt,
17 f. analysis of current parent engagement strategies and
18 their success,
19 g. evaluation of the need for and availability of
20 wraparound services including, but not limited to:
21 (1) mechanisms for meeting students' social,
22 emotional, and physical health needs, which may
23 include coordination of existing services, as
24

1 well as the development of new services based on
2 student needs, and

3 (2) strategies to create safe and secure school
4 environments and improve school climate and
5 discipline, such as implementing a system of
6 positive behavioral supports and taking
7 additional steps to eliminate bullying, and

8 h. analysis of the breadth and depth of community and
9 school support for the school curriculum and the
10 breadth and depth of support for changes to the school
11 curriculum;

12 2. A baseline analysis of community assets and a strategic plan
13 for utilizing and aligning identified assets. The analysis should
14 include, but not be limited to, a documentation of individuals in
15 the community, faith-based organizations, community, and
16 neighborhood associations, colleges, hospitals, libraries,
17 businesses, and social service agencies that may be able to provide
18 support and resources;

19 3. A baseline analysis of needs in the community surrounding
20 the school, spearheaded by the Lead Partner Agency and/or the School
21 Leadership Team, in collaboration with relevant experts as
22 appropriate including, but not limited to:

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

- b. the need for physical and mental health care services for children and adults, and
- c. the need for job training and other adult education programming; and

4. A Sustainable Community School Plan detailing the steps the grantee and partners will take to integrate the five elements to become a sustainable community school at the school site, including plans to ensure:

- a. timely establishment and consistent operation of the School Leadership Team,
- b. maintenance of attendance records in all programming components,
- c. maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults,
- d. documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers,
- e. establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, nonprofit community organizations or other community partners, to further

1 the development and implementation of community school
2 programming,

3 f. ensuring compliance with the nondiscrimination policy
4 described in subsection B of Section 3 of this act,
5 and

6 g. plan for School Leadership Team development.

7 C. Grants shall be available to support the following
8 activities:

9 1. Up to one year of grant funds may be used to create a
10 comprehensive community school implementation plan;

11 2. If the grantee has received funding to provide community
12 school programming at multiple covered school sites, selection and
13 compensation of a program director to oversee and coordinate
14 programming across multiple covered school sites;

15 3. Selection and compensation of a resource coordinator at each
16 covered school site;

17 4. Ongoing convening and consultation of institutional
18 partners;

19 5. General coordination of programs within and between covered
20 school sites;

21 6. Ongoing monitoring of the impact of the community school on
22 participating children and adults;

23 7. Development of alternative funding strategies to guarantee
24 the long-term sustainability of the community school;

1 8. Ongoing operation of the School Leadership Team; and

2 9. Other activities, both operational and programmatic, which
3 assist in implementation of the plan required under subsection D of
4 Section 4 of this act.

5 D. At the conclusion of each grant term, each Sustainable
6 Community Schools Operational Grant grantee, spearheaded by the Lead
7 Partner Agency and supported by the School Leadership Team, shall
8 submit to the State Department of Education and make available at
9 the school site and online a report describing the efforts to
10 integrate community school programming at each covered school site
11 and the impact of the transition to a sustainable community school
12 on participating children and adults. The report shall include, but
13 not be limited to, discussion of:

14 1. An assessment of the effectiveness of the grantee in
15 implementing the Community School Plan;

16 2. Problems encountered in the design and execution of the
17 Community School Plan, including identification of any federal,
18 state or local statute or regulation impeding the program
19 implementation;

20 3. The operation of the School Leadership Team and its
21 contribution to successful execution of the Community School Plan;

22 4. Recommendations for improving delivery of community school
23 programming to students;

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- 1 5. The number and percentage of students receiving community
2 school programming who had not previously been served;
- 3 6. The number and percentage of nonstudent community members
4 receiving community school programming who had not previously been
5 served;
- 6 7. Any improvement in retention among students who receive
7 community school programming;
- 8 8. Any improvement in academic achievement among students who
9 receive community school programming;
- 10 9. Any changes in students' readiness to enter school, active
11 involvement in learning and in their community, physical health,
12 social health, emotional health, and the students' relationship with
13 the school and community environment;
- 14 10. An accounting of anticipated local budget savings, if any,
15 resulting from the implementation of the program;
- 16 11. Any improvements to the frequency or depth of families'
17 involvement with their children's education;
- 18 12. Assessment of community stakeholder satisfaction;
- 19 13. Assessment of institutional partner satisfaction;
- 20 14. The ability, or anticipated ability, of the grantee and
21 partners to continue to provide services in the absence of future
22 funding under this act;
- 23 15. Increases in access to services for students and their
24 families; and

1 16. The degree of increased collaboration among participating
2 agencies and private partners.

3 E. Before grantees begin using their operational grant funding,
4 the grantee shall provide the State Department of Education with a
5 Sustainable Community School Plan. For schools that opt to use
6 their first year of grant funding to plan community school
7 programming and implementation, the Sustainable Community School
8 Plan shall be submitted at the end of the first year. The
9 Sustainable Community School Plan shall detail the steps the grantee
10 and partners will take to integrate community school programming at
11 the school site and include plans for:

12 1. Establishing programming that meets the needs indicated by
13 the baseline analyses required in subsection B of Section 4 of this
14 act;

15 2. Timely establishment and consistent operation of the School
16 Leadership Team;

17 3. Maintenance of attendance records in all programming
18 components;

19 4. Maintenance of measurable data showing annual participation
20 and the impact of programming on the participating children and
21 adults;

22 5. Documentation of meaningful and sustained collaboration
23 between the school and organizations, businesses, and social service
24 providers;

1 6. Establishment and maintenance of partnerships with
2 institutions, such as universities, hospitals, museums, corporations
3 or nonprofit community organizations or other community partners to
4 further the development and implementation of community school
5 programming;

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

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

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

13 SECTION 5. NEW LAW A new section of law to be codified
14 in the Oklahoma Statutes as Section 11-116 of Title 70, unless there
15 is created a duplication in numbering, reads as follows:

16 A. Reports submitted by grantees pursuant to subsection D of
17 Section 4 of this act shall be evaluated by the State Department of
18 Education with respect to criteria developed by the department. The
19 criteria shall include, but not be limited to:

20 1. The effectiveness of the school, local education agency or
21 consortium in implementing the Sustainable Community School Plan,
22 including the degree to which the grantee navigated difficulties
23 encountered in the design and operation of the Sustainable Community
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1 School Plan, as well as identification of any federal, state or
2 local statute or regulation impeding program implementation;

3 2. The extent to which the recommendations of the School
4 Leadership Team are reflected in the Sustainable Community School
5 Plan and the degree to which the School Leadership Team has been
6 engaged in discussions and decision making;

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

10 4. The degree to which there has been an increase in the number
11 and percentage of students and nonstudents receiving community
12 school programming;

13 5. The degree to which there has been an improvement in
14 retention of students and improvement in academic achievement among
15 students receiving community school programming;

16 6. Local budget savings, if any, resulting from the
17 implementation of the program;

18 7. The degree of community stakeholder and institutional
19 partner engagement;

20 8. The ability, or anticipated ability, of the grantee and
21 partners to continue to provide services in the absence of future
22 funding;

23 9. Increases in access to services for students and their
24 families; and

1 10. The degree of increased collaboration among participating
2 agencies and private partners.

3 B. No later than August 30 of the year following the first year
4 of operation of the Sustainable Community Grants Program and each
5 year thereafter, the State Department of Education shall report to
6 the Governor and the Legislature on the impact of the Sustainable
7 Community Schools strategy. The report shall be made publicly
8 available at covered school sites and on the State Department of
9 Education's website. All data featured in the report shall be made
10 available in multiple formats. The report shall draw upon the
11 following data sources to provide analysis of the Sustainable
12 Community Schools Program's impact of funded initiatives and
13 recommendations for enhancing the program's effectiveness:

14 1. Aggregate data from reports required by subsection A of
15 Section 5 of this act;

16 2. Aggregate data from grantee reports required by subsection E
17 of Section 4 of this act;

18 3. Interviews and other consultation with students, parents,
19 community members, program directors, and resource coordinators; and

20 4. Consultation with the School Leadership Teams.

21 C. The report shall include analyses and recommendations
22 related to the potential to replicate the best practices of grantees
23 in non-grantee public schools. It shall also include an analysis of
24 cost-savings in areas such as public health, public safety, and

1 public education resulting from investment in community school
2 programming.

3 SECTION 6. This act shall become effective July 1, 2015.

4 SECTION 7. It being immediately necessary for the preservation
5 of the public peace, health and safety, an emergency is hereby
6 declared to exist, by reason whereof this act shall take effect and
7 be in full force from and after its passage and approval.

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