

1 STATE OF OKLAHOMA

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

3 HOUSE BILL 2039

By: Young

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5  
6 AS INTRODUCED

7 An Act relating to schools; creating the Community  
8 Wraparound Schools Act; stating legislative findings;  
9 providing definitions; directing the State Board of  
10 Education to make grants available for sustainable  
11 community schools; requiring certain procedures for  
12 awarding grants; requiring covered school sites to  
13 meet certain criteria; requiring the Board to  
14 establish a discrimination policy; providing for  
15 technical assistance to applicants; allowing for the  
16 award of Sustainable Community School Grants for  
17 planning; providing for the award of Sustainable  
18 Community Schools Operational Grants to certain  
19 applicants in certain amounts; requiring grantees to  
20 establish a School Leadership Team; stating  
21 responsibilities and membership requirements of the  
22 Team; providing for appointment of community  
23 representatives; providing for selection of a chair;  
24 requiring student members on high-school School  
Leadership Teams; specifying responsibilities;  
requiring an annual report; directing successful  
applicants to hire a Resource Coordinator or Program  
Director; stating duties; listing types of community  
school programming to be provided at each covered  
school site; requiring applicants to include plans to  
meet certain requirements; establishing amount of  
Sustainable Community Schools Operational Grants;  
specifying criteria for awarding grants; requiring  
submission of a Sustainable Community School Plan  
prior to receiving funding; listing information to be  
included in the application for a grant; listing  
activities that may be supported with grant funding;  
requiring submission of a report at the conclusion of  
the grant; specifying content of the report;  
requiring submission of a Sustainable Community  
School Plan prior to funding; specifying contents of

1 the Plan; directing the Board to evaluate certain  
2 reports; listing criteria to be used to evaluate  
3 reports; requiring the Board to make certain reports  
4 on the impact of the sustainable schools strategy;  
5 making reports available in certain formats; listing  
6 data sources to be used in the report; requiring  
7 certain analysis and recommendations; providing for  
8 codification; providing an effective date; and  
9 declaring an emergency.

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

11 SECTION 1. NEW LAW A new section of law to be codified  
12 in the Oklahoma Statutes as Section 3-148.1 of Title 70, unless  
13 there is created a duplication in numbering, reads as follows:

14 This act shall be known and may be cited as the "Community  
15 Wraparound Schools Act".

16 SECTION 2. NEW LAW A new section of law to be codified  
17 in the Oklahoma Statutes as Section 3-148.2 of Title 70, unless  
18 there is created a duplication in numbering, reads as follows:

19 The Oklahoma Legislature hereby finds:

20 1. Too many students in the state, particularly students of  
21 color and poor students, attend schools that are persistently low-  
22 performing. In order to ensure high-quality educational  
23 opportunities and improved educational outcomes for all students,  
24 the state must invest in approaches that are supported by research  
and consistent with best practices in the field;

1           2. The Community Wraparound Schools Act builds on more than  
2 twenty (20) years of work designing and implementing full-service  
3 community schools in high-poverty neighborhoods. The Alliance to  
4 Reclaim Our Schools (AROS) "Sustainable Community Schools" model is  
5 supported by research and consistent with best practices in the  
6 field. The AROS Sustainable Community Schools model includes the  
7 following elements:

- 8           a. curriculum that is engaging, culturally relevant and  
9           challenging,
- 10          b. a robust selection of classes and after-school  
11          programs in the arts, languages, ethnic studies, AP  
12          and honors courses as well as services such as English  
13          Language Learners, special education, GED prep and job  
14          training,
- 15          c. an emphasis on high-quality teaching, not on high-  
16          stakes testing. Assessments are used to help teachers  
17          meet the needs of students. Educators have a real  
18          voice in professional development,
- 19          d. wraparound supports such as health care, eye care and  
20          social and emotional services that support academics  
21          and are available before, during and after school and  
22          are provided year-round to the full community.  
23          Providers are accountable and culturally competent,

- 1 e. positive discipline practices such as restorative  
2 justice and social and emotional learning supports are  
3 stressed so students grow and contribute to the school  
4 community and beyond. Suspensions and harsh  
5 punishments are eliminated or greatly reduced, and  
6 f. transformational parent and community engagement is  
7 promoted so the full community actively participates  
8 in planning and decision-making. This process  
9 recognizes the link between the success of the school  
10 and the development of the community as a whole; and

11 3. The Legislature can drive dramatic improvements in public  
12 education and student health and achievement by creating  
13 opportunities for local education agencies, schools and community  
14 partners to collaborate in the planning and operation of sustainable  
15 community schools and by creating pathways for parents, teachers,  
16 other school staff and members of the broader community to engage  
17 meaningfully in these processes.

18 SECTION 3. NEW LAW A new section of law to be codified  
19 in the Oklahoma Statutes as Section 3-148.3 of Title 70, unless  
20 there is created a duplication in numbering, reads as follows:

21 As used in the Community Wraparound Schools Act;

22 1. "Applicant" means a school site, a school district, or a  
23 consortium in which at least one party is a community partner,  
24 proposing to work in collaboration with one or more community

1 organizations, which is seeking a Sustainable Community Schools  
2 Operational Grant pursuant to Section 5 of this act. The applicant  
3 shall serve as the fiscal agent for the consortium;

4 2. "Classified staff" means nonsupervisory employees of a  
5 school, excluding teachers;

6 3. "Covered school site" means any school site at which an  
7 applicant has proposed or has been funded to provide community  
8 school programming under Section 4 or 5 of this act;

9 4. "Community partner" means a community stakeholder including  
10 but not limited to parents and parent organizations, students and  
11 student organizations, early learning programs, the business  
12 community, civil rights organizations, civic engagement  
13 organizations, advocacy groups, local civic and community-based  
14 organizations, local governmental agencies, the local school  
15 employee organizations, and institutions of higher education;

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

20 6. "Community school programming" means services, activities  
21 and opportunities described under subsection G of Section 4 of this  
22 act;

23 7. "Consortium" means a group of local education and  
24 governmental agencies, school districts, schools, community partners

1 and community organizations that propose to work with one another to  
2 plan and implement community school programming pursuant to Section  
3 5 of this act;

4 8. "Grantee" means an applicant that has been granted a  
5 Sustainable Community Schools Operational Grant under Section 5 of  
6 this act;

7 9. "High-quality childcare or early childhood education  
8 programming" means educational programming for preschool-aged  
9 children that is grounded in research and consistent with best  
10 practices in the field;

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

14 11. "Trained health care professional" means a health care  
15 practitioner with formal education and clinical training who is  
16 credentialed through certification, registration or licensure to  
17 deliver high-quality patient-care services for the identification,  
18 prevention, and treatment of diseases, disabilities and disorders;  
19 and

20 12. "Relevant experts" means individuals, institutions or  
21 organizations with experience in the design, implementation or  
22 evaluation of programs related to the topics described in paragraphs  
23 1 and 2 of subsection B of Section 5 of this act.

24

1 SECTION 4. NEW LAW A new section of law to be codified  
2 in the Oklahoma Statutes as Section 3-148.4 of Title 70, unless  
3 there is created a duplication in numbering, reads as follows:

4 A. The State Board of Education shall make grants available to  
5 plan, implement and improve sustainable community schools. A  
6 request-for-proposal process shall be used in awarding grants, and  
7 proposals shall be evaluated and scored on the basis of criteria  
8 consistent with this section. Proposals may be submitted by  
9 applicants provided that each covered school site referenced in the  
10 proposal is:

11 1. A Title I school in improvement, corrective action, or  
12 restructuring that is among the lowest-achieving fifteen percent  
13 (15%) of Title I schools in the state;

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

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

20 4. Any school the State Board determines is a school in poverty  
21 that would benefit from the community school programming.

22 B. The Board shall establish and enforce a policy prohibiting  
23 discrimination on the basis of race, national origin, religion, sex,  
24 disability, sexual orientation, gender expression or identity,

1 housing status or immigration status in the development and  
2 administration of community school programming.

3 C. Technical assistance, including but not limited to grant  
4 writing and support for the design of nondiscriminatory community  
5 school programming, shall be made available to applicants. The  
6 technical assistance may be provided by the State Department of  
7 Education directly or by an organization with demonstrated  
8 experience with community schools planning in partnership with  
9 community organizations or civic engagement organizations funded by  
10 the State Board through a request-for-proposal process to provide  
11 technical assistance.

12 D. 1. Sustainable Community School Operational Grants may be  
13 awarded, pursuant to Section 5 of this act, to applicants who have  
14 demonstrated a need to implement a sustainable community schools  
15 program but are in need of additional planning to establish or  
16 expand existing programming. Schools unready to implement  
17 programming immediately shall use their grant funds for up to one  
18 (1) year of planning. At the end of this period the school shall  
19 submit a Sustainable Community School Plan, pursuant to subsection E  
20 of Section 5 of this act.

21 2. Applicants that have demonstrated readiness to begin  
22 operation of a sustainable community school program and submitted a  
23 Sustainable Community School Plan, pursuant to subsection E of  
24 Section 5 of this act, need not use the first year of the grant for



1 planning and will be awarded the Sustainable Community Schools  
2 Operational Grants, pursuant to Section 5 of this act. Sustainable  
3 Community Schools Operational Grants shall be no more than \_\_\_\_\_  
4 Dollars (\$0.00) and shall supplement, not supplant, existing  
5 services and funds.

6 E. Upon award of a Sustainable Community Schools Operational  
7 Grant, each grantee shall establish a School Leadership Team  
8 responsible for developing school-specific programming goals,  
9 assessing program needs and overseeing the process of implementing  
10 expanded programming at each covered site. The School Leadership  
11 Team shall meet the following requirements:

12 1. The School Leadership Team for a middle or elementary school  
13 shall have between twelve and fifteen members. The School  
14 Leadership Team shall be comprised of no less than sixty percent  
15 (60%) parents, residents and teachers and shall include the  
16 following stakeholders:

- 17 a. the school principal who shall be a voting member of  
18 the School Leadership Team. The school principal  
19 shall not be the chair of the School Leadership Team,
- 20 b. community partners including representatives from the  
21 lead partner agency,
- 22 c. parents or residents of the school district. If the  
23 school has a relevant civic association or parent-  
24 teacher organization, or civic engagement

1 organization, the lead partner agency or school  
2 principal may work with those organizations to hold  
3 elections to select representatives, and

4 d. teachers employed at the school. If an employee  
5 organization of teachers has a collective bargaining  
6 agreement with the school district, the employee  
7 organization shall administer a democratic selection  
8 process to choose the teachers on the team; provided,  
9 that at least one member of the School Leadership Team  
10 be a teacher selected directly by the employee  
11 organization. If the employee organization does not  
12 have collective bargaining authority representatives  
13 will be chosen by a democratic selection process lead  
14 by the lead partner agency or school principal;

15 2. Upon selection, the School Leadership Team shall immediately  
16 appoint two representatives from the community who are not parents,  
17 teachers, classified staff or students to serve as voting members on  
18 the School Leadership Team;

19 3. Following the selection of the community representatives,  
20 the School Leadership Team shall select a chair to guide the work of  
21 the School Leadership Team;

22 4. The School Leadership Team for a high school shall have  
23 between twelve and fifteen members and shall meet the requirements  
24 of this subsection except the School Leadership Team shall also

1 include two students elected by students of the school who shall  
2 serve as voting members; and

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

14 F. Upon award of a Sustainable Community Schools Operational  
15 Grant, each successful applicant shall hire a Resource Coordinator  
16 to coordinate services at each covered school site. If proposing to  
17 serve three or more sites, the successful applicant shall also hire  
18 a Program Director to coordinate activities across covered school  
19 sites. Resource Coordinators and Program Directors shall work  
20 collaboratively with school leadership and School Leadership Teams  
21 to provide the services and programs that meet school and community  
22 needs and priorities.

23 G. Each applicant school shall demonstrate how it will move to  
24 positive discipline practices, more engaging and relevant

1 curriculum, and transformative parent engagement. In addition, each  
2 applicant shall propose to provide a minimum of two of the following  
3 types of community school programming at each covered school site  
4 during the grant period:

5 1. Early Childhood:

- 6 a. early childhood education,
- 7 b. programs under the Head Start Act, including Early  
8 Head Start programs, and
- 9 c. child care services;

10 2. Academic:

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

20 3. Parental Involvement:

- 21 a. programs that promote parental involvement and family  
22 literacy, including the Reading First and Early  
23 Reading First programs authorized under part B of  
24

1 title I of the Elementary and Secondary Education Act  
2 of 1965,

- 3 b. parent leadership development activities, and
- 4 c. parenting education activities;

5 4. Mental and Physical Health:

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

15 5. Community Involvement:

- 16 a. service and service-learning opportunities,
- 17 b. adult education, including instruction in English as a  
18 second language, and
- 19 c. homeless prevention services; and

20 6. Other programming designed to meet school and community  
21 needs identified through the School Leadership Team analysis.

22 H. In addition, each application shall include plans for the  
23 following:  
24

- 1        1. Maintenance of attendance records in all programming  
2 components;
- 3        2. Maintenance of measurable data showing annual participation  
4 and the impact of programming on the participating children and  
5 adults;
- 6        3. Documentation of meaningful and sustained collaboration  
7 between the school and community stakeholders, including local  
8 governmental units, civic engagement organizations, businesses,  
9 social service providers, cultural organizations, institutions of  
10 higher education and health institutions; and
- 11       4. Ensuring compliance with the nondiscrimination policy  
12 described in subsection B of this section.

13       SECTION 5.       NEW LAW       A new section of law to be codified  
14 in the Oklahoma Statutes as Section 3-148.5 of Title 70, unless  
15 there is created a duplication in numbering, reads as follows:

16       A. The State Board of Education shall make Sustainable  
17 Community Schools Operational Grants of up to \_\_\_\_\_ Dollars  
18 (\$0.00) available to implement a sustainable community school's  
19 strategy. A request-for-proposal process shall be used in awarding  
20 grants. Proposals shall be evaluated on the basis of criteria  
21 consistent with this section and other factors adopted by the Board.  
22 Grants shall be for a term of five (5) years and shall be renewable  
23 at the discretion of the Board. Grantees may begin implementation  
24 immediately or use up to a year of the grant for planning purposes.

1 Before grantees use the grant funding for implementation they shall  
2 submit a Sustainable Community School Plan pursuant to subsection E  
3 of this section.

4 B. The application for a grant under this section shall include  
5 the following:

6 1. A baseline analysis of needs at the school site, spearheaded  
7 by the lead partner agency and School Leadership Team in  
8 collaboration with relevant experts as appropriate, which shall  
9 include the following elements:

10 a. identification of challenges facing the school,

11 b. analysis of the student body, including:

12 (1) number and percentage of students with  
13 disabilities and the needs of these students,

14 (2) number and percentage of students who are English  
15 Language Learners and the needs of these  
16 students, and

17 (3) number and percentage of students receiving free  
18 or reduced-price lunch and the needs of these  
19 students,

20 c. analysis of enrollment and retention rates for  
21 students with disabilities, English Language Learners  
22 and students receiving free or reduced-price lunch,

23 d. analysis of suspension and expulsion data, including  
24 the justification for the disciplinary actions and the

1 degree to which particular populations, including but  
2 not limited to students of color, students with  
3 disabilities, students who are English Language  
4 Learners, and students receiving free or reduced-price  
5 lunch are represented among students subject to the  
6 actions,

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

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

14 g. evaluation of the need for and availability of  
15 wraparound services including but not limited to:

16 (1) mechanisms for meeting the social, emotional and  
17 physical health needs of the students, which may  
18 include coordination of existing services as well  
19 as the development of new services based on  
20 student needs, and

21 (2) strategies to create safe and secure school  
22 environments and improve school climate and  
23 discipline, such as implementing a system of  
24



1 positive behavioral supports, and taking  
2 additional steps to eliminate bullying, and

3 h. analyze the breadth and depth of community and school  
4 support for the school curriculum and the breadth and  
5 depth of support for changes to the school curriculum;

6 2. A baseline analysis of community assets and a strategic plan  
7 for utilizing and aligning identified assets. This analysis may  
8 include but is not limited to a documentation of individuals in the  
9 community, faith-based organizations, community and neighborhood  
10 associations, colleges, hospitals, libraries, businesses and social  
11 service agencies who may be able to provide support and resources;

12 3. A baseline analysis of needs in the community surrounding  
13 the school, spearheaded by the lead partner agency and the School  
14 Leadership Team, in collaboration with relevant experts as  
15 appropriate, including but not limited to:

- 16 a. the need for high-quality, full-day childcare and  
17 early childhood education programs,
- 18 b. the need for physical and mental health care services  
19 for children and adults, and
- 20 c. the need for job training and other adult education  
21 programming; and

22 4. A Sustainable Community School Plan detailing the steps the  
23 grantee and partners will take to integrate the elements needed to  
24 become a sustainable community school as outlined in paragraph 2 of

1 Section 2 of this act at the school site, including plans for  
2 ensuring the following:

- 3 a. timely establishment and consistent operation of the  
4 School Leadership Team,
  - 5 b. maintenance of attendance records in all programming  
6 components,
  - 7 c. maintenance of measurable data showing annual  
8 participation and the impact of programming on the  
9 participating children and adults,
  - 10 d. documentation of meaningful and sustained  
11 collaboration between the school and community  
12 stakeholders, including local governmental units,  
13 civic engagement organizations, businesses, and social  
14 service providers,
  - 15 e. establishment and maintenance of partnerships with  
16 institutions such as universities, hospitals, museums,  
17 corporations, not-for-profit community organizations  
18 or other community partners to further the development  
19 and implementation of community school programming,
  - 20 f. ensuring compliance with the nondiscrimination policy  
21 described in subsection B of Section 4 of this act,  
22 and
  - 23 g. plan for School Leadership Team development.
- 24

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

3 1. Up to a year of grant funds may be used to create a  
4 sustainable Community School 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 programming 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. Ongoing monitoring of the impact of community school on  
16 participating children and adults;

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

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

20 9. Other activities, both operational and programmatic, which  
21 assist in implementation of the Plan required under subsection E of  
22 this section.

23 D. At the conclusion of each grant term, each Sustainable  
24 Community Schools Operational Grant grantee, spearheaded by the lead

1 partner agency and supported by the School Leadership Team, shall  
2 submit to the State Board of Education and make available at the  
3 school site and online, a report describing efforts to integrate  
4 community school programming at each covered school site and the  
5 impact of the transition to a sustainable community school on  
6 participating children and adults. This report shall include, but  
7 shall not be limited to, discussion of the following:

8 1. An assessment of the effectiveness of the grantee in  
9 implementing the Sustainable Community School Plan;

10 2. Problems encountered in the design and execution of the  
11 Sustainable Community School Plan, including identification of any  
12 federal, state, or local statute or regulation impeding program  
13 implementation;

14 3. The operation of the School Leadership Team and its  
15 contribution to successful execution of the Sustainable Community  
16 School Plan;

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

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

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

24

- 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 readiness of the student to enter school;  
6 active involvement in learning and in their community; health,  
7 including physical, social and emotional health; and the  
8 relationship of the student with the school and community  
9 environment;
- 10      10. An accounting of anticipated local budget savings, if any,  
11 resulting from the implementation of the program;
- 12      11. Any improvements to the frequency or depth of involvement  
13 by the family with the education of the student;
- 14      12. Assessment of community stakeholder satisfaction;
- 15      13. Assessment of institutional partner satisfaction;
- 16      14. The ability, or anticipated ability, of the grantee and  
17 partners to continue to provide services in the absence of future  
18 funding under the Community Wraparound Schools Act;
- 19      15. Increases in access to services for students and their  
20 families; and
- 21      16. The degree of increased collaboration among participating  
22 agencies and private partners.
- 23      E. Before grantees begin using their operational grant funding  
24 the grantee shall provide the Board with a Sustainable Community

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

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

9 2. Timely establishment and consistent operation of the School  
10 Leadership Team;

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

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

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

20 6. Establishment and maintenance of partnerships with  
21 institutions such as universities, hospitals, museums, corporations  
22 or not-for-profit community organizations, or other community  
23 partners to further the development and implementation of community  
24 school programming;

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

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

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

8 SECTION 6. NEW LAW A new section of law to be codified  
9 in the Oklahoma Statutes as Section 3-148.6 of Title 70, unless  
10 there is created a duplication in numbering, reads as follows:

11 A. Reports submitted by grantees pursuant to subsection D of  
12 Section 5 of this act shall be evaluated by the State Board of  
13 Education with respect to criteria developed by the Board. These  
14 criteria shall include but are not limited to the following:

15 1. The effectiveness of the school, school district or  
16 consortium in implementing the Sustainable Community School Plan  
17 including the degree to which the grantee navigated difficulties  
18 encountered in the design and operation of the Sustainable Community  
19 School Plan, including identification of any federal, state, or  
20 local statute or regulation impeding program implementation;

21 2. The extent to which the recommendations of the School  
22 Leadership Committee are reflected in the Sustainable Community  
23 School Plan and the degree to which the School Leadership Committee  
24 has been engaged in discussion and decision making;

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

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

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

10          6. Local budget savings, if any, resulting from the  
11 implementation of the program;

12          7. The degree of community stakeholder and institutional  
13 partner engagement;

14          8. The ability, or anticipated ability, of the grantee and  
15 partners to continue to provide services in the absence of future  
16 funding under the Community Wraparound Schools Act;

17          9. Increases in access to services for students and their  
18 families; and

19          10. The degree of increased collaboration among participating  
20 agencies and private partners.

21          B. No later than August 30 of the year following the first full  
22 year of operation of the sustainable community school grants program  
23 and each year thereafter, the Board shall report to the Governor and  
24 the Legislature on the impact of the sustainable community schools



1 strategy. This report shall be made publicly available at covered  
2 school sites and on the Board website. All data featured in the  
3 report shall be made available in machine-readable formats.

4 C. The report required in subsection B of this section shall  
5 draw upon the following data sources to provide analysis of the  
6 success of the sustainable community schools program in addressing  
7 the issues set forth in Section 2 of this act, the impact of funded  
8 initiatives and recommendations for enhancing the effectiveness of  
9 the program:

10 1. Aggregate data from reports required under subsection A of  
11 this section;

12 2. Aggregate data from grantee reports required under  
13 subsection D of Section 5 of this act;

14 3. Interviews and other consultation with students, parents,  
15 community members, Program Directors and Resource Coordinators; and

16 4. Consultation with School Leadership Teams.

17 D. The report required in subsection B of this section shall  
18 include analysis and recommendations related to the potential to  
19 replicate the best practices of grantees in nongranttee public  
20 school.

21 E. The report required in subsection B of this section shall  
22 include an analysis of cost savings in areas such as public health,  
23 public safety and public education resulting from investment in  
24 community school programming.

1 SECTION 7. This act shall become effective July 1, 2015.

2 SECTION 8. It being immediately necessary for the preservation  
3 of the public peace, health and safety, an emergency is hereby  
4 declared to exist, by reason whereof this act shall take effect and  
5 be in full force from and after its passage and approval.

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