Introduced by Representatives James of Manchester, Webb of Shelburne,
Bock of Chester, Cordes of Lincoln, Houghton of Essex,
Jerome of Brandon, O’Brien of Tunbridge, and Redmond of
Essex

Referred to Committee on

Date:

Subject: Education; equitable access to a high-quality education; community
schools

Statement of purpose of bill as introduced: This bill proposes to facilitate and
provide funding for the implementation of community schools that provide all
students with equitable access to a high-quality education.

An act relating to equitable access to a high-quality education through
community schools

It is hereby enacted by the General Assembly of the State of Vermont:

Sec. 1. SHORT TITLE

This act shall be called the “Community Schools Act.”

Sec. 2. FINDINGS AND PURPOSE

(a) Findings. The General Assembly finds that:
(1) Every child should be able to grow up and have the opportunity to achieve his or her dreams and contribute to the well-being of society. Every neighborhood deserves a public school that fully delivers on that promise.

(2) According to the most recent data, more than half of the nation’s schoolchildren live in low-income households, meaning they qualify for free or reduced-price lunch, the highest proportion since this statistic began being documented over 60 years ago. As a result, some schoolchildren face more challenges than others in succeeding in school and in life.

(3) Community schools facilitate the provision of comprehensive programs and services that are carefully selected to meet the unique needs of students and families, such as addiction prevention, treatment, and recovery; lack of stable housing; inadequate medical and dental care; hunger; trauma; and exposure to violence, so students can do their best.

(4) According to a report from the Learning Policy Institute, the four key pillars of the community schools approach, which are integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices, promote conditions and practices found in high-quality schools as well as address out-of-school barriers to learning.

(5) Research shows that community school interventions can result in improvements in a variety of student outcomes, including attendance.
academic achievement (including reducing racial and economic achievement
gaps), and high school graduation rates, and can meet the Every Student
Succeeds Act standard of “evidence-based” approaches to support schools
identified for comprehensive and targeted support and intervention.

(6) Research also shows that these programs offer a strong return on
investment of up to $15.00 for every dollar invested in community schools.

(b) Purpose. This law is enacted to support the successful implementation
of effective community schools that provide all students with equitable access
to a high-quality education.

Sec. 3. 16 V.S.A. § 4032 is added to read:

§ 4032. COMMUNITY SCHOOLS

(a) Definitions. As used in this section:

(1) “Community school” means a public elementary or secondary school
that includes all four of the following:

(A) Integrated student supports, which address out-of-school barriers
to learning through partnerships with social and health service agencies and
providers, coordinated by a community school director, which may include
access to services such as medical, dental, vision care, and mental health
services, or access to counselors to assist with housing, transportation,
nutrition, immigration, or criminal justice issues.
(B) Expanded and enriched learning time and opportunities, including before-school, afterschool, weekend, and summer programs, that provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem-solving and that may include art, music, drama, creative writing, hands-on experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school’s curriculum.

(C) Active family and community engagement, which brings students’ families and the community into the school as partners in children’s education and makes the school a neighborhood hub, providing adults with a facility to access educational opportunities they want, including coordinating services with outside providers to offer English as a second language classes; green card or citizenship preparation; computer skills; art; financial literacy; career counseling; job skills training; services for addiction prevention, treatment, and recovery; and other programs that bring community members into the building for meetings or events.

(D) Collaborative leadership and practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies that shall, at a minimum, include a school-based leadership team, a community school director, and a community-wide leadership team and may include other
leadership or governance teams, teacher learning communities, and other staff
to manage the multiple, complex, joint work of school and community
organizations.

(2) “Community school director” means a person who:

(A) is a full-time or part-time staff member serving in an eligible
school or in a school district or supervisory union with an eligible school;

(B) is responsible for the identification, implementation, and
coordination of integrated student supports; expanded and enriched learning
time and opportunities; family and community engagement; and collaborative
leadership and practices;

(C) serves as a member of the school-based leadership team;

(D) serves as the lead for the needs and assets assessment and
community school plan described in subsection (e) of this section; and

(E) leads the needs and assets assessment and stakeholder-driven
approach to problem solving and continuous improvement.

(3) “Community school initiative director” means a person who:

(A) aids implementation and coordination of integrated student
supports, expanded and enriched learning time and opportunities, family and
community engagement, and collaborative leadership and practice where more
than three eligible schools operate community school programs in Vermont;

and
(B) provides support and guidance to community school directors.

(4) “Community-wide leadership team” means a team at a supervisory union that is responsible for guiding the vision, policy, resource alignment, implementation, oversight, and goal setting for community school programs within the member districts of the supervisory union. This team shall include representatives from the supervisory union; teachers, school leaders, students, and family members from the eligible schools; community members; system-level partners that include representatives from government agencies; relevant unions; nonprofit and other community-based partners; and, if applicable, the community school initiative director.

(5) “Eligible applicant” means an eligible school or a school district or supervisory union with an eligible school.

(6) “Eligible school” means a public elementary or secondary school that:

(A) has a student body where at least 40 percent of students are eligible for free or reduced-price lunch under the Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.; or

(B) has been identified for comprehensive or targeted support and intervention under Section 1111(c)(4)(D) of the Elementary and Secondary Education Act of 1965 or otherwise identified by the State as in need of additional support.
(7) “School-based leadership team” means a school-level team that is responsible for assessing that school’s needs, developing its goals, selecting programming and services, and implementing the community school program. The team shall be composed of school and community representatives with not less than one-third parents or local residents and not less than one-third teachers and other school staff, as well as the principal, representatives of nonprofit organizations that serve the school, and, for secondary schools, students at the school. The leader shall be selected by the membership of the team.

(8) “Teacher learning communities” means a group of primarily instructional staff in an eligible school who are given common planning time to participate in ongoing decision making and planning that examine their practice and student performance to improve school policy and classroom teaching.

(b) Information and technical assistance. The Agency of Education shall provide the following forms of technical assistance to supervisory unions:

(1) distribute materials that describe the elements and advantages of community schools, including references to governmental and nonprofit reports;

(2) assist any school district in forming a task force to study the creation and administration of community schools;
(3) inform supervisory unions of the availability of grants authorized by this law and provide technical assistance to eligible applicants in applying for such grants;

(4) inform school districts of other sources of funding for community schools, including the federal Every Student Succeeds Act, and assist school district efforts to secure such funding; and

(5) facilitate effective coordination among State agencies in the deployment of resources and services such as health, nutrition, and other supports.

(c) Grant authorization. The Agency of Education is authorized to provide planning, implementation, and renewal grants to eligible applicants as follows:

(1) a one-year planning grant of up to $20,000.00 for each eligible school;

(2) annual implementation grants of $110,000.00 a year for a period of three years for each eligible school; and

(3) at the conclusion of the initial three-year grant period, applicants with demonstrated success, as determined by the Agency of Education’s evaluation under subsection (g) of this section, may apply for a renewal grant of $110,000.00 annually for each eligible school for up to three years.

(d) Planning grants applications and activities.
(1) Eligible applicants shall submit an application to the Agency of Education and shall include a description of the following:

   (A) the initial community-wide leadership team and the school-based leadership team or teams or the process that will be put in place to establish the teams;

   (B) the process and timeline for conducting a needs and assets assessment and community school plan for each eligible school as required by subsection (e) of this section; and

   (C) if applicable, plans for hiring additional staff, providing additional compensation to existing staff, or the contracting of a nonprofit entity or entities that will help the eligible applicant apply for an implementation grant or grants.

(2) Eligible applicants shall make an assurance that the applicant intends to apply for an implementation grant within six months of receipt of a planning grant.

(3) Planning grant funds shall be used for the following activities:

   (A) the establishment of, or continued support of, a community-wide leadership team and school-based leadership team or teams; and

   (B) conducting a needs and assets assessment and crafting a community school plan for each eligible school as required under subsection (e) of this section.
(4) Planning grant funds may be used for hiring additional staff, providing additional compensation to existing staff, or contracting with a nonprofit entity or entities to aid in the activities necessary to apply for an implementation grant.

(e) Application for implementation and renewal grants and community school plan. Eligible applicants shall submit an application for an implementation or renewal grant to the Agency of Education and for each eligible school shall include:

(1) A needs and assets assessment that includes:

(A) where available, and where applicable, student demographic, academic achievement, and school climate data, disaggregated by major demographic groups, including, but not limited to, race, ethnicity, English language proficiency, students with individualized education plans, and students eligible for free or reduced-price lunch status;

(B) access to and need for integrated student supports under subdivisions (a)(1)(A) and (f)(1)(C) of this section;

(C) access to and need for expanded and enriched learning time and opportunities under subdivisions (a)(1)(B) and (f)(1)(D) of this section;

(D) school funding information, including federal, State, local, and private education funding and per-pupil spending, based on actual salaries of personnel assigned to the eligible school;
(E) information on the number, qualifications, and stability of school staff, including the number and percentage of fully certified teachers and rates of teacher turnover; and

(F) active family and community engagement information, including:

(i) family and community needs based on surveys, information from public meetings, or information gathered by other means;

(ii) measures of family and community engagement in the eligible schools, including volunteering in schools, attendance at back-to-school nights, and parent-teacher conferences;

(iii) efforts to provide culturally and linguistically relevant communication between schools and families; and

(iv) access to and need for family and community engagement activities under subdivisions (a)(1)(C) and (f)(1)(E) of this section.

(2) Collaborative leadership and practices, including a description of the community-wide leadership team, school-based leadership teams, teacher learning communities, and common planning time for educators.

(3) Opportunities for partnerships with nonprofit organizations; faith- and community-based institutions; institutions of higher education, including teacher preparation institutions; hospitals; museums; businesses; and other community entities that can partner with the eligible school.
(4) Community climate indicators, including housing instability, unemployment, poverty, jobs that offer a living wage, health indicators, youth employment, access to parks, environmental hazards, crime, and gang activity.

(5) A community school plan, which shall include a description of the following:

(A) how the community school director and, as applicable, community school initiative director will be expected to fulfill their responsibilities under subdivisions (a)(2) and (a)(3) of this section;

(B) the collaborative leadership and practices structures and strategies;

(C) the integrated student supports, expanded and enriched learning time and opportunities, and active family and community engagement activities that will be tailored to the needs and assets assessment under subdivision (1) of this subsection (e) and provided in accordance with the activities under subdivision (f)(1) of this section;

(D) how the eligible school will provide culturally and linguistically relevant communication between schools and families;

(E) how the eligible school will establish and maintain partnerships with nonprofit organizations, faith- and community-based institutions, institutions of higher education, including teacher preparation institutions,
hospitals, museums, businesses, and other community entities that will help implement and sustain the community school plan;

(F) how activities chosen will reinforce, and not be duplicative of, existing programs and activities at the eligible school; and

(G) if applicable, a description of the federal, State, local, and private funds that will be accessed.

(f) Activities for implementation and renewal grants.

(1) Programming, services, and activities in this subsection shall be tailored to school and community needs as identified in the needs and assets assessment and community school plan under subsection (e) of this section.

As a condition of receipt of funds, eligible applicants shall, for each eligible school:

(A) provide a community school director and, as applicable, a district-level community school initiative director to coordinate services across eligible schools;

(B) establish or maintain a school-based leadership team and teacher learning communities and, for the supervisory union, a community-wide leadership team; and

(C) implement at least two of the following integrated student supports:
(i) access to health services that may be based in the eligible
school or provided in the community, including primary health; dental care;
and mental health, including trauma-informed care;
(ii) access to nutrition services, including access to additional
meals or assistance in accessing food assistance programs;
(iii) access to programs that provide assistance to students who
have been chronically absent, suspended, or expelled:
(I) mentoring and other youth development programs;
(II) programs that support positive school climates;
(III) juvenile crime prevention and rehabilitation programs;
(IV) specialized instructional support services;
(V) homeless prevention services;
(VI) developmentally appropriate physical education;
(VII) legal services, including immigration-related legal
services;
(VIII) dropout prevention programs; and
(IX) transportation services necessary for students to access
integrated student support services, expanded and enriched learning time and
opportunities, family and community engagement activities, or other services
and activities identified to support the development of students.
(D) implement expanded and enriched learning time and opportunities, which may include additional academic instruction; before-school, afterschool, and summer learning programs; mentorship programs; job training; internships; apprenticeships; and service-learning opportunities, and provide time for the community school director, school staff, the school-based leadership team, and others to plan, coordinate, and integrate these opportunities; and

(E) implement at least two active family and community engagement strategies, which may include:

(i) on-site early childhood care and education programs;

(ii) home visitation services by teachers and other professionals;

(iii) access to adult education, including instruction in English as a second language, GED, financial literacy, or credit recovery programs;

(iv) access to job search and preparation services and career advancement activities;

(v) access to legal services, such as help with green card or citizenship preparation;

(vi) access to programs that aid family and community well-being, including accessing homeless prevention services;
(vii) programs that promote parental involvement and family literacy, provide volunteer opportunities, promote inclusion in school-based leadership teams, and empower and strengthen families and communities;

(viii) provide other programming or services designed to meet school and community needs identified in the needs and assets assessment, which may also satisfy requirements under subdivisions (1)(C), (1)(D), and (1)(E) of this subsection (f); and

(ix) publicly disclose the results of an annual self-assessment based on information under subsection (e) of this section.

(2) Required activities shall not be duplicative of existing programs and activities.

(g) Evaluation.

(1) At the end of the initial three-year grant period of an implementation award and every third year in which a renewal grant ends, each eligible school shall undergo an evaluation designed by the Agency of Education. The evaluation shall include, at a minimum, information under subdivisions (e)(1) and (e)(2) and subdivision (f)(1) of this section, including the impact on academic achievement and opportunities, school climate, integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement strategies, the collaborative leadership and practices in place, and changes in school spending.
(2) On or before December 15, 2022, the Agency of Education shall report to the General Assembly and the Governor on the impact of the Community Schools Act and its grant program. The report shall be made publicly available on the Agency of Education’s website. The Agency of Education shall provide data gathered, in the aggregate and disaggregate, under subdivision (e)(1) of this section for each eligible school and present the data in such a manner that allows it to be easily searchable. As applicable, the Agency of Education shall make recommendations to the General Assembly, the Governor, and the public concerning possible revisions to the State’s funding formula, particularly for the highest-poverty supervisory unions in the State.

Sec. 4. APPROPRIATION OF FUNDS

(a) Notwithstanding any provision of law to the contrary, $2,000,000.00 is appropriated from the Education Fund to the Agency of Education for fiscal year 2021 designated for community schools under 16 V.S.A. § 4032.

(b) The Agency of Education may set aside:

(A) not more than 10 percent of funds for informational and technical assistance for eligible applicants and eligible schools under 16 V.S.A. § 4032(b); and

(B) not more than five percent of funds for the evaluations required under 16 V.S.A. § 4032(g).
1 Sec. 5. EFFECTIVE DATE

2 This act shall take effect on passage.