

1 TO THE HONORABLE SENATE:

2 The Committee on Education to which was referred House Bill No. 106
3 entitled “An act relating to equitable access to a high-quality education through
4 community schools” respectfully reports that it has considered the same and
5 recommends that the Senate propose to the House that the bill be amended by
6 striking out all after the enacting clause and inserting in lieu thereof the
7 following:

8 Sec. 1. SHORT TITLE

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

10 Sec. 2. FINDINGS AND PURPOSE

11 (a) Findings. The General Assembly finds that:

12 (1) Every child should be able to grow up and have the opportunity to
13 achieve their dreams and contribute to the well-being of society. Every child
14 deserves a public school that fully delivers on that promise.

15 (2) According to the National Center for Education Statistics, more than
16 half of the nation’s schoolchildren live in low-income households, meaning
17 they qualify for free or reduced-price lunch, a percentage that has risen steadily
18 in recent decades. According to the Vermont Agency of Education, an average
19 of 38 percent of students across all supervisory unions during the 2019–2020
20 school year qualified for free or reduced-price lunch. As a result, some

1 schoolchildren face more challenges than others in succeeding in school and in
2 life.

3 (3) Community schools facilitate the coordination of comprehensive
4 programs and services that are carefully selected to meet the unique needs of
5 students and families, such as substance misuse, lack of stable housing,
6 inadequate medical and dental care, hunger, trauma, and exposure to violence,
7 so students can do their best.

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

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

20 (6) Research also shows that these programs offer a strong return on
21 investment. According to impact studies, each dollar invested in a community

1 coordinator position returns approximately \$7.00 in net benefits to the school
2 (Return on Investment of a Community School Coordinator: A Case Study;
3 APEX and Community School Partnership; 2019). Every dollar invested in
4 programs and support (including medical, dental, and social services;
5 after-school and summer enrichment; parent engagement; and early childhood
6 services) can yield up to \$15.00 in return (Community Schools as an Effective
7 School Improvement Strategy: A Review of the Evidence; Anna Maier, Julia
8 Daniel, Jeannie Oakes, and Livia Lam; 2017).

9 (7) According to the Learning Policy Institute, “establishing community
10 schools” is one of 10 recommended strategies for restarting and rethinking the
11 role of public education in the wake of the COVID-19 pandemic. Community
12 schools serve as resource hubs that provide a broad range of easily accessed,
13 well-coordinated supports and services that help students and families with
14 increasingly complex needs.

15 (8) Community schools have been established in many states and
16 settings, from New York City to Chicago and Los Angeles. But the approach
17 has also been successful in rural communities. In McDowell County, West
18 Virginia (population 22,000), community schools are part of a public-private
19 partnership, a collaboration between state government, nonprofit agencies,
20 businesses, and philanthropic foundations, that aims to “make educational
21 improvement the route to a brighter economic future.” The national nonprofit

1 Rural School and Community Trust is an active advocate for expanding this
2 model in rural areas, calling the relationship between good schools and
3 thriving communities “crucial.” In Vermont, a growing number of schools are
4 implementing or exploring the model, from Molly Stark Elementary in
5 Bennington, which offers school-based health services, extended hours,
6 summer school, and family learning activities, to the school-based health
7 center in Winooski.

8 (9) Recognizing that literacy proficiency is a foundational learning skill,
9 community schools can advance the State goal of improving literacy for all
10 students in the State. Achieving this goal will require a multiyear and
11 multidimensional effort requiring continued focus by the General Assembly,
12 the Administration, and school leaders, and community schools are an
13 important component of that effort.

14 (b) Purpose. This law is enacted to support a demonstration grant program
15 for the implementation of community school programs that provide students
16 with equitable access to a high-quality education.

17 Sec. 3. COMMUNITY SCHOOLS; DEMONSTRATION GRANT
18 PROGRAM

19 (a) Definitions. As used in this section:

20 (1) “Community school coordinator” means a person who:

1 (A) is a full-time or part-time staff member serving in an eligible
2 school or in a school district or supervisory union with an eligible school and
3 appointed in accordance with Vermont law; and

4 (B) is responsible for the identification, implementation, and
5 coordination of a community school program, subject to the operational and
6 reporting structure of the community school coordinator’s employer.

7 (2) “Community school program” means a program offered at a public
8 elementary or secondary school that includes all four of the following:

9 (A) integrated student supports, which address out-of-school barriers
10 to learning through partnerships with social and health service agencies and
11 providers, coordinated by a community school coordinator, which may include
12 access to services such as medical, dental, vision care, and mental health
13 services, or access to counselors to assist with housing, transportation,
14 nutrition, immigration, or criminal justice issues;

15 (B) expanded and enriched learning time and opportunities, which
16 may include before-school, afterschool, weekend, and summer programs, that
17 provide additional academic instruction, individualized academic support,
18 enrichment activities, and learning opportunities that emphasize real-world
19 learning and community problem-solving and that may include art, music,
20 drama, creative writing, hands-on experience with engineering or science,

1 tutoring and homework help, and recreational programs that enhance and are
2 consistent with the school's curriculum;

3 (C) active family and community engagement, which brings
4 students' families and the community into the school as partners in children's
5 education and makes the school a community hub, providing adults with a
6 facility to access educational opportunities they want, which shall include
7 access to evidence-based literacy instruction and may include coordinating
8 services with outside providers to offer English as a second language classes,
9 green card or citizenship preparation, computer skills, art, financial literacy,
10 career counseling, job skills training, services for substance misuse, and other
11 programs that bring community members into the building for meetings or
12 events; and

13 (D) collaborative leadership and practices, which build a culture of
14 professional learning, collective trust, and shared responsibility using strategies
15 that shall, at a minimum, leverage the multitiered system of supports and
16 include a community school coordinator and a representative of families in the
17 community, and may include school, school district, and other leadership or
18 governance teams; teacher learning communities; and other staff to manage the
19 multiple, complex, joint work of school and community organizations.

20 (3) "Demonstration grant" means a grant provided to an eligible
21 applicant under this section.

1 (4) “Eligible applicant” means either a school district with an eligible
2 school or supervisory union with an eligible school.

3 (5) “Eligible school” means a public elementary or secondary school
4 that:

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

8 (B) has been identified for comprehensive or equity support and
9 intervention under Section 1111(c)(4)(D) of the Elementary and Secondary
10 Education Act of 1965 or otherwise identified by the State as in need of
11 additional support.

12 (b) Demonstration grant authorization. The Secretary of Education is
13 authorized to provide annual demonstration grants of up to \$110,000.00 a year
14 for a period of three years for each eligible applicant to:

15 (1) hire a community school coordinator to develop and implement a
16 community school program; or

17 (2) designate a community school coordinator from existing personnel
18 and augment work already being performed to develop and implement a
19 community school program.

20 (c) Grant administration.

1 (1) The Secretary of Education shall administer the demonstration grant
2 program under this section. The Secretary shall develop the demonstration
3 grant application, determine grant amounts, and provide grant funding on or
4 before September 1 of each of 2021, 2022, and 2023 to successful applicants.
5 The Secretary may deny or reduce second- and third-year grant funding if the
6 Secretary finds that the applicant has made insufficient progress towards
7 developing and implementing a community school program.

8 (2) The Agency of Education shall inform supervisory unions of the
9 availability of demonstration grants under this act and provide technical
10 assistance to eligible applicants in applying for these funds. The Agency of
11 Education shall also advise eligible applicants of other sources of funding that
12 may be available to advance the purpose of this act.

13 (d) Use of grant funding.

14 (1) An eligible applicant shall use the demonstration grant funding to:
15 (A) hire a community school coordinator to develop and implement a
16 community school program or designate a community school coordinator from
17 existing personnel and augment work already being performed to develop and
18 implement a community school program; and

19 (B) develop and implement a plan to improve literacy outcomes, and
20 objectively assess those outcomes.

1 (2) If the funding is used to hire a community school coordinator, then
2 during the first year of demonstration grant funding, the community school
3 coordinator shall conduct a needs and assets assessment of the school to
4 determine what is necessary to develop a community school program and an
5 action plan to implement the community school program. During the second
6 and third years of demonstration grant funding, the community school
7 coordinator shall oversee the implementation of the community school
8 program.

9 (e) Evaluation.

10 (1) At the end of each year of grant funding, each eligible applicant that
11 received grant funding shall undergo an evaluation designed by the Agency of
12 Education.

13 (2) On or before each of December 15, 2022 and 2024, the Agency of
14 Education shall report to the General Assembly and the Governor on the
15 impact of the demonstration grant program. The report shall be made publicly
16 available on the Agency of Education's website.

17 Sec. 4. APPROPRIATION OF FUNDS

18 (a) The Secretary of Education shall use \$3,399,000.00 of the amount
19 allocated to the Agency of Education from the American Rescue Plan Act of
20 2021 pursuant to Section 2001(f)(1), 2021, Pub. L. No. 117-2 for the

demonstration grants to be funded on or before September 1 of each of 2021,
2022, and 2023 under Sec. 3 of this act.

(b) The Agency of Education may set aside:

(1) not more than one percent of the funds appropriated under
subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for
informational and technical assistance, such as assistance with applying for
grant funding and use of grant funding, for eligible applicants as defined under
Sec. 3 of this act; and

(2) not more than two percent of the funds appropriated under
subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for
the evaluations required under Sec. 3 of this act.

Sec. 5. EFFECTIVE DATE

This act shall take effect on passage.

(Committee vote: _____)

Senator _____

FOR THE COMMITTEE