

114TH CONGRESS
1ST SESSION

H. R. 718

To amend the Elementary and Secondary Education Act of 1965 in order to support the community schools model.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 4, 2015

Mr. HONDA (for himself, Mr. CARTWRIGHT, Mr. COHEN, Ms. NORTON, and Mr. LOWENTHAL) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 in order to support the community schools model.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Supporting Commu-
5 nity Schools Act of 2015”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) The community school model effectively
9 leverages multiple education funding streams, which
10 results in greater resources for a school. Community

1 schools increase and sustain capacity through diver-
2 sified financial support and leverage, on average, 3
3 dollars from private and other sources for every 1
4 dollar of State funding provided to the schools. Ac-
5 cording to Secretary of Education Arne Duncan, for
6 every dollar spent on community schools, the United
7 States is getting back 5, 6, or 7 dollars from the
8 business community, nonprofit organizations, social
9 service agencies, and State and Federal govern-
10 ments.

11 (2) According to Linda Darling-Hammond, the
12 Charles DuCommon Professor of Education at Stan-
13 ford University, community schools, which make
14 local schools the hub of education and health serv-
15 ices for children and families, have proven to be
16 highly successful and are cost effective and
17 replicable. Community schools are a force for devel-
18 opment and stability that strengthens families and
19 communities, and such schools offer childcare and
20 early learning, family literacy and job-training, tu-
21 toring and enrichment before and after school, and
22 on-site health clinics.

23 (3) The bulk of community school resources go
24 directly to assist schools in meeting the schools' core
25 instructional missions, while also strengthening the

1 health and well-being of students, families, and
2 neighborhoods. Community schools dedicate approxi-
3 mately 57 percent of expenditures to support learn-
4 ing through academic enrichment and after school
5 activities, summer learning programs, early child-
6 hood education, service learning and civic engage-
7 ment, life skills, sports, and recreation. The second
8 largest expenditure, 19 percent, is directed towards
9 health and mental health services, which ensure that
10 children are physically able to learn and that health-
11 related barriers are identified and addressed. On av-
12 erage, 12 percent of the resources are spent on sup-
13 porting families, adult education, and immigrant
14 services. Twelve percent is spent on staff sites, in-
15 cluding the costs of a coordinator, tutors, interns,
16 mentors, and volunteers, working on the alignment
17 of activities for the community school.

18 (4) The Tulsa Area Community Schools Initia-
19 tive (TACSI) in Tulsa, Oklahoma, operates 18 com-
20 munity schools that serve as centers of community
21 life, offering comprehensive programs, services, and
22 opportunities to students, families, and the neigh-
23 boring community. Researchers compared 18 TACSI
24 schools to 18 non-TACSI schools and found that
25 students in TACSI schools that had deeply embed-

1 ded the community school model scored significantly
2 higher than comparable students in non-TACSI
3 schools on mathematics achievement tests. Further,
4 the 18 TACSI schools had higher ratings of instruc-
5 tional leadership and effective supervisory practices,
6 a stronger culture of faculty trust, and higher levels
7 of student trust of teachers, school identification
8 among students, parent trust in school, and school
9 outreach, than the comparison schools.

10 (5) In Multnomah County, Oregon, Schools
11 Uniting Neighborhoods (SUN) transforms schools
12 into community schools. SUN is a partnership of
13 Multnomah County, the City of Portland, including
14 Children’s Investment Fund, local school districts,
15 the Oregon Department of Human Services, a Busi-
16 ness Leader’s Roundtable, and nonprofit organiza-
17 tions. Data shows that students who regularly par-
18 ticipated in SUN activities showed strong gains in
19 academics, attendance, and behavioral areas. There
20 was a 76 percent increase in State benchmark scores
21 in reading and mathematics for such students, the
22 average daily school attendance at such schools was
23 95 percent, and 74 percent of the students had a
24 more positive attitude toward schools.

1 (6) All Cincinnati, Ohio, public schools are
2 using some level of the community school strategy.
3 Cincinnati Public Schools have been the most im-
4 proved urban district in Ohio. Cincinnati, Ohio, is
5 the first urban district in the State to receive an
6 “effective” rating. The district had a rating of “aca-
7 demic emergency” when the districtwide community
8 learning center program first began. Oyler Elemen-
9 tary School, where 92 percent of the students receive
10 free or reduced lunch under the Richard B. Russell
11 National School Lunch Act (42 U.S.C. 1751 et
12 seq.), was once threatened with closure. Oyler Ele-
13 mentary School has achieved more than its expected
14 level of growth for more than 2 consecutive years.
15 The school’s performance index has improved by 6
16 percent in the last 2 years alone.

17 (7) In Providence, Rhode Island, results from
18 Bailey Elementary School, the first full-service com-
19 munity school in the State, are positive. In 2009,
20 Bailey Elementary School made adequate yearly
21 progress in both mathematics and reading for the
22 first time in 4 years. In reading, students in grade
23 3 went from scoring 27 percent proficiency in 2007
24 to 41 percent in 2009, scores for students in grade
25 4 jumped from 28 percent proficiency to 59 percent

1 during the same period, and students in grade 5
2 moved from 12 percent proficiency to 39 percent.

3 (8) The Evansville Vanderburgh School Cor-
4 poration (EVSC) in Evansville, Indiana, is a district-
5 wide community school system that serves over
6 22,000 students in 38 schools. Students are con-
7 nected to their schools and to helping institutions
8 like churches and community organizations, libraries
9 and health clinics, recreation centers and volunteer
10 agencies, all of which allow students to explore and
11 participate in the larger community.

12 **SEC. 3. PURPOSE.**

13 The purpose of this Act is to provide State edu-
14 cational agencies and local educational agencies with the
15 funding, flexibility, and support necessary to implement
16 a research and evidence based community school model,
17 in order to—

18 (1) enable local educational agencies and com-
19 munity partners, including public and private agen-
20 cies, community-based organizations, local govern-
21 ment, institutions of higher education, families, fam-
22 ily advocacy organizations, after school program pro-
23 viders, summer program providers, museums, librar-
24 ies, and other cultural institutions and civic organi-
25 zations, to leverage their resources to prepare stu-

1 dents for institutions of higher education, careers,
2 and citizenship, through the creation and establish-
3 ment of community schools; and

4 (2) to provide funding for the creation, continu-
5 ation, or expansion of results-driven partnerships
6 that align numerous funding streams, including pub-
7 lic and private funding, and leverage existing fund-
8 ing.

9 **SEC. 4. DEFINITIONS.**

10 Section 9101 of the Elementary and Secondary Edu-
11 cation Act of 1965 (20 U.S.C. 7801) is amended—

12 (1) in paragraph (39), by striking “STATE.—
13 The” and inserting the following:

14 “(40) STATE.—The”;

15 (2) by redesignating paragraphs (7) through
16 (36), paragraphs (37) through (39), and paragraphs
17 (40) through (43) as paragraphs (8) through (37),
18 paragraphs (39) through (41), and paragraphs (44)
19 through (47), respectively;

20 (3) by inserting after paragraph (6) the fol-
21 lowing:

22 “(7) COMMUNITY SCHOOL.—The term ‘commu-
23 nity school’ means a public elementary school or sec-
24 ondary school that—

1 “(A) provides a coordinated and responsive
2 set of programs and integrated student sup-
3 ports that focus on academics, mental and
4 physical health and social services, youth and
5 community development, early care and edu-
6 cation programs and services, expanded learn-
7 ing time (including summer learning), and com-
8 munity engagement that leads to improved stu-
9 dent learning and development, stronger fami-
10 lies, and healthier communities;

11 “(B) is supported by a set of partnerships
12 between such school or local educational agency
13 and other community resources, such as com-
14 munity-based organizations, nonprofit organiza-
15 tions, and other public or private entities with
16 a demonstrated record of successfully meeting
17 student and family needs, consistent with the
18 purpose of a community school model, as de-
19 scribed in section 3 of the Supporting Commu-
20 nity Schools Act of 2015;

21 “(C) in addition to serving as an elemen-
22 tary school or secondary school, also operates as
23 a center of the community that is open to the
24 community and provides or hosts relevant serv-

1 ices for the community, to the greatest extent
2 practicable;

3 “(D) allows for the coordination of the as-
4 sets of the school and communities to more effi-
5 ciently and effectively meet the needs of all stu-
6 dents;

7 “(E) provides opportunities for collabora-
8 tion between the specialized instructional sup-
9 port personnel who are employed by a school or
10 a local educational agency and are responsible
11 for providing specialized instructional support
12 services, school nurses, and other staff to offer
13 a comprehensive range of services and opportu-
14 nities to children, families, and communities;

15 “(F) identifies a site coordinator (who may
16 be provided through a partnership with a non-
17 profit organization) to serve as a liaison with
18 partner organizations in order to assist the
19 community school in providing children and
20 families with the integrated services and com-
21 prehensive supports that are needed to improve
22 the learning of children and the ability of chil-
23 dren to plan for postsecondary educational op-
24 portunities, such as services and supports re-
25 lated to—

- 1 “(i) health;
- 2 “(ii) employment;
- 3 “(iii) mentoring or tutoring services,
- 4 and other human services;
- 5 “(iv) enrichment and accelerated
- 6 learning opportunities;
- 7 “(v) before school and after school
- 8 programs;
- 9 “(vi) recreation programs; and
- 10 “(vii) summer programs; and
- 11 “(G) implements the following:
- 12 “(i) The strengthening of the instruc-
- 13 tional program of the school for core aca-
- 14 demic subjects, by—
- 15 “(I) providing challenging cur-
- 16 ricula, raising standards and expecta-
- 17 tions, and developing highly effective
- 18 teachers who are skilled in content
- 19 area knowledge, pedagogy, and socio-
- 20 emotional development;
- 21 “(II) strengthening parent, fam-
- 22 ily, and community engagement; and
- 23 “(III) establishing practices that
- 24 address all aspects of student achieve-
- 25 ment and development, including cog-

1 nitive, social, emotional, physical, and
2 civic development.

3 “(ii) The provision of effective profes-
4 sional development to assist teachers and
5 administrators, specialized instructional
6 support personnel, other staff, and families
7 in identifying and meeting the comprehen-
8 sive needs of students.

9 “(iii) Strategies to increase student
10 motivation and engagement in learning in
11 school and community settings, before,
12 during, and after school, and during the
13 summer (in order to prevent summer
14 learning loss).

15 “(iv) The establishment of partner-
16 ships with organizations that volunteer to
17 support enrichment and development ac-
18 tivities, including organizations such as
19 youth sports leagues, and activities such as
20 family counseling, housing fairs, or finan-
21 cial fairs, designed to meet student, family,
22 and community needs.

23 “(v) The creation of a school climate
24 that is safe and supportive.

1 “(vi) Improvement of the coordina-
2 tion, availability, delivery, and effectiveness
3 of integrated services and comprehensive
4 supports for children and families.

5 “(vii) The integration of academic en-
6 richment and social services to support the
7 development of the whole child, including
8 the child’s intellectual, social, emotional,
9 and physical development.

10 “(viii) The promotion of mutual re-
11 spect and collaboration.

12 “(ix) The enhancement of parent,
13 family, caregiver, and community engage-
14 ment by—

15 “(I) using consistent, diverse,
16 and culturally competent outreach
17 strategies; and

18 “(II) supporting family engage-
19 ment, including adult education and
20 family literacy activities, family volun-
21 teering, and family input in school
22 policies, in order to support children’s
23 learning.

1 “(x) Increased access to, and im-
2 proved quality of, early care and education
3 programs, when applicable.

4 “(xi) The creation of a cultural envi-
5 ronment that is supportive of postsec-
6 ondary education and career readiness.

7 “(xii) The employment of technology
8 to increase student engagement and stu-
9 dent achievement.”;

10 (4) by inserting after paragraph (37) (as redese-
11 gnated by paragraph (2)) the following:

12 “(38) RESEARCH AND EVIDENCE BASED.—The
13 term ‘research and evidence based’ means a model
14 that is based on theoretical considerations, reported
15 practice, and prior research, and has demonstrated
16 success in—

17 “(A) improving student achievement or
18 student growth;

19 “(B) closing achievement gaps;

20 “(C) increasing attendance; and

21 “(D) in the case of a secondary school, in-
22 creasing secondary school graduation rates.”;

23 and

24 (5) by inserting after paragraph (41) (as redese-
25 gnated by paragraph (2)) the following:

1 “(42) SPECIALIZED INSTRUCTIONAL SUPPORT
 2 PERSONNEL.—The term ‘specialized instructional
 3 support personnel’ means school counselors, school
 4 social workers, school psychologists, and other quali-
 5 fied professional personnel involved in providing as-
 6 sessment, diagnosis, counseling, educational, thera-
 7 peutic, and other necessary corrective or supportive
 8 services (including related services, as such term is
 9 defined in section 602 of the Individuals with Dis-
 10 abilities Education Act (20 U.S.C. 1401)) as part of
 11 a comprehensive program to meet student needs.

12 “(43) SPECIALIZED INSTRUCTIONAL SUPPORT
 13 SERVICES.—The term ‘specialized instructional sup-
 14 port services’ means the services provided by special-
 15 ized instructional support personnel, and any other
 16 corrective or supportive services, to meet student
 17 needs.”.

18 **SEC. 5. USE OF THE COMMUNITY SCHOOLS MODEL BY**
 19 **SCHOOLS IN NEED OF IMPROVEMENT.**

20 (a) SCHOOL IMPROVEMENT GRANTS.—Section
 21 1003(g)(9) of the Elementary and Secondary Education
 22 Act of 1965 (20 U.S.C. 6303(g)(9)) is amended—

23 (1) by striking “LOCAL AWARDS.—Each” and
 24 inserting the following: “LOCAL AWARDS.—

25 “(A) IN GENERAL.—Each”; and

1 (2) by adding at the end the following:

2 “(B) COMMUNITY SCHOOLS MODEL.—

3 “(i) IN GENERAL.—A local edu-
4 cational agency may use funds under this
5 subsection to transform a school identified
6 for improvement, corrective action, or re-
7 structuring under section 1116 into a re-
8 search and evidence based community
9 school, in order to—

10 “(I) improve student achievement
11 in the school; and

12 “(II) create incentives to grow
13 and sustain community partnerships
14 so that the school and the community
15 work together to improve student aca-
16 demic achievement and social and
17 emotional well-being.

18 “(ii) REQUIREMENTS.—A local edu-
19 cational agency that uses funds under this
20 subsection to transform a school identified
21 for improvement, corrective action, or re-
22 structuring under section 1116 into a re-
23 search and evidence based community
24 school shall—

1 “(I) use rigorous, transparent,
2 and equitable evaluation systems to
3 assess the effectiveness of the imple-
4 mentation of the community school
5 model;

6 “(II) provide ongoing, high-qual-
7 ity professional development to staff
8 that—

9 “(aa) is aligned with the
10 school’s instructional program;

11 “(bb) facilitates effective
12 teaching and learning; and

13 “(cc) supports the imple-
14 mentation of school reform strat-
15 egies; and

16 “(III) give the school sufficient
17 operational flexibility in programming,
18 staffing, budgeting, and scheduling so
19 that such school can fully implement a
20 comprehensive strategy that is de-
21 signed to substantially improve stu-
22 dent achievement, and, if applicable,
23 increase the graduation rate at such
24 school.

1 “(iii) CONTINUATION OF ACTIVI-
2 TIES.—Notwithstanding any other provi-
3 sion of this subparagraph, in carrying out
4 a community school model, a local edu-
5 cational agency may continue to build on,
6 or complete, actions that the local edu-
7 cational agency has taken in the 3 years
8 before the school year in which the local
9 educational agency begins to fully imple-
10 ment the community school model.”.

11 (b) SCHOOL IMPROVEMENT PLANS.—Section
12 1116(b)(3)(A)(i) of the Elementary and Secondary Edu-
13 cation Act of 1965 (20 U.S.C. 6316(b)(3)(A)(i)) is amend-
14 ed by inserting “, or the implementation of a research and
15 evidence based community school model” after “part F”.

16 (c) CORRECTIVE ACTION.—Section 1116(b)(7)(C)(iv)
17 of the Elementary and Secondary Education Act of 1965
18 (20 U.S.C. 6316(b)(7)(C)(iv)) is amended by adding at
19 the end the following:

20 “(VII) Transform the school into
21 a research and evidence based commu-
22 nity school.”.

23 (d) ALTERNATE GOVERNANCE ARRANGEMENTS.—
24 Section 1116(b)(8)(B) of the Elementary and Secondary

1 Education Act of 1965 (20 U.S.C. 6316(b)(8)(B)) is
2 amended—

3 (1) by redesignating clause (v) as clause (vi);

4 and

5 (2) by inserting after clause (iv) the following:

6 “(v) Transforming the school into a
7 research and evidence based community
8 school.”.

9 **SEC. 6. ENCOURAGING COMMUNITY-SCHOOL COORDINA-**
10 **TION IN PREVENTION AND INTERVENTION**
11 **PROGRAMS FOR CHILDREN AND YOUTH WHO**
12 **ARE NEGLECTED, DELINQUENT, OR AT-RISK.**

13 Section 1424(3) of the Elementary and Secondary
14 Education Act of 1965 (20 U.S.C. 6454(3)) is amended
15 by striking “education” and inserting the following: “edu-
16 cation, which may include funding for a community school
17 coordinator who will support community schools operating
18 within the local educational agency by—

19 “(A) coordinating results-focused partner-
20 ships that support the goals of community
21 schools;

22 “(B) integrating school and community re-
23 sources based on individual student needs;

24 “(C) engaging families and community
25 partners;

1 “(D) mobilizing partners, coordinating re-
2 sources, and managing site-level programming
3 at a community school, including working with
4 a lead agency (such as a community-based or-
5 ganization, institution of higher education, or
6 public agency) to provide additional site coordi-
7 nation;

8 “(E) helping align and leverage resources
9 and integrate funding streams; and

10 “(F) demonstrating, through the use of
11 performance indicators, how the community
12 school supports the academic, social, emotional,
13 physical, and civic development of students and
14 the community.”.

○