

Coalition  
for  
Community  
Schools



*Because Every Child Deserves Every Chance*

## American Recovery and Reinvestment Act (ARRA) (The Stimulus Package)

### Growth Opportunities for Community Schools

Several factors should be kept in mind as you review this information. First, the funding is temporary and cannot be counted on for projects lasting beyond two years. Second, state and local policymakers must use the funding to increase student performance and should spend some time in planning and preparing for these new allocations. Third, some states are in such fiscal budget turmoil that this additional federal funding will be used to make up for, or attempt to bridge state budget gaps. In states whose budget situation is not so dire, there will be the opportunity to use federal funding for new and innovative programs.

The ARRA doubles the education budget set forth by the previous Administration and has the potential to transform the federal government's role in education. Recently, Secretary Arne Duncan commented that the size of the stimulus bill makes it a once-in-a-lifetime chance to put lasting reforms in place, suggesting that now the federal role in education can help shape thinking to "... **move from being about compliance with bureaucracy to really the engine of innovation and change.**"

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities.

While there is no explicit funding for community schools in the stimulus package, there are significant opportunities embedded in the legislation. Because community schools reach beyond the borders of education and into the realms of parent engagement, youth development, social services, and healthcare, we are including a listing of other federal funding available, beyond the U.S. Department of Education. There are many components to community schools and advocates from all sectors should seek every opportunity to communicate the successes of community schools and stress the benefits of reaching across federal departments to offer support for children, youth and families.

This is the first in a series of special briefs provided by the Coalition to assist community school advocates to make their case. It focuses on what is in the legislation and what opportunities we see for community schools. Forthcoming is a brief on community schools research. Well-prepared and well-informed local and state community schools advocates will be able to take advantage of these new resources.

### Dept of Education

#### Title I - \$13B

Title I will receive an additional \$13 billion through a formula grant, sending resources to the local school districts for a number of activities supporting the education of disadvantaged youth. Within this allotment there is \$3 billion specifically dedicated to school improvement, targeting not making Adequately Yearly

Progress (AYP) under NCLB. Forty percent of this funding is to be used to support middle and high schools, and some of the funding is expected to be used for early childhood programs and activities.

**Because Title I is flexible, it provides opportunity for community schools to receive funding for enrichment programming for students and parents, site coordinators, integration of curriculum, before and after schooling, and more.** Title I funding can be used to help students improve their achievement in core academic subjects and to provide professional development for teachers; support for additional teacher and classroom aides; improve curriculum; enhance parental involvement; extend learning time for students who need extra help; and provide other activities that are tied to raising academic achievement.

### **Special Education/IDEA - \$12.3B**

Special education funding will come through a formula grant flowing through states to local school districts, including \$11.3B for state grants, \$400M for preschool grants, and \$600M for infant and toddler grants. At the local level, resources are to be **used to fulfill the unmet federal contribution to special education.** According to CCSSO, for preschool grants, at the local level, funds typically are used for salaries of special education teachers and costs associated with related services, including, but not limited to, speech-language pathology services, physical and occupational therapy, psychological services, parent counseling and training, and social work services in schools. For infants and toddlers, federal funds would go to maintain and implement statewide, comprehensive, interagency systems to make available early intervention services for all infants and toddlers with disabilities (from birth to age three) and their families in the state, including child find activities for underserved populations of infants and toddlers.

Special education funding for schools could be used to hire more specialty staff who can reach children who need help with learning and reduce the teacher to student ratio so the students can receive more individual attention. Schools can use the funding to hire staff to develop relationships between parents and the schools so academic learning is supported when the child is not in school, and also to make parents aware of services available to them and their children. Schools can purchase additional instructional materials and support tools such as transportation and computers to help teachers with ongoing professional development and training. State and districts should consider bringing more services into a partnership with schools to assist teachers in meeting the needs of students with disabilities.

### **Title VII-B of the McKinney-Vento Homeless Assistance Act - \$70M**

This program supports the coordination of the education of homeless children and youth in each state and the gathering of data and barriers they must overcome to attend school. These grants are meant to help ensure homeless children, including preschool-aged, receive services under the Act. States are required to have a plan for addressing problems associated with enrollment, attendance, and success. The Coalition for Community Schools has collected research on **early chronic absenteeism** and its affects on a child or student's academic achievement. **We feel that community schools with their holistic approach to education better serve children because they seek to address and remedy the causes of chronic absenteeism by working with parents and children early, linking them to social services before more serious problems, such as homelessness escalate.**

### **Student Financial Assistance – Work-Study - \$200M**

Some community schools that have developed a partnership with local universities and colleges benefit from college students who are paid through work-study funds. The stimulus plan expands this opportunity for college students and community schools should position themselves to reach out to offer job opportunities.

**State Stabilization Fund - \$53.6B** \*NEWLY CREATED FEDERAL FUNDING\* These grants will not be distributed immediately (July 1, 2010).

- \$40 billion for states to restore cuts to school districts and higher education institutions. State formula grants may be used for any activity under ESEA, IDEA, and Perkins *or* for school modernization and repair. **Opportunity at the local level for community school coordinators to receive resources.** These funds are available upon the enactment of the bill. The following two programs are included in the program.
- **State Incentive Grant program** - \$5 billion in discretionary dollars for the State Incentive Grant program which awards bonus grants to states for meeting key education reform measures. The grants are to be awarded to states that have made significant progress in any of the following four areas:
  - achieving equity in distribution of highly-qualified teachers;
  - establishing longitudinal data systems;
  - enhancing assessments for children with disabilities or those who are English language learners; and
  - supporting struggling schools ensuring low-performing schools in corrective-action stage are in compliance.
- **Innovation Fund** - These grants will not be distributed immediately (July 1, 2010). \$650 million in “academic achievement awards” provides funding for LEAs or a partnership between a nonprofit organization and one or more LEA, or a consortium of schools that have made significant progress in closing the achievement gap. This could include charter schools or other programs with a track record of boosting achievement. **Community schools that have kept clear records of academic achievement gains, attendance, and other results are in a good position to reach for these funds.** These awards allow eligible entities to expand their work and serve as **models for best practices**; to work in partnership with the private sector and the philanthropic community; and to identify and document best practices that can be shared and taken to scale based on demonstrated success.

Eligibility shall demonstrate: significantly closing the achievement gaps between groups of students; exceeding the State’s annual measurable objectives for two or more consecutive years; making significant improvement in other areas such as graduation rates, and demonstrating an established partnership with the private sector, which may include philanthropic organizations, and that the private sector will provide matching funds to bring results to scale. Final criteria for these grants will be determined by the U.S. Secretary of Education.

- \$8.8 billion may be used by governors for public safety or other government services to include education services and/or higher education modernization, renovation and repair. For community schools working with university-based partnerships, this may be a venue to explore. This is a huge pot of funding that will go towards construction of buildings that **could be designed to serve as parent education centers or community school sites.**

## Other Opportunities

The following list highlights stimulus funding in other federal departments that show high promise.

### Health and Human Services

#### Child Care and Development Block Grant - \$2B

Estimated state allocations for a \$2 B increase in Child Care and Development Block Grant (CCDBG) discretionary funding under the H.R. 1 Conference Agreement through September 2010. These funds are to be **used to supplement state funding spent on child care assistance.** Through the CCDBG, low-income parents receive vouchers or other reimbursement for child care costs to enable them to work or participate in education or training activities. Approximately \$225 M is reserved for activities designed to

1) provide comprehensive consumer education to parents and the public; 2) increase parental choice; and 3) improve quality and availability of child care such as resource and referral services. This grant can provide opportunities for after school and before school programs that are common among community schools.

### **Health Resources and Services Administration -- \$1B**

Funds (\$500M) are provided at community health centers to be used to support new sites and service areas, to increase services at existing sites. Grants for new sites and service areas are to be two years in length as startup is phased in. \$500M in addition is provided for health professions training programs. About 30% of school-based health centers receive funding through Community Health Centers so there is potential for expansion with these new funds would seem to be eligible and should seek funding. *Note:* School-based Healthcare Centers (SBHC) were defined in the SCHIP (State Children's Health Insurance Program) reauthorization. This is a major victory! As per the National Assembly on School-Based Health Care, "the language empowers SBHCs to seek provider status in their states' SCHIP programs, and to argue for reimbursement by SCHIP managed care plans. In states where the SCHIP program is part of the Medicaid program, it should be helpful in getting Medicaid provider status as well. The language validating SBHCs as SCHIP providers, and the existence of a statutory definition, should ease the way for establishment of federal laws and regulations to ensure that SBHCs are reimbursed by government programs, and possibly, for the creation of a federal grant program for SBHCs."

### **Head Start and Early Head Start- \$2.1B**

Congress allocated funding for **Head Start** (\$1B) and **Early Head Start** (\$1.1B) for competitive grants that provide comprehensive development services for low-income preschool children, infants and toddlers. This will expand early education opportunities for additional children and create early education jobs. Public-private partnerships have an advantage in serving families at a time when both innovation and speed are essential. Federal funds should supplement existing early childhood programs in the states and encourage them to link up with community schools to provide a seamless continuation of services and supports that lead to healthy development and academic achievement in school.

### **Community Services Block Grant - \$1B**

- For Community Action Agencies serving low-income families. Partnerships with CAP agencies can help support community schools

### **Public Health Service Act - \$650M**

- To carry out evidence-based clinical and community-based prevention and wellness strategies authorized by the Public Health Services Act.

### **Corporation for National and Community Service**

Some community schools have utilized college-age students as coordinators and coordinator assistants. VISTA and AmeriCorps volunteers are a perfect match for helping to coordinate community school activities and partnerships with community agencies.

- \$89 million for AmeriCorps State and National
- \$65 million for AmeriCorps VISTA

### **Dept of Agriculture**

#### **Rural Community Facilities Program Account - \$130M**

Community schools thrive in rural areas too. Congress is allocating \$130M for loans and grants for rural community facilities including hospitals, **health clinics, health and safety vehicles and equipment, public buildings, and child and elder care facilities.** Could child and elder care center be build next to schools or included in a community school partnership?

## Dept of Justice

### **Byrne Competitive Grants - \$225M**

These competitive, peer-reviewed grants to state, local and tribal government, and to national, regional, and local non-profit organizations go to prevent crime, improve the administration of justice, provide services to victims of crime, **support critical nurturing and mentoring of at-risk children and youth, and for other similar activities**. These grants serve the same students that may be attending community schools and would see greater leverage and efficiency if they were used in conjunction with other similar programs serving at-risk children and youth. Programs can stretch their dollars by using the same buildings or sharing transportation costs such as a van, bus, or staff.

## Dept of Labor

### **Community Service Employment for Older Americans - \$120M**

To be distributed to current grantees to **support additional employment opportunities for low income seniors**. Wages will provide a direct stimulus to the economies of local communities, which will also benefit from the **community service work** performed by participants.

### **Bureau of Indian Affairs - \$450M**

Encouraged facility improvement and repair, restoration of roads, school replacement, **school improvement** and repair, and detention center maintenance and repair. The tribal community is an often overlooked opportunity for building community schools. Funding for school improvement is now available for BIA schools who might consider looking at the community school model as it suits tribal culture and the needs of tribal children, youth and families.

As you think about how this funding will impact your state or district's plans for community schools, please know that we are available to help you think strategically. Please feel free to contact Marty Blank, [blankm@iel.org](mailto:blankm@iel.org) 202-822-8405, x167, or Sarah S. Pearson, [pearsons@iel.org](mailto:pearsons@iel.org) 202-822-8405, x129. Find us on the web at [www.communityschools.org](http://www.communityschools.org).

## Additional Key Legislation Floating in Congress Currently

<p>We Care Act - Working to Encourage Community Action and Responsibility in Education Act (Loebsack and othes)</p>	<p>Amends Title I to facilitate school-community partnerships. A matching grant program provides incentive for school districts, CBOs, and others to work together to develop and implement Community Involvement Policies. Calls on SEAs and LEAs to include an analysis of the non-academic needs of students in their plans and a strategy for partnering with community-based organizations and others to meet those needs. Calls on LEAs and schools to engage community stakeholders in the development of school improvement plans.</p>
<p>Full Service Community Schools Act (Hoyer, Nelson, and others)</p>	<p>Partnerships btw schools and community organizations receive grants to provide at least 3 services at schools. State collaborative coordinate the expansion and evaluation of full-service community schools statewide. A federal advisory committee with reps from various federal departments consult with the Secretary of Education on the implementation of full service community schools and report annually to Congress.</p>
<p>Keeping Parents and Communities Engaged Ac (Keeping PACE) Kennedy and others</p>	<p>Authorizes funding over 5 years for school districts receiving Title I funding to hire parent and community outreach coordinators. CBOs would get funding to support students, schools and families. For development of a consortia consisting of a school, school district, mayor, and one or more non-profit or for profit community partner to renovate school facilities to use them more effectively as the center of the community.</p>
<p>The School-Based Health Clinic Establishment Act of 2007 (Smith, Dodd, and others)</p>	<p>Would authorize a grant-based program for the operation and development of SBHCs, which provide comprehensive and accessible primary health care services to medically underserved children youth and families; improve the physical health, the emotional well-being and academic performance of such populations; and work in collaboration with schools to integrate health into the overall school environment.</p>
<p>Teaching Fellows for Expanded Learning and After-School Act (T-FELAS) Kennedy</p>	<p>Establishes a new National Service Teacher Corps</p> <ul style="list-style-type: none"> <li>• Recruits Extended Learning and After-school Teaching Fellows to coordinate enriching and academically oriented extended-day programs for students and to assist teachers during the school day during their two years of service.</li> <li>• Prepares Fellows to administer extended learning or after-school programs through intensive, experiential training by experienced community based organizations of high quality after-school programs.</li> <li>• Enables Fellows to pursue a graduate level degree in education to increase knowledge and skills and expand opportunities for future involvement in public education.</li> </ul> <p>Promotes Extended Learning Opportunities</p> <ul style="list-style-type: none"> <li>• Adds 25-30% more time to the school day to help students meet higher performance standards.</li> <li>• Recruits and engages community mentors and volunteers to provide relevant real world experiences and promote stronger adult-child relationships.</li> </ul> <p>Improves After-school Programs</p> <ul style="list-style-type: none"> <li>• Links school day and after-school program learning objectives through efficient and effective collaboration between teachers and fellows.</li> <li>• Provides dynamic, recent college graduates to engage students with after-school programs that emphasize motivation, perseverance, teamwork, and other values that are critical to school success.</li> </ul>
<p>Time for Innovation Matters in Education (TIME) Kennedy</p>	<p>Competitive matching grants to states to enable them to award competitive subgrants to local educational agencies (LEAs) or partnerships between LEAs and other public or nonprofit entities to plan and implement expanded learning time initiatives at high-need schools that they serve. Requires initiatives to:</p> <p>(1) increase the total number of school hours each year at participant schools by at least 30%, compared to the school hours per year that are standard for comparable schools in their school district; and</p> <p>(2) expand learning time for all students in all grade levels in such schools, except in high schools where expanded learning time must apply to at least one entire grade level.</p> <p>Permits the Secretary to:</p> <p>(1) award planning and implementation grants directly to a partnership that serves more than one area in more than one state; and</p> <p>(2) provide technical assistance to grantees and subgrantees in developing and implementing expanded learning time initiatives. Requires:</p> <p>(1) grantees to establish measures for assessing the success of their expanded learning time initiatives</p>
<p>After School Partnerships Improve Results in Education (ASPIRE)</p>	<p>For middle and high school youth, aimed at drop out prevention</p>
<p>Investments in After-School Programs Act of 2008</p>	<p>Provides support for rural programs</p>