



VIRGINIA POLITICAL INTELLIGENCE PORTAL

Community Schools Part Two: Where It Was Born

The 2019 Framework, the bills behind it, and the outside groups woven into it.

By Scott Mineo · Coraggio Consulting, LLC · 19 October 2026

1 NONPROFIT NAMED IN THE 2019 BUDGET ORDER THAT CREATED THE FRAMEWORK: COMMUNITIES IN SCHOOLS OF VIRGINIA 2019 Item 135 I.2; amendment 135 #12h	\$5,000,000 OF THE 2022 COMMUNITY SCHOOLS FUND AWARDED TO THE COMMUNITIES IN SCHOOLS ORGANIZATION VDOE Virginia Community Schools page	p. 26 WHERE THE FRAMEWORK SAYS IT WILL "REQUIRE" ADVISORY BOARDS TO "EXAMINE DATA THROUGH A LENS OF EQUITY" VDOE Framework, Oct 2019	\$16,000,000 ONE GRANT TO THE LEARNING POLICY INSTITUTE, WHOSE BRIEF IS THE FRAMEWORK'S EVIDENCE BASE Chicago Community Trust IRS filing, TY2021
--	---	---	---

The short version

In Part One I showed how Virginia schools became places where families pick up food, clothing and health care. This part asks a different question. Where did the idea come from, and who shaped the document the state still runs it on?

That document is the Virginia Department of Education's Virginia Community School Framework, published in October 2019 ([Framework](#)). The 2020 law told the department to "adhere to its recommendations as published in the Virginia Community School Framework in October 2019" ([2020 Acts Ch. 872](#)). The 2024 law still says the state's Office of Community Schools works "in accordance with the Virginia Community School Framework" ([HB625](#)).

So I read the [Framework](#) cover to cover, all 45 pages, and then I looked up the outside groups it names.

Here is what the record shows. One nonprofit, Communities In Schools of Virginia, was written into the order that created the Framework, and the Framework says its model was "Adapted from Communities In Schools model" ([Framework, p.9](#)). The research the Framework leans on is one brief, and its title promises "Equitable School Improvement" ([Framework, p.24](#)). And the Framework points schools to groups that, in their own published words, call for "anti-racist" schools, a "race equity lens" and social-emotional learning built to "prioritize equity."

The Framework itself is milder than those groups. I'll show you both, side by side, with a link next to every claim.

Where it came from

Del. Rasoul's bills

Del. Sam Rasoul, a Roanoke Democrat, has carried community schools in Virginia from the start. I covered his bills and their votes in Part One. Here is the short history.

In 2017 his first bill would have had the department set up a task force and a community schools pilot. It died in a House subcommittee ([HB2434](#)).

In 2018 his HB121 would have made schools "centers for the provision of such community programs and services to students and their families." It died in a House Appropriations subcommittee ([HB121](#)).

In 2019 his HB2775 would have had the department write community schools guidance "in consultation with Communities in Schools of Virginia." It died in House Rules ([HB2775](#)).

In 2020 his HB1355 passed. Gov. Northam signed it on April 8, 2020, as Chapter 872. That's the law that tied the state program to the 2019 Framework ([HB1355](#); [Ch. 872](#)).

In 2024 his HB625 created the Office of Community Schools inside the department. It became law on April 17, 2024, after the General Assembly accepted Gov. Youngkin's substitute, which cut the bill down to the office ([HB625](#)). Rasoul was also a co-patron of the Senate version, SB608, carried by Sen. Lashrecse Aird ([SB608](#)).

The Aird amendment

Here's a detail that matters. The order that produced the 2019 Framework did not come from a Rasoul bill. His 2019 bill died. The same idea passed a different way, in the budget.

Then-Del. Aird filed House budget amendment 135 #12h, titled "Community Schools - Best Practices Report" ([Amendment 135 #12h](#)). It became Item 135 I.2 of the 2019 budget ([2019 Item 135](#)).

The [Framework](#) quotes that language on its own page 6:

"The Department of Education, in consultation with Communities in Schools of Virginia and other relevant stakeholders, shall develop, distribute to each local school division, and report to the Governor and General Assembly, no later than November 1, 2019, guidance on best practices for local school divisions to transition existing schools to community schools." ([Framework, p.6](#))

So one private nonprofit was named in the very order that told the state to write its guidance. As I noted in Part One, that 2019 budget passed a General Assembly where Republicans held the majority in both chambers.

What Rasoul says about it

Rasoul's campaign site, from his 2021 run for lieutenant governor, put it plainly:

"Schools should be a hub for students to get the emotional, social, educational, and medical attention they need to thrive. Sam passed a bill transitioning Virginia to community schools, which allow nonprofits and other social services to be available on-site when kids need them most. As Lieutenant Governor, Sam will facilitate the funding and transition to community schools for all Virginia students." ([sam4va.com](#))

The same page called for discipline to be "addressed with counselors, mental health professionals and restorative justice practices" ([sam4va.com](#)).

That spring his campaign announced a plan for teacher "collective bargaining rights" and to "move away from high-stakes testing and toward social and emotional development" ([Blue Virginia](#)).

When Speaker-designee Don Scott named him chair of the House Education Committee, Rasoul said, "As someone who has substitute taught, I know the value of expanding innovative programs, like the community school model, to bring critical services to our students, and expand our investment in mental health care access" ([Roanoke Tribune](#)).

My read: he has been open about it. He wants schools to be hubs, he wants nonprofits on site, and he wants it in every school.

The office and its goals, in the state's words

The department says the Office of Community Schools was set up in 2024 "within the Office of Behavioral Health and Student Safety" ([VDOE](#)). In the department's words, the office has been:

- "supporting the development and growth of community school models statewide"
- "coordinating an interagency task force that aligns education, health, social services, workforce, and community partners"
- "administering state funds to help divisions develop and sustain community schools"
- "providing technical assistance on effective practices and implementation"

The department describes the model as "powered by shared leadership and focused on four branches of support: basic student needs, emotional and mental health, family and community engagement, and student engagement and motivation" ([VDOE](#)).

It says "almost 60 sites across 13 school divisions earned designation." Four are in Loudoun: Guilford, Sterling, Sugarland and Sully elementary schools ([VDOE](#)).

On the money, the department says ,000,000 of the 2022 Community Schools Fund went to school divisions, and "The remaining \$5,000,000 was awarded to the Communities in Schools (CIS) organization to expand and deepen their model" ([VDOE](#)).

The same page now calls the 2019 document the "Best Practices for Virginia Community School Implementation framework" ([VDOE](#)). The page doesn't link the 2019 PDF anymore. The law still points to it.

Who wrote it

The Framework says that "In August 2019, an advisory committee was formed to review current research and national models pertaining to community schools." It says the committee included "school-based personnel representing diverse Superintendent regions, community agencies, university experts, and specialists from the Virginia Department of Education" ([Framework, p.6](#)).

The acknowledgments page lists 11 advisory committee members ([Framework, p.4](#)):

- Malerie Anderson, School Psychologist, Richmond City Public Schools
- Linda Askew, Student Support Supervisor, Newport News Public Schools
- Sarah Bazemore, School Counselor Specialist, Virginia Department of Education
- Elizabeth Beatley, School Counselor, Hanover County Public Schools
- Jennifer Booker, Dean of Students, Chesterfield County Public Schools
- Dr. Mark Emblidge, President, Communities In Schools of Virginia
- Emily Kitching, School Counselor, Hanover County Public Schools
- Martha Montgomery, School Psychology Specialist, Virginia Department of Education
- Kecia Ryan, Principal, Richmond City Public Schools
- Dr. Michelle Schmitt, Assistant Professor, Virginia Commonwealth University
- Dr. Jennifer Smith-Slabough, Grants Specialist, Virginia Commonwealth University

It lists 17 more people as "Additional Contributors" ([Framework, pp.4-5](#)). Most are school and state education staff and university researchers. A few stand out:

- Taisha Steele, Executive Director of School Counseling and Equity, Roanoke City Public Schools
- Jesse Ellis, Prevention Manager, Fairfax County Neighborhood and Community Services
- Tammy Burns, Family Support Specialist, Parent Educational Advocacy Training Center
- Rebekah Kusterbeck, Parent, Chesterfield County

One parent is on the list. One nonprofit president sat on the committee, and his group was named in the order that created it. Del. Rasoul isn't named in the document, and neither is any other legislator. The Framework credits only "Item 135 (I)(2) of the Appropriation Act enacted by the 2019 Virginia General Assembly" ([Framework, p.6](#)).

What the Framework says, in its own words

Before I get to the groups, here is the Framework's own language. These are the passages I'd want any parent to read.

The equity lens is required, not suggested. In an appendix on how the Framework lines up with state priorities, it says:

"The VCSF implementation embraces equity by putting student needs at the forefront. The framework's design and guidelines require advisory boards and school leadership teams to explicitly examine data through a lens of equity." ([Framework, p.26](#))

The word there is "require." The people doing the examining include an advisory board, which I'll come back to. Equity is the mission. In the section titled "Why Community Schools?" it says:

"Community schools vigorously pursue equity by creating opportunities, empowering communities, providing wrap-around services, and meeting students where they are, every day." ([Framework, p.7](#))

It calls itself a paradigm shift. In the introduction:

"Through root-cause analysis, data-informed planning, relationship building, shared-leadership, and a focus on equity for all students, this paradigm shift addresses student needs in new, systematic, and innovative ways." ([Framework, p.6](#))

It changes the school's role toward parents. In the section on students' emotional and mental health:

"The VCSF's focus on building trust, providing support, and fostering parent/guardian partnerships reframes the school's role for both students and parents." ([Framework, p.18](#))

That's the state's own word: reframes. It uses the idea again when it talks about the community: "The school should act as a central hub or the heart of the community. The school may be used to address community issues and challenges, hold events, and celebrations." And it adds, "Reframing the mindset of both staff and community members about this relationship is critical" ([Framework, p.22](#)). The same section lists "Parenting courses that reinforce intervention" and "Homebased counseling supports" among possible supports ([Framework, p.19](#)). The family engagement section lists "Teacher Home Visits" and "school-based parenting classes that will teach parents how to raise expectations of their children" ([Framework, p.21](#)).

It hands decisions to a board nobody elected. The Framework says each school's advisory board should include "the school leadership team, additional representatives from school staff, students, families, and community organizations," with 10 to 15 members. It says building the program "engages multiple stakeholders to inform and drive decisions around school initiatives, programs, interventions, and resources" ([Framework, p.15](#)).

It brings outside groups inside. "Schools can remove barriers for students by either bringing services in or connecting students/families to providers in the community" ([Framework, p.17](#)). The opening says the work "cannot be done by the school alone, it requires the collective engagement and support of a community and external programs and partners" ([Framework, p.7](#)). It tells schools to sign a "Memorandum of Understanding (MOU)" with each partner organization ([Framework, p.22](#)).

It reaches into home life to make its case. To answer "Why Community Schools?", it cites figures that "32 percent of children are living in a single-parent home" and "8 percent of children have a parent that was or still is incarcerated in Virginia" ([Framework, p.6](#)). It recommends "Community Walks," a program "where students lead teachers through their communities," and says "The cultural exchange can have a transformational effect on school culture" ([Framework, p.35](#)).

It scores equity. The Framework's self-assessment checklist asks schools to rate themselves from 0 to 3 on this line ([Framework, p.42](#)):

"3.9 Services and strategies designed to promote equity and/or address disparities have been included."
([Framework, p.42](#))

The same checklist scores whether "Social emotional skills are taught and valued by all school staff" and whether "Mental health supports and services are available in and outside of school" ([Framework, p.41](#)).

It lists equity as a state initiative. Among the priorities the Framework says it "directly supports," the last one is a single word: "Equity" ([Framework, p.8](#)).

On social-emotional learning, it says "The VSCF recognizes and encourages social-emotional learning opportunities as an appropriate support to meet the needs of students" ([Framework, p.25](#)). For all students, it lists "Trauma Informed Education Practices" and "Restorative approaches" ([Framework, p.19](#)).

To be fair to the people who wrote it, the Framework never uses the words "anti-racism," "implicit bias," "social justice" or "transformative SEL." The one privacy limit it sets is that "student-specific data or identifying data should not be included" in advisory board meetings ([Framework, p.15](#)). It never mentions parental consent. It also calls itself "not a program" but "a guide that offers technical support and recommendations" ([Framework, p.8](#)). That was true in October 2019. In 2020 the law told the department to adhere to it.

Those louder words come from the groups the Framework points to. That's the next section.

The groups woven into it

The Framework names a lot of outside groups. I sorted them by how deep they go. Some are built into the structure. Some are the research it rests on. Some are just resources it recommends.



Figure 1. Where each outside group sits in the 2019 Framework. Placement is my judgment from the page where each group appears.

Built in: Communities In Schools of Virginia

This group is in the Framework's DNA.

It is named in the budget order the Framework quotes ([Framework, p.6](#)). The Framework's stages table carries the line "Adapted from Communities In Schools model" ([Framework, p.9](#)). The group's president, Dr. Mark Emblidge, sat on the advisory committee ([Framework, p.4](#)). The Framework says the group "has demonstrated a proven track record" ([Framework, p.13](#)).

The group's own website says it "advocated for legislation directing the creation of a framework" ([CIS-VA](#)). As Part One showed, it has hired lobbying firms ([VPAP](#)) and has had its own line in every state budget since 2019 ([2019 Item 135](#)).

I want to be straight about this one. Its tie is money and access, not ideology. It wrote itself into the plan, and the plan pays it.

The other contributor from outside government was the Parent Educational Advocacy Training Center, a Virginia group for families of children with disabilities ([Framework, p.4](#)).

The evidence base: one brief

When the Framework makes its case that community schools work, it leans on one source:

"An important research brief by the National Education Policy Center and the Learning Policy Institute demonstrates how community schools are an evidence-based strategy that can be used to improve schools under the federal ESSA." ([Framework, p.24](#))

The reference list gives the title: "Community Schools: An Evidence-Based Strategy for Equitable School Improvement" ([Framework, p.44](#); [the brief](#)).

The Learning Policy Institute says it "is committed to using research to transform education systems, advance equity, and help every young person succeed in and out of school" ([LPI](#)). In 2022 it published a case study titled "Social Justice Humanitas: A Community School Approach to Whole Child Education" ([LPI](#)). Its founder, Linda Darling-Hammond, directed education transition teams for President-elect Obama in 2008 and President-elect Biden in 2020, according to InfluenceWatch ([InfluenceWatch](#)).

The National Education Policy Center is at the University of Colorado Boulder. It says it is "guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence and support a multiracial society that is inclusive, kind, and just" ([NEPC](#)). Its reviews say they are "made possible in part by funding from the Great Lakes Center for Educational Research and Practice" ([NEPC review](#)). Wikipedia reports that its funders include both national teachers unions, the National Education Association and the American Federation of Teachers ([Wikipedia](#)).

The evidence base: the Coalition for Community Schools

The Framework cites the Coalition's "Community schools: A whole child framework for school improvement" and its "Community School Standards," both published through the Institute for Educational Leadership. It also recommends the Coalition's rating form ([Framework, pp.43–44](#)).

The Coalition describes its mission as "to mobilize the assets of schools, families and communities to create a united movement for community schools" ([Coalition report](#)).

The Coalition is the hub that ties the others together. Its national partners list includes the American Federation of Teachers, the National Education Association, Communities In Schools, the National Center for Community Schools at Children's Aid, the Partnership for the Future of Learning and United Way Worldwide ([Coalition partners](#)). An older Coalition partner list also names CASEL ([Coalition partners, older list](#)).

The same groups sat at the Coalition's table early on. The steering committee listed in its report includes people from the American Federation of Teachers, the National Education Association, the Children's Aid Society and

Communities In Schools ([Coalition report](#)). So the hub the Framework cites was co-steered by both national teachers unions and by the nonprofit Virginia wrote into its order.

The evidence base: the American Federation of Teachers

The Framework cites a 2014 AFT report on expanded learning time ([Framework, p.44](#)).

In July 2022 the AFT adopted a resolution on community schools. It cites the same Learning Policy Institute brief the Framework cites. And it says the union will:

"Be unapologetic about efforts to create anti-racist, culturally sustaining schools and will support all locals that desire to address systemic and structural racism, social justice and inequity within their schools as part of their community school strategy" ([AFT](#))

It also says the union will "Use education, political and legislative advocacy, as well as grassroots organizing with locals, community partner organizations and coalition allies to increase the number of community schools nationwide" ([AFT](#)).

The resolution calls community schools "a paradigm shift in the way we think about schools." That's the same phrase Virginia's Framework uses about itself ([Framework, p.6](#)).

The resolution describes the governance model it wants: "site-based decision-making teams that include educators, school staff, school administrators, parents, community leaders, and students who engage in the planning and decision-making process for the school." It says the AFT "will join with coalition partners in calling for 25,000 community schools by 2025" ([AFT](#)).

The evidence base: Public Counsel

For school discipline, the Framework cites "Fix School Discipline: Educator's Toolkit. (2017) Public Counsel Publications" ([Framework, p.44](#)). Public Counsel is a public-interest law firm in Los Angeles.

Its Fix School Discipline mini toolkit tells educators to "practice 'anti-racism' (an ongoing practice of assessing how everyone perpetuates injustice and prejudices toward those who are not members of the dominant race)." It says teachers and administrators "can learn more about the potential for bias when issuing discipline referrals by taking the Implicit Association Test." And it calls for "removing subjective offenses like 'willful defiance' from the menu of disciplinary offenses" ([Public Counsel](#)).

The Framework's own discipline-related resource asks "How Can Schools Reduce Disparities in Disciplinary Action and Promote Student Mental Health?" ([Framework, p.33](#)).

The evidence base: the Annie E. Casey Foundation

The Framework cites Casey's Kids Count Data Center for its statistics about Virginia children ([Framework, pp.18 and 44](#)). That's the only way it uses Casey.

Casey's own race equity guide says it shows "how a race equity lens can be adopted by foundations or other organizations." Its conclusion says "Racial justice advocacy today must be focused on preventing racism by institutionalizing racial equity" ([Casey](#)).

The Framework's "lens of equity" ([Framework, p.26](#)) is close to Casey's "race equity lens." The words are close. I'll let readers judge the rest.

Recommended to schools: CASEL

For social-emotional learning, the Framework recommends the Collaborative for Academic, Social, and Emotional Learning, which it says works to "drive research, guide practice, and inform policy" ([Framework, p.33](#)).

The same year Virginia published its Framework, CASEL launched what it calls transformative SEL. In CASEL's words: "In 2019, CASEL pioneered a form of SEL implementation intended to serve districts, schools, and educators wishing to prioritize equity" ([CASEL](#)).

The 2019 paper CASEL hosts on transformative SEL says it is an approach researchers can use "if they seek to effectively address issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination" ([CASEL paper](#)).

Recommended to schools: the Center for American Progress

The Framework recommends the Center for American Progress report "Building Community Schools Systems: Removing Barriers to Success in U.S. Public Schools" ([Framework, p.36](#)).

John Podesta, Bill Clinton's former White House chief of staff, founded CAP in 2003, according to InfluenceWatch ([InfluenceWatch](#)). In July 2020 CAP published "Fighting Systemic Racism in K-12 Education: Helping Allies Move From the Keyboard to the School Board" ([CAP](#)).

Recommended to schools: the rest

The Framework also recommends:

- NAMI Virginia, which the Framework itself says will "engage in systems change policy advocacy" ([Framework, p.33](#))
- Salud America, which the Framework calls "a national Latino-focused organization" that works "to drive healthy changes to policies, systems, and environments" ([Framework, p.38](#))
- The American Institutes for Research, United Way and Attendance Works ([Framework, pp.33–38](#))
- Children's Aid in New York, listed as a national model ([Framework, p.37](#))

Some of what the Framework cites is plain research or data, like Child Trends and Hanover Research ([Framework, pp.44–45](#)). I'm not claiming every name on the list is political.

The money between them

These groups share funders, and some fund each other. I only used grants I could see in the grant-maker's own IRS filing.

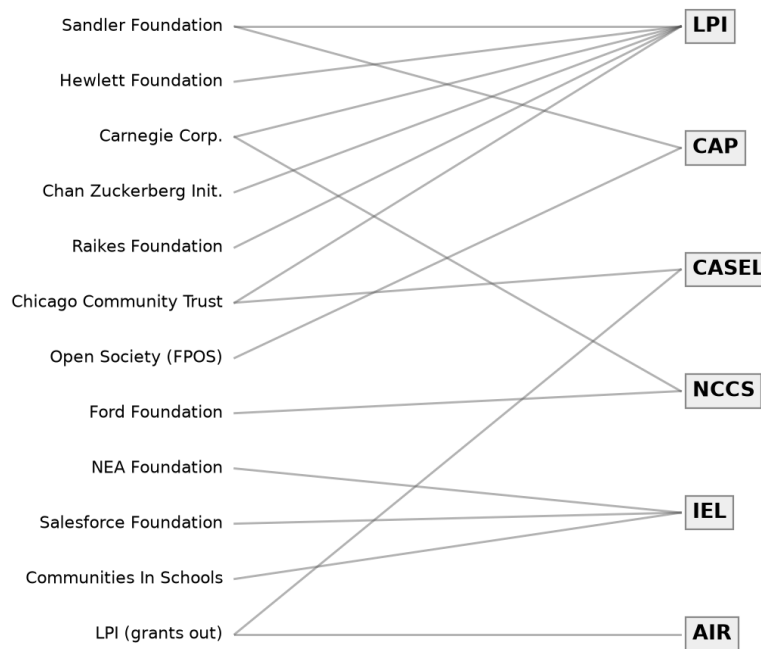


Figure 2. Grants between funders and Framework groups, each confirmed in the grant-maker's own IRS filing. A sample, not complete totals. Filings are linked in the text.

The Sandler Foundation's filing for tax year 2016 shows \$4,000,000 to the Center for American Progress and \$3,000,000 to the Learning Policy Institute ([Sandler 990](#)).

The Chicago Community Trust's filing for tax year 2021 shows \$16,000,000 to the Learning Policy Institute and \$10,000,000 to CASEL ([Chicago Community Trust 990](#)).

The Foundation to Promote Open Society, a Soros foundation, listed four grants to the Center for American Progress in its 2023 filing, totaling \$3,700,000, including one for \$2,000,000. Its 2024 filing lists four more, totaling \$4,000,000, again including one for \$2,000,000 ([2023 990-PF](#); [2024 990-PF](#)).

The Learning Policy Institute itself paid CASEL \$105,000 in 2021 and \$107,730 in 2022 ([LPI 2021 Schedule I](#); [LPI 2022 Schedule I](#)).

LPI's own grant lists show where else its money goes. In 2020 it paid the National Conference of State Legislatures \$250,000, the Council of Chief State School Officers \$110,742, Californians for Justice \$100,000, Public Advocates Inc. \$200,000 and CASEL \$100,000 ([LPI 2020 Schedule I](#)). It kept paying the legislators' group in later years: \$80,000 in 2021, \$156,666 in 2022, \$133,334 in 2023 and \$113,824 in 2024 ([2021](#); [2022](#); [2023](#); [2024](#)). The group that wrote the evidence is also paying the national associations of the lawmakers and state school chiefs who act on it.

Communities In Schools, the national group, paid the Institute for Educational Leadership, home of the Coalition for Community Schools ([CIS 990](#)). The Ford Foundation funded the National Center for Community Schools ([Ford 990-PF](#)). The Carnegie Corporation funded both LPI and the National Center for Community Schools ([Carnegie 990-PF](#)).

My read: this is a network. The groups that wrote the evidence, the groups that set the standards and the groups that train the teachers share money and partners.

How Virginia built on them

Here's how the pieces line up. On the left is what the groups say in their own words. In the middle is the Framework. On the right is what Virginia did next.

What the groups say	What the Framework says	What Virginia did next
LPI and NEPC: "Equitable School Improvement"	"explicitly examine data through a lens of equity" (p.26)	The 2020 law told the department to "adhere to" the Framework (Ch. 872)
Casey: "a race equity lens"	"promote equity and/or address disparities" (p.42)	The 2022 budget's \$10,000,000 Community Schools Fund (Item 136)
CASEL: SEL to "prioritize equity"	"recognizes and encourages social-emotional learning" (p.25)	The state's Community Builders program lists "social-emotional learning, restorative practices" (VDOE)
Public Counsel: drop "willful defiance"	"Restorative approaches" (p.19)	Same program (VDOE)
AFT and the Coalition: shared decision-making	An advisory board to "inform and drive decisions" (p.15)	The 2024 office works "in accordance with the Virginia Community School Framework" (HB625)
Communities In Schools model	"Adapted from Communities In Schools model" (p.9)	\$5,000,000 of the 2022 fund to CIS (VDOE)

The state's December 2024 implementation guide, written under Gov. Youngkin, cites fewer of these groups. It still cites the National Center for Community Schools' 2024 needs assessment toolkit, the Partnership for the Future of Learning's California chapter ("Start with diverse shared decision-making teams") and the Movement Strategy Center's "Spectrum of Community Engagement to Ownership" ([2024 Guide, pp.30 and 75](#)). And it cites the Virginia Community School Framework itself ([2024 Guide, p.75](#)).

The 2024 guide's own language carries the same ideas forward. It tells schools to "Seek full participation and inclusion of affected communities to promote 'Nothing about us without us'" ([2024 Guide, p.26](#)). Its engagement chart, taken from the Movement Strategy Center, starts at a level it labels "Marginalization" ([2024 Guide, p.30](#)). So even under a Republican governor, the state's how-to guide still borrows from the same field.

What I make of it

Virginia didn't write its community schools blueprint from scratch.

It took the structure from one nonprofit, which was named in the budget order and then funded in every budget after. It took its evidence from one brief with "Equitable" in the title. It sent schools to groups that, in their own words, want "anti-racist, culturally sustaining schools," a "race equity lens" and social-emotional learning that will "prioritize equity."

The Framework's own words are softer. But it requires a "lens of equity," it scores equity, and it "reframes the school's role for both students and parents." Then the legislature tied every later step to it, and the 2024 office still runs on it.

I'm not saying why anyone did this. The record shows what they did. You can read every page I quote at the links.

Sources

The Framework and the state

- [VDOE, Virginia Community School Framework, October 2019 \(Town Hall PDF\)](#)
- [VDOE, Virginia Community Schools page](#)
- [Guide to Virginia Community School Implementation, December 2024](#)

Bills, law and budget

- [HB2434 \(2017\)](#)
- [HB121 \(2018\)](#)
- [HB2775 \(2019\)](#)
- [HB1355 \(2020\)](#) and [2020 Acts Ch. 872](#)

- [HB625 \(2024\)](#) and [SB608 \(2024\)](#)
- [2019 budget amendment 135 #12h \(Aird\)](#)
- [2019 Item 135](#); [2022 Item 136](#)

Del. Rasoul

- [sam4va.com, Education](#)
- [Blue Virginia, April 2021](#)
- [Roanoke Tribune](#)

The groups, in their own words

- [Communities In Schools of Virginia, advocacy](#); [VPAP lobbying record](#)
- [Learning Policy Institute, about](#); [LPI and NEPC 2017 brief](#); [LPI Humanitas case study](#)
- [NEPC newsletter](#); [NEPC review with funding note](#)
- [Coalition for Community Schools, national partners](#); [older partner list](#); [Coalition report](#)
- [AFT 2022 community schools resolution](#)
- [Public Counsel, Fix School Discipline mini toolkit](#)
- [Annie E. Casey Foundation, Embracing Equity](#)
- [CASEL, equity](#); [CASEL-hosted transformative SEL paper](#)
- [Center for American Progress, July 2020](#)

Grant filings (IRS, via ProPublica Nonprofit Explorer)

- [Sandler Foundation, TY2016 Schedule I](#)
- [Chicago Community Trust, TY2021 Schedule I](#)
- [Foundation to Promote Open Society, 2023 990-PF](#) and [2024 990-PF](#)
- [Learning Policy Institute, 2021 Schedule I](#) and [2022 Schedule I](#)
- [Communities In Schools, Schedule I](#)
- [Ford Foundation, 990-PF](#)
- [Carnegie Corporation, 990-PF](#)

Profiles

- InfluenceWatch: [Center for American Progress](#); [Learning Policy Institute](#)
- [Wikipedia, National Education Policy Center](#)

