

NM Public Education Department

Community Schools Act

Community Schools Planning Grant Application



Released: July 22, 2019

Due: August 30, 2019

Application Submission

Applications along with any attachments must be submitted no later than 5:00 p.m. on August 30, 2019 to:

NMcommunity.schools@state.nm.us

When attaching data with your application submission, please label the data according to the question(s) the data is responsive to. For example: Question Number One (1) under the Planning Grant Narrative should be labeled PGN_1.

If you have any questions regarding the application process, please contact:

Feliz Garcia, Deputy Director for Community Schools

FelizE.Garcia@state.nm.us

(505) 827-3572

The Public Education Department's Community School's Website includes information and resources [click here](#).

Background:

Governor Michelle Lujan Grisham put together a plan for education in New Mexico. “*A New Direction for New Mexico Schools*” includes eleven (11) focus areas needed in order for New Mexico’s students to achieve their very best.

1. Funding the education system we need and our children deserve.
2. Make universal access to quality Pre-K a reality for every New Mexico family.
3. Give our students 21st Century Skills and enhance career technical education programs.
4. Improve graduation rates.
5. Pay our principals, teachers, and educational personnel more.
6. Limit school testing and use qualitative data to track student and school achievement.
7. Create a fair and balanced system of accountability.
8. *Engage families, communities, and students as substantive partners.*
9. Make sure every student in public school has an equal opportunity to learn and get ahead.
10. Make certain New Mexico’s American Indian populations are well served by the state’s education system.
11. Prepare every student for success in college or a career.

One way in which to engage families, communities and students as essential partners in our public schools is through the expansion of the community schools model. A community school is an integration of services focused on academic, health and social services, youth and community development, and community engagement which leads to improved student learning, stronger families and healthier communities. On April 3, 2019, Governor Michelle Lujan Grisham signed House Bill 589, the Community Schools Act, into law.

New Mexico’s Community Schools Act

The Community Schools Act provides a strategy to organize the resources of a community to ensure student success while addressing the needs, including cultural and linguistic needs, of the whole student from early childhood programs and voluntary public pre-kindergarten through high school graduation. The Community Schools Act partners federal, state and local and tribal governments with community-based organizations to improve the coordination, delivery, effectiveness and efficiency of services provided to students and families and to coordinate resources, in order to align and leverage community resources and integrate funding streams.

Funding:

The General Appropriation Act of 2019 provides the Public Education Department (PED) with \$2 million in state funding for community school initiatives in New Mexico. Funds for community school initiatives shall be used to establish, expand or support community school initiatives pursuant to Section [22-32-4](#), NMSA 1978.

One-year, one-time planning grants of up to fifty thousand (\$50,000.) are available through an application process for each **eligible public school** to conduct an initial school and community **needs assessment**, identify community supports and services through an **asset mapping** process

and the establishment of a **community-wide leadership team** and **site-based leadership team**. Planning grants will help prepare and support eligible public schools to implement the community school framework during the 2020-2021 school year.

Eligibility:

Subject to the availability of funding, grants for community schools initiatives are available to a school district, a group of eligible public schools (**consortium of schools**) or a single eligible public school that has a demonstrated partnership with the local community to establish, operate and sustain the **community school framework** and that meets the PED's eligibility requirements.

Eligible applicants should have at least a basic knowledge of the community school framework. Those submitting the application must have support and approval from the superintendent or governing body, school or district business official and the school's leadership team. Approval and signatures from the required personnel are required (see the Eligible Applicant Information and Signatures section).

An **eligible public school** means any of the following:

- A public elementary or secondary school that has a student body where at least forty percent of students are eligible for free or reduced-price lunch pursuant to the Richard B. Russell National School Lunch Act; or
- A public elementary or secondary school that has been identified as a school for **comprehensive support and improvement (CSI)** or **targeted support and improvement (TSI)** under the Elementary and Secondary Education Act of 1965; or
- A public elementary or secondary school that has otherwise been identified by the state as in need of additional support. Schools in need of additional support are struggling in the areas of academic proficiency in English Language Arts, math and/or science, attendance, graduation rates, drop-out rates and/or parent/family engagement.

Depending upon the demand for funding, priority for awards will be for schools identified as needing comprehensive support and improvement (CSI) and targeted support and improvement (TSI) under the ESSA. If schools identified as CSI or TSI are part of the school district's or consortium of school's application and funding is limited, the CSI and TSI schools may be the only eligible applicants that receive funding.

A school district or consortium of schools should only include those schools that are in a favorable position to implement the community schools framework during the 2020-2021 school year in its application. A school district does not have to include all schools within the district in its application in order to be eligible for funding. It is possible that not all schools included in the school district's or consortium of school's applications will be funded.

Application Review and Approval:

Applications will be reviewed by the PED and the **Coalition for Community Schools (CCS)** in order to ensure equitable distribution of resources to all school districts in New Mexico. The CCS will provide PED with recommendations for awards.

*terms **bolded** are defined in the glossary of terms

Glossary of Terms

“Annual assessment” means an annual meaningful and collaborative inquiry conducted by the community school coordinator and informed by the site-based leadership team on the progress of the programs and services within the community school.

“Asset mapping” means an assessment of the community including organizations, people, partnerships, facilities, funding, and policies. An asset assessment provides information about the strengths and resources of a community.

“Coalition for community schools” means a statewide coalition of community schools, members of their site-based leadership teams, foundations, businesses and other organizations including unions, cultural and linguistic experts and tribal leaders, who have joined together to advocate for and support the development of community schools across New Mexico in alignment with an evidence-based community school framework.

“Community-based learning” or CBL means a model that grounds student learning in civic engagement and addresses real world community issues. CBL is interdisciplinary in nature and deepens the purposeful connection between neighborhoods and schools. The goal of a community-based curriculum is to strengthen and galvanize the assets of families, school educators, and local community members to work collaboratively to enrich and expand student learning. The curriculum centers on local institutions, history, knowledge, language, literature, culture, and environments and aligns with scientific discoveries about how sociocultural factors and the structure of learning environments influence learning.

“Community-based organization” means a public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.

“Community school” means a public school that partners with families and the community, including tribal partners, nonprofit community-based organizations and local businesses, to provide well-rounded educational opportunities and supports for student success through the implementation of a community school framework.

“Community school coordinator” means a full-time person employed by the lead partner agency who works within a community school as part of the site-based leadership team.

“Community school director or manager” means a person who oversees three or more community schools and coordinates implementation of the community schools framework across all community school sites.

“Community school framework” means a set of strategies implemented in a community school that include culturally and linguistically responsive instruction, programs and services and restorative practices that focus on building and maintaining relationships. The community school framework is the method by which to meet the community school initiative.

“Community school initiative” means the implementation of the community school framework to provide comprehensive or targeted and improvement activities pursuant to the federal Every Student Succeeds Act (ESSA).

“Community school plan” means a written plan that describes how the four pillars of community schools will be addressed, how each eligible school will provide culturally and linguistically relevant communication between schools and families, how the eligible schools will leverage private, local, state and federal funds, how the eligible schools will establish and maintain partnerships with nonprofit organizations, community-based organizations, institutions of higher education, health-care providers, businesses and other community organizations.

“Community-wide leadership team” means a team that includes the site-based leadership team, families, community partners, tribal partners, nonprofit organizations, and unions that guides collaborative planning, site-based budgeting, and implementation of the community school framework.

“Comprehensive support and improvement or CSI” means a school identified as needing intervention under the every student succeeds act, including the lowest-performing five percent of Title I schools, schools with a high school graduation rate of less than 67 percent for two out of the last three years, and schools with chronically low-performing ESSA subgroups of students.

“Consortium of schools” means a group of public schools or Bureau of Education (BIE) schools across school districts or within a regional education cooperative.

“Culturally and linguistically responsive” means validating and affirming an individual’s home culture and language to create connections with other cultures and languages in various social contexts.

“Eligible applicant” means a single public school, school district or consortium of schools that has demonstrated partnerships with at least one community-based organization with approval from the governing entity responsible for the local education agency.

“Eligible public school” means a public elementary or secondary school that has a student body where at least forty percent of students are eligible for free or reduced-price lunch pursuant to the Richard B. Russell National School Lunch Act or has been identified as a school for comprehensive or targeted support and improvement under the Elementary and Secondary Education Act of 1965 or otherwise identified by the state as in need of additional support.

“Four pillars of community schools” means the four pillars under 22-32-2 NMSA, 1978 necessary in order to implement a comprehensive community schools framework that includes active family and community engagement, collaborative leadership and practices, expanded and enriched learning time and opportunities and integrated student supports.

“Lead partner agency” means the agency that employs the community school coordinator and works collaboratively the community school coordinator, the school principal and the site-based leadership team to assess, plan and carry out the community school framework.

“Needs assessment” means a systematic process for determining and addressing needs or gaps between current conditions and desired conditions or wants.

“Nonprofit organization” means an organization that is granted a tax-exempt status and is dedicated to furthering a particular social cause or advocating for a shared point of view.

“Site-based leadership team” means an interdisciplinary, school-based team that includes the school principal, teachers, the community school coordinator, and other school employees.

“Targeted support and improvement or TSI” means a school identified as needing an intervention under the Every Student Succeeds Act due to a consistently underperforming subgroup of students for a period of time.

**Community Schools
Planning Grant Application**

Contact Information:

Name of Person Completing Application: _____

Title: _____

School District or Organization: _____

Email: _____

Phone Number: _____

Type of Application

A single public school, consortium of schools or a school district that has a demonstrated partnership with at least one community-based organization can apply for a planning grant. Bureau of Indian Education (BIE) schools can apply for funding as part of a consortium of schools. Fill out only the applicable section: for example, if you are applying for a planning grant for a consortium of schools, complete that section only.

Check CSI if the school has been identified as comprehensive support and improvement and TSI if the school has been identified as targeted support and improvement. N/A means that the school has not been identified as CSI or TSI.

A.

Single Public School

List the name of the school applying for the planning grant.

CSI TSI NA School Name: _____

District Name: _____

Amount of Funding Requested

Eligible applicants can request up to \$50,000. for each eligible public school. List the name of each school and the amount of funding requested per school.

School Name	District (BIE if applicable)	Amount of Funding Requested
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____

Budget Narrative (BN)

- 1) Describe the fiscal plan(s) for hiring additional staff (community school coordinator), providing additional compensation to existing staff, or the contracting of a **nonprofit organization** that will help the eligible applicant apply for an implementation grant or grants that includes the completion of the needs assessment and asset mapping.

- 2) Describe each eligible school’s plan to leverage federal, state and local funds such as Title I, 21st Century Community Learning Centers, extended learning time, local partnerships, etc. in order to enhance, expand and sustain the community school framework.

Breakdown of Requested Funding (BRF)

- 1) Below list the amount of funding and breakdown how each eligible public school intends on using the funding for the planning award.

Name of Eligible Public School	Total Amount of Funding Requested	Community School Coordinator Salary	Community School Coordinator Benefits	Amount for Community Needs Assessment	Amount for Asset Assessment or Mapping	Amount for Site-based Leadership Team Establishment	Amount for Community wide Leadership Team Establishment	Additional Compensation for Staff or Contracting of Staff
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$	\$

Planning Grant Narrative (PGN): Required Elements

- 1) Describe your vision for implementing a full service community school.

- 2) Describe how your vision of a full service community school fits into the community school framework including the four pillars of community schools and five or six of the indicators (school culture and climate, student academic achievement, student attendance, student behavior, quality family engagement, high school graduation rates, readiness for college or career).

- 3) Describe the concern(s) that you feel can be remedied through the community schools framework.

- 4) Describe the initial community wide leadership team or the process that will be put in place to establish the team.

- 5) Describe each eligible school's school climate and culture and readiness to implement the community school framework.

- 6) Describe the site-based leadership team or the process that will be put in place to establish the team for each eligible school.

- 7) Describe the process and timeline for conducting a needs assessment for each eligible school.

- 8) Describe the process and timeline for conducting an asset mapping for each eligible school.

Assurances

- 1) Applicants are strongly encouraged to attend the Student Teacher Accountability Reporting System (STARS) conference Community Schools Data Collection breakout session on August 27, 2019 at 1:45 p.m. held at the Drury Plaza Hotel in Santa Fe.
- 2) Successful awardees must participate in the New Mexico Out-of-School Time (NMOST) annual conference on November 1 and 2, 2019. Applicants must attend and participate in the Community Schools strand. Attendees at a minimum should include the school's community school coordinator, principal and members of the site-based leadership team.
- 3) As a condition of receiving Community Schools Act funds, the school certifies to the PED that it has a policy in effect that prohibits any individual who is a school employee, contractor, or agent from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency know, or has probable cause to believe, that such a school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.
- 4) Within six (6) months of receiving a planning grant, **eligible applicants** shall provide satisfactory documentation to the PED that the applicant intends to apply for an implementation grant. Documentation includes:
 - Evidence of an ongoing or completed needs assessment for each eligible public school.
 - Evidence of an ongoing or completed asset map that highlights the needs of the eligible public school and the community supports available to address those needs.
 - If the eligible public school plans on providing an after-school program, the asset mapping process must include the eligible public school's plan on how it will provide, at a minimum, a United States Department of Agriculture (USDA) [afterschool snack program](#). After school meal programs are preferred and are available through the Children Youth and Families Department Child and Adult Care Food Program (CACFP), see [At-Risk Afterschool Meal Program](#).
 - If the eligible public school plans on providing a summer program, the asset mapping process must include the eligible public school's plan on how it will provide summer meals through the [Seamless Summer Option](#), operated by the school district or the [Summer Food Service Program](#) operated by the Children Youth and Families Department CACFP.
 - Evidence of an established community-wide leadership team.
 - Evidence of a site-based leadership team for each eligible public school.

Additional Requirements for the Implementation Phase

Listed below are the additional requirements for the 2020-2021 school year if the eligible public school(s) applies for an implementation grant and is/are awarded.

- A school district shall bear any indirect costs associated with the establishment and implementation of a community school within the school district.
- Funded eligible public schools will be required to hire a full-time **community school coordinator**.
- The school district receiving the funding to implement the community schools initiative at three or more eligible public school sites within the district shall employ a **community schools director or manager** to oversee and coordinate implementation of the community school framework and ensure a community school coordinator is employed at each community school site.
- A lead partner district for more than three eligible public schools implementing the **community school initiative** as part of the school improvement process shall provide a full-time position that supports the community school coordinators at those eligible public schools.
- The school district or governing body shall give the community school sufficient operational flexibility in programming, curriculum, staffing, budgeting and scheduling so that the community school can fully implement a comprehensive community school framework.
- In accordance with 22-32-2 NMSA, 1978 implementation of the community school framework shall include the **four pillars of community schools**.
- An **annual assessment** must be completed. Eligible public schools that receive an implementation grant for the 2020-2021 school year and for the next two consecutive school years will be required to collect data and information. This data and information must be collected and submitted in accordance with the PED's guidelines and in a format required by the PED for the 5 or 6 indicators:
 1. Community school culture and climate;
 2. Student academic achievement;
 3. Student attendance;
 4. Student behavior;
 5. Quality family engagement; and
 6. For high schools graduation rates and readiness for college or a career.
- On an annual basis, each eligible public school shall complete the Research for Action: *COMMUNITY SCHOOLS PROGRESS REPORT TOOLKIT: Indicators of Engagement, Planning and Early Success*. [Click Here for Toolkit](#).

- The progress report toolkit shall be submitted to the PED and Coalition for Community Schools by the last day of July for their review and analysis.
- The community school coordinator will work with the STARS coordinator and shall enter the required data into the Student Teacher Accountability Reporting System (STARS) each reporting period in accordance with [22-8-13, NMSA 1978](#).
- Progress on the NM DASH focus areas that include the community school framework.

Eligible Applicant Information and Signatures

In the section below, for each eligible public school, list the name of the superintendent(s) or governing body leader(s), the name(s) of the principal(s) or charter school administrator(s), the name of the school or district business official(s) and the name of the chair or leader of the school's leadership team.

The signatures below indicate that we will support the implementation of the community school framework including the necessary ongoing professional development for the school principal and staff members in order for the community school to be successful. The signatures also indicate agreement to support the needs assessment and asset mapping process for the eligible school's implementation of the community school framework.

Single Public School

Name of eligible school principal or charter school administrator:

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school's superintendent or governing body leader:

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school's school or district business official:

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school's Leadership Team Chair or Leader:

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Consortium of Schools (add lines if necessary)

Lead Agency (school district or REC) for consortium

Name of eligible school's superintendent or governing body leader or Regional Education Cooperative Coordinating Council Chairperson in accordance with [22-2B-4 NMSA, 1978](#):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school principal or charter school administrator (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school principal or charter school administrator (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of each eligible school's school or district business official (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of each eligible school's Leadership Team Chair or Leader (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

School District (add lines if necessary)

Name of eligible school principal or charter school administrator (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school principal or charter school administrator (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of eligible school's superintendent or governing body leader (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of each eligible school's school or district business official (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____

Name of each eligible school's Leadership Team Chair or Leader (School Name _____):

Signature _____

Printed or Typed Name: _____

Title: _____

Date: _____