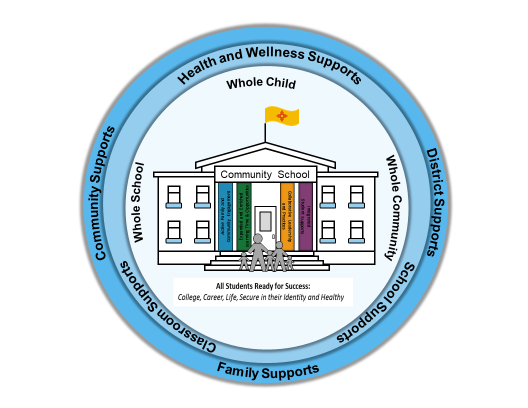
Text: New Mexico Public Education Department

Community Schools Act

**Community Schools Planning Grant Application**

**School Year 2022–23**



Released: April 21, 2022 Due: May 12, 2022

**Application Submission**

# The Particulars

Submission:

Please submit this application along with any attachments via the [Community Schools and Extended Learning Time](https://eui.ped.state.nm.us/sites/stars/DocumentRepository/SitePages/Home.aspx) SharePoint portal by **5:00 p.m. on May 12, 2022**.

Credentials:

Contact Ms. Sabrina Villalba at [Sabrina.Villalba@state.nm.us](mailto:Debbie.Garcia2@state.nm.us) if you need credentials to the Community Schools and Extended Learning Time SharePoint portal.

Attachments:

Label and upload attachments according to the *Naming Documents Before Uploading to SharePoint Site* section, which is located on the *2022–23 Community Schools Grant Application Instructions*.

Resources:

* Visit the NM PED [Community Schools website](https://webnew.ped.state.nm.us/bureaus/community-schools/) for additional information and resources.
* Visit the *Resources* section on the [Community Schools and Extended Learning Time](https://eui.ped.state.nm.us/sites/stars/DocumentRepository/SitePages/Home.aspx) SharePoint portal to access application-related resources.

Programmatic Questions:

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

* Marangellie Trujillo, Community Schools and Extended Learning Time Coordinator

E: [Marangellie.Trujillo2@state.nm.us](mailto:Marangellie.Trujillo2@state.nm.us)

P: (505) 629-8120

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# 

# Background

Governor Michelle Lujan Grisham developed a plan for education in New Mexico. *“A New Direction for New Mexico Schools”* includes 11 focus areas deemed necessary for New Mexico’s students to achieve optimally.

1. Funding for an education system that is high quality and that our children deserve.
2. Universal access to quality PreK is a reality for every New Mexico family.
3. 21st century skills and enhanced career technical education programs are provided to our students.
4. Improved graduation rates.
5. Increased pay for our principals, teachers, and educational personnel.
6. School testing is limited; qualitative data is used to track student and school achievement.
7. A fair and balanced system of accountability is created.
8. *Families, communities, and students are engaged as substantive partners.*
9. Every student in public school is ensured an equal opportunity to learn and advance.
10. NM’s American Indian populations are well served by the State’s education system.
11. Every student is prepared 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 that are focused on academic, health, and social services, youth and community development, and community engagement. Together, they lead to improved student learning, stronger families, and healthier communities. On April 3, 2019, Governor Michelle Lujan Grisham signed House Bill 589, the amended 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, of the whole student—from early childhood programs and voluntary public pre-kindergarten through high school graduation. The Community Schools Act encourages Federal, State, local, and Tribal governments to work with community-based organizations to improve the coordination, delivery, effectiveness, and efficiency of services provided to students and families. Coordinating resources, in order to align and leverage community resources and integrate funding streams, is also a goal of this Act.

**Note**: **Embolden** terms are defined in the Glossary of Terms

# Requirements

## Funding

The General Appropriation Act of 2022 will provide the Public Education Department (PED) with eight million dollars in State funding for community school initiatives in New Mexico. Funds for community school initiatives shall be used to establish, operate, and sustain the community school framework pursuant to Section [22-32-4](https://codes.findlaw.com/nm/chapter-22-public-schools/nm-st-sect-22-32-4.html), 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**, in order to conduct an initial school and community **needs assessment**, identify community supports and services through an asset mapping process, and establish community**-wide** and **site-based leadership teams**.

Planning grants will help prepare and support eligible public schools to implement the community school framework during the 2022–2023 school year.

## Eligibility

Subject to the availability of funding, grants for Community Schools initiatives are available for a school district, a group of public schools (**consortium of schools**), or a single public school that has an established partnership with the local community to operate, expand, and sustain the **community school framework**. A school district that wishes to apply does not have to include all schools within the district in its application in order to be eligible for funding. Similarly, it is possible that not all schools included in the school district’s or consortium of school’s application will be funded.

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, a 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. It is a public elementary or secondary school that has

* a student body in which at least 40 percent of students are eligible for free or reduced-price lunch, pursuant to the Richard B. Russell National School Lunch Act; or
* been identified as a school for comprehensive or targeted support and improvement under the Elementary and Secondary Education Act of 1965; or
* 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, schools identified as needing **comprehensive support and improvement (CSI)** and **targeted support and improvement (TSI)** under the *Every Student Succeeds Act* (ESSA) are prioritized for awards. 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 school framework during the 2022–2023 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.

## Fiscal Considerations

Unless federally funded, the school district shall bear any indirect costs associated with the planning stage of a **community school**.

## 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 the PED with recommendations for awards.

# Forms

## Community School Planning Grant Application

|  |  |  |  |
| --- | --- | --- | --- |
| **School Information** | | | |
| **School Name\*** |  | | |
| **School District Name** |  | | |
| **Applicant Information** | | | |
| **Primary Person Applying or Responsible for Grant** | | | |
| **Name, Last Name** |  | | |
| **Title** |  | | |
| **Email** |  | **Phone** |  |
| **School Principal** | | | |
| **Name, Last Name** |  | | |
| **Email** |  | **Phone** |  |
| **Community School Coordinator** | | | |
| **Name, Last Name** |  | | |
| **Email** |  | **Phone** |  |
| **School District Superintendent** | | | |
| **Name, Last Name** |  | | |
|  |  | **Phone** |  |

### 

### Type of Application—Single, Consortium, District

**Eligibility.** A single public school, consortium of schools, or a school district that has demonstrated partnership with at least one community-based organization can apply for an implementation 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 as a consortium of schools, complete that section only.

**Order of operations.** The PED funds by school, not by district. Therefore, each individual school must write and submit a separate application. When a school is part of a consortium or a district, the individual school’s name must be bolded, and all the other school names must be listed.

**Type of Application.** Please check below if this application is being submitted for a single school, school district, or consortium of schools (only check one box).

|  |  |
| --- | --- |
| Single School | Check here if this application is for a single school (i.e. you seek funding for one school) |
| School District | Check here if this application is for a school district. |
| Consortium of Schools | Check here if this application is for a consortium of schools (i.e. you and other schools are seeking funding as part of a consortium) \* |

**A. Single School Application**

|  |  |
| --- | --- |
|  | Single Public School |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CSI | TSI | NA | School Name: |  |

|  |  |
| --- | --- |
| District Name: |  |

Check the CSI box if the school has been identified as comprehensive support and improvement and the TSI box if the school has been identified as targeted support and improvement. Check the NA box if CSI or TSI do “not apply”, because the school has not been identified as CSI or TSI.

**B. Consortium of Schools Application**

A consortium of schools means a group of public schools across school districts or within a Regional Education Cooperative (REC).

|  |  |
| --- | --- |
| School district or REC serving as fiscal agent: |  |

Bureau of Indian Education (BIE) schools can apply for funding through the consortium of schools but cannot serve as the fiscal agent.

List the eligible schools in the consortium—schools within the district, within an REC, or across districts—for which you are applying:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Name of School: |  | District Name (Indicate BIE if applicable): |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |
| CSI | TSI | NA |  |  |  |

**C. School District Application**

|  |  |
| --- | --- |
|  | School District |

|  |  |
| --- | --- |
| School District Name: |  |

List the eligible schools within the school district for which you are applying:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | Name of School: |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |
| CSI | TSI | NA |  |

## SY2022–23 Community School Planning Year Summary

Leadership from the Coalition for Community Schools and the Institute for Educational Leadership have identified [standards](https://iel.org/wp-content/uploads/2021/07/Community-School-Standards-2018-1.pdf) to help you design and implement the community schools framework at the school-site level. Solid evidence of the following focus areas—listed in the first blue cell in the table below—should be in evidenceat the end of the planning year. Similar to the NM DASH plan, and per the main requirements of the planning grant, indicate in the space provided the quarterly critical actions that you will take to make progress in each one of these areas (e.g., needs assessment) and recognize success at the end of the planning grant year.

|  |
| --- |
| **Summary Sheet** |
| **Focus Areas:**   * Vision and strategic plan * Leadership team * Needs and capacity assessments * Space and facilities * Financing the community school * Sustainability (e.g., community school coordinator position, framework) |
| **Needs Assessment:**   * Quarterly Critical Actions   + Date Range (e.g., 07/01/22-09/30/22)   + Critical Action   + Progress Indicators (e.g., milestones, overarching tasks)   + Resources Needed   + Person(s) Responsible   + Person(s) Involved |
|  |
| **Asset Mapping:**   * Quarterly Critical Actions   + Date Range (e.g., 07/01/22-09/30/22)   + Critical Action   + Progress Indicators (e.g., milestones, overarching tasks)   + Resources Needed   + Person(s) Responsible   + Person(s) Involved |
|  |
| **Summary Sheet continuation** |
| **Site-Based Leadership Team:**   * Quarterly Critical Actions   + Date Range (e.g., 07/01/22-09/30/22)   + Critical Action   + Progress Indicators (e.g., milestones, overarching tasks)   + Resources Needed   + Person(s) Responsible   + Person(s) Involved |
|  |
| **Community-Wide Leadership Team:**   * Quarterly Critical Actions   + Date Range (e.g., 07/01/22-09/30/22)   + Critical Action   + Progress Indicators (e.g., milestones, overarching tasks)   + Resources Needed   + Person(s) Responsible   + Person(s) Involved |
|  |
|  |

### Budget Narrative

1. Schools that receive a one-year, one-time planning grant of up to fifty thousand dollars ($50,000.00) are required to use the award to:

* Conduct an initial school and community needs assessment;
* Identify community supports and services through asset mapping;
* Establish a site-based leadership team; and
* Establish or affiliate to a community-wide leadership team.

Please describe the fiscal plan to meet these requirements. Consider whether you may need to hire additional staff (community school coordinator), provide additional compensation to existing staff, or contract a nonprofit organization to ensure you have the capacity to meet these requirements.

|  |
| --- |
|  |

1. 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 Program, local partnerships in order to enhance, expand, and sustain the community school framework.

|  |
| --- |
|  |

### Funding Request

Each school may be awarded up to fifty thousand dollars ($50,000.00). Below are the allowable expenses for Community Schools, which follow the standard coding for the chart of accounts, as per [PSAB Supplement 3](https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/16.-Supplement-3-ver-8.0-April-2020-1.pdf).

Use of the associated function code should describe the related activity for which the service or material object is acquired. Program and job codes are required, as appropriate.

Reference: <https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_Manual-of-Procedures-PSAB_PSAB3-UCOA.pdf>

Align the student and community school needs to this funding request by completing the *Planning* *Budget Detail Worksheet*, located on the [NM PED Community Schools website](https://webnew.ped.state.nm.us/bureaus/community-schools/) and the Community Schools-*Resources* section of the [Community Schools & Extended Learning SharePoint site](https://eui.ped.state.nm.us/sites/stars/DocumentRepository/SitePages/Home.aspx). Please submit the required ***Planning Grant*** ***Budget Detail Worksheet*** as an attachment to this application**.**

**Note:** The receipt of a grant award does not constitute an approval of the budget.

**∞** Complete a Subcontractor Form for any contract service and submit with the grant application.

**Planning Grant Narrative (PGN): Required Elements**

1. Describe what existing data tells you about potential concerns and how you might explore those more deeply using the community school framework.

|  |
| --- |
|  |

1. Describe your current vision for implementing a community school.

|  |
| --- |
|  |

1. Describe how your vision of a community school fits into the community school framework, including the four pillars of community schools and five or six of the indicators. \*

|  |
| --- |
|  |

1. Describe the process that will be put in place to establish or affiliate to a **Community-Wide Leadership Team**. In addition, list all currently identified members and/or the anticipated roles of your community-wide leadership group. \*\*

|  |
| --- |
|  |

1. Describe the process used to establish your Site-Based Leadership Team or the process that will be put in place to establish the team. In addition, list all currently identified members and/or identify the anticipated roles on the **Site-Based Leadership Team**.\*\*

|  |
| --- |
|  |

1. Describe how the climate and culture of your school are conducive to the implementation of the community school framework.

|  |
| --- |
|  |

1. Describe the process and timeline for collaboratively creating and conducting a needs assessment for each eligible school.

|  |
| --- |
|  |

1. Describe the process and timeline for asset mapping each eligible school.

|  |
| --- |
|  |

\*School culture and climate, student academic achievement, student attendance, student behavior, quality family engagement, high school graduation rates, readiness for college or career.

\*\*Please provide the supplemental partner commitment form for each named partner in your application and submit the signed and completed forms as an attachment to this application.

# Assurances

Each eligible applicant must meet all of the assurances below. Check all of the applicable assurances.

1. Applicants are strongly encouraged to attend all professional development opportunities offered by the PED, including the Student Teacher Accountability Reporting System (STARS) Conference, Community Schools Data Collection breakout session.
2. Successful awardees must participate in the Community Schools ECHO Program and the New Mexico Community Schools Convening and the New Mexico Out-of-School Time (NMOST) annual conferences. Applicants must attend and participate in the Community Schools’ strand as appropriate. At a minimum, attendees 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 knows, or has probable cause to believe, that such a school employee, contractor, or agent has engaged in sexual misconduct regarding a minor or student, in violation of the law.
4. Within six months of receiving a planning grant, **eligible applicants** shall provide a letter and 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
* 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, then 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](https://www.fns.usda.gov/school-meals/afterschool-snacks). 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](https://www.fns.usda.gov/cacfp/afterschool-programs); and
  + a summer program, then the asset mapping process must include the eligible public school’s plan as to how it will provide summer meals through the [Seamless Summer Option](https://www.fns.usda.gov/school-meals/opportunity-schools), operated by the school district or the [Summer Food Service Program](https://www.fns.usda.gov/sfsp/summer-food-service-program) operated by the Children Youth and Families Department CACFP.
* an established Community-Wide Leadership Team; and
* a Site-Based Leadership Team for each eligible public school.

1. Within twelve months of receiving this planning grant, the grantee shall provide solid evidence and satisfactory documentation to the PED that the following focus areas have been developed in order to implement the community school framework during the 2022-23 school year:
2. Vision and strategic plan
3. Leadership teams
4. Needs and capacity assessments
5. Space and facilities
6. Research and Evaluation
7. Sustainability
8. A supplemental Partner Commitment Form has been provided (found in “Attachments” in this application packet). For each named partner in the application, include a signed, completed form.

## Additional Requirements for the Implementation Phase

Listed below are the additional requirements for the 2023–24 school year if the eligible public school(s) applies for, and is/are awarded, an implementation grant.

* Unless federally funded, 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 2023–2024 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
  6. High school graduation rates and readiness for college or a career
* Each eligible public community school shall complete a Community Schools Progress Report on an annual basis and submit to the PED within 30 calendar days of the state fiscal year ending in the format specified by the department.
* The community school coordinator will work with the STARS coordinator and shall enter the required data into STARS each reporting period, in accordance with [22-8-13, NMSA 1978](https://law.justia.com/codes/new-mexico/2006/nmrc/jd_22-8-13-a1c1.html).
* The Community School must show 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(s) of the principal or charter school administrator, the name of the superintendent(s) or governing body leader(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 the signatories representing their organization will support the implementation of the community school framework, including the necessary, ongoing professional development for the school principal and staff members, to best ensure community school success. 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 School

Name and signature of eligible school’s principal or charter school administrator:

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

Name and signature of eligible school’s superintendent or governing body chair:

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

Name and signature of eligible school’s business manager or district business official:

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

Name and signature of eligible school’s school site leadership team chair:

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

|  |  |
| --- | --- |
| Consortium of Schools School District or REC for consortium |  |

Name of eligible schools’ 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: |  | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

Names 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: |  | | |

**Note:** Add lines as necessary

### **School District**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

Names 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      ):

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| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

Name of each eligible school’s leadership team chair or leader (School Name      ):

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| --- | --- | --- | --- |
| Signature: | |  | |
| Printed or Typed Name: | | |  |
| Title: |  | | |
| Date: |  | | |

**Note:** Add lines as necessary

# Attachments

## Partner Commitment Form

**Instructions to Applicant:** Provide a copy of this form to **each** named partner in your application and submit all completed and signed forms as an attachment to your application.

**Applicant School District:**

**School for which this Form is Being Completed:**

**Instructions to Partner Organization:** The school and school district named above are submitting an application to the Public Education Department for a Community School (Planning/Implementation) grant. To evaluate the strength of each application’s existing and future partnerships, each applicant must submit this form for each named partner in the application. As a named partner, please complete the form below to the best of your ability.

**Name of Individual Completing Form:**

**Title and Organization:**

**Phone Number:**       | **E-mail Address:**

**Your Role (check all that apply):**

Community-wide Leadership Team

Site-based Leadership Team

Unsure

**Questions** (Please use as much space as needed to answer each question completely.)

1. What role, if any, has your organization played in the development of the community school named above?
2. What role, if any, did your organization play in helping to shape this community school grant application?
3. If this grant application is funded, how will your organization support this community school? Please include both financial, in-kind, and other resources that your organization has committed or will commit to support the identified priorities of the community school.
4. Are there any additional comments you would like to provide?

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Glossary of Terms

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| **Term** | **Definition** |
| **Asset mapping** | An assessment of a school and the community, including organizations, people, partnerships, facilities, funding, and policies. An asset assessment provides information about the strengths and resources of a school and community. |
| **Coalition for community schools** | A statewide coalition of community schools, members of their site-based leadership teams, foundations, businesses, and other organizations. The latter might include unions, cultural and linguistic experts, and tribal leaders, who have joined together to advocate for and support the development of community schools, in alignment with an evidence-based community school framework. |
| **Community-based learning—** **CBL** | A model that grounds student learning in civic engagement and addresses real-world, community issues. Interdisciplinary in nature, CBL deepens the purposeful connection between neighborhoods and schools.  Goal of community-based curriculum: strengthen and galvanize 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. It aligns with scientific discoveries about how sociocultural factors and the structure of learning environments influence learning. |
| **Community-based organization** | 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** | 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 the community school framework. |
| **Community school coordinator** | 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** | A person employed by the district or lead partner agency who oversees three or more community schools and coordinates implementation of the community schools framework across all community school sites. |
| **Community school framework** | A set of strategies implemented in a community school that include culturally and linguistically responsive instruction and programs, services, and restorative practices that focus on building and maintaining relationships. The community school framework is the method by which the implementation of the community school initiative is met. |
| **Community school initiative** | 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** | A site-based leadership team or community school council—that includes families, community partners, tribal partners, nonprofit organizations, school staff, and unions—that guides collaborative planning, site-based budgeting, and implementation of the community school framework. |
| **Community-wide leadership team** | A team at the LEA level that is responsible for guiding the visions, policy, resources alignment, oversight of implementation, and goal-setting for community school initiatives with an LEA. This team shall include representatives from the LEA, educators, teacher unions, school administrators, students, and family members from eligible schools, system-level partners—including community members, philanthropic organizations, and local and Tribal governments. |
| **Comprehensive support and improvement —CSI** | A school identified as needing intervention under ESSA, 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** | a group of public schools or Bureau of Indian Education (BIE) schools across school districts or within a regional education cooperative. |
| **Culturally and linguistically responsive** | Validating and affirming an individual’s home culture and language to create connections with other cultures and languages in various social contexts. |
| **Eligible applicant** | A single public school, school district, or consortium of schools that has demonstrated partnerships with at least one community organization with approval from the governing entity responsible for the LEA and with whom the school must apply as a co-applicant. |
| **Eligible public school** | A public elementary or secondary school that 1) has a student body in which at least 40 percent of students are eligible for free or reduced-price lunch, pursuant to the Richard B. Russell National School Lunch Act **or** 2) 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. |
| **Evidence-based interventions under ESSA** | Practices or programs that have been proven effective in producing results and improving outcomes. |
| **ESSA** | Signed into law December 10, 2015, ESSA replaced No Child Left Behind and the waiver system. ESSA is the national education law that reinforces the longstanding commitment to ensuring equal opportunity for all students. It provides New Mexico with a long-term stability that holds states, local school systems, and schools accountable for results while encouraging them to be innovative in their work. |
| **Four pillars of community schools** | Under 22-32-2 NMSA, 1978, these are the four foundational concepts found necessary to successfully implement a comprehensive community schools framework: 1) active family & community engagement, 2) collaborative leadership & practices, 3) expanded and enriched learning time, and 4) opportunities & integrated student supports. |
| **LEA** | Local education agency. Just another way of saying district or State-chartered charter school |
| **Lead partner agency** | The agency that employs the community school coordinator and works collaboratively with the community school coordinator, the school principal, the site-based leadership team, and any established community partners, to assess, plan, and carry out the community school framework. |
| **Needs assessment** | A systematic process for determining and addressing needs/gaps between current conditions and those conditions that are desired. |
| **Nonprofit organization** | 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** | An interdisciplinary, school-based leadership team that includes the school principal, the community school coordinator, teachers, other school employees, families, community partners, tribal partners, nonprofit organizations, unions, and neighboring community residents that guides collaborative planning, implementation, and oversight. |
| **Targeted support and improvement— TSI** | 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. |