



**Community Schools Implementation Grant –
 Renewal Supplemental Application
 School Year 2022-23
 Scoring Rubric**

Personnel Involved			
School District or Consortium Fiscal Agent		Single School	
Coalition Member Reviewer		PED Reviewer	
Review the implementation grant application and for each area assign the following			
Category	Possible points		
Evidence Provided	2		
Partial Evidence Provided	1		
No Evidence Provided	0		

**STATE OF THE COMMUNITY SCHOOL
(STORY)**

Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
STY (1A)	Applicant describes the community school shared vision and how students, families, and partners participated in its development. Applicant explains how the NM PED Community Schools Act funding helped realized this shared vision and its transformative effect.	Applicant provides a partial story, which may or may not include how students, families, and partners participated in the development of the shared vision, or how the NM PED Community Schools Act funding helped realized the shared vision and the transformative effect it has had.	Applicant provides an incomplete story; more than one component is missing.		
STY (1B)	Applicant describes in-detail the need for an additional year of funding to achieve its transformational goals and includes the gaps in either the shared vision or the community school’s strategy that the applicant intends to complete in the next year.	Applicant describes partially the need for an additional year of funding or the gaps in either the shared vision or the community school’s strategy that the applicant intends to complete in the next year.	Applicant does not describe the need for an additional year of funding or the gaps it intends to complete in the next year.		

<p>STY (1C)</p>	<p>Applicant describes the progress the community school has made in the last three years towards the following indicators: school culture and climate, student academic achievement, student attendance, student behavior, quality family engagement, and/or graduation rates and readiness for college and career for high schools. Applicant describes the challenges the community school is planning to overcome and what it will be working on next.</p>	<p>Applicant describes some progress towards the five or six (if a high school) indicators, describes some of the challenges, and provides a partial plan about what the community school is working on next.</p>	<p>Applicant describes the progress it has made on two or less indicators in the last three years and/or does not include either the challenges the community school is planning to overcome in the next year or what it is working on next.</p>		
<p>STY (1D)</p>	<p>Applicant provides a status update on the ten standards and indicators from the IEL-Coalition for Community Schools and provides the progress it plans to make in achieving these national standards with an additional year of funding.</p>	<p>Applicant provides a partial status update on the ten national standards and indicators and in the progress it plans to make in achieving these national standards with an additional year of funding.</p>	<p>Applicant does not provide a status update on the ten national standards and indicators or in how it plans to make progress in achieving these national standards with an additional year of funding.</p>		
<p>Integrated Student Supports (ISS)</p>					

Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
ISS (1)	Applicant provides a clear description of what the community school has learned towards achieving the desired outcomes, how it has engaged community partners, and what is planning to do differently to overcome any challenges encountered in the ISS pillar.	Applicant provides a partial description of what the community school has learned towards achieving the desired outcomes, how it has engaged community partners, or in what it plans to do differently to overcome the challenges encountered in the ISS pillar.	Applicant does not provide a description of what the community school has learned towards achieving the desired outcomes or how it has engaged community partners, or what it plans to do differently to overcome the challenges encountered in the ISS pillar.		
ISS (2)	Applicant describes how this renewal grant will help the community school sustain the ISS pillar by taking into account the provisions, people, practices, and policies needed to sustain this pillar. It provides the ISS components that are still missing in the community school and how it plans to complete them in this upcoming year to get closer to its transformational goal.	Applicant provides a partial description of how this renewal grant will help the community school sustain the ISS pillar. It takes into account some of the provisions, people, practices, and or policies needed to sustain this pillar. It mentions at least one ISS component that may be missing in the community school and how it plans to complete it in the upcoming year to get closer to its transformational goal.	Applicant does not provide a description of how this renewal grant will help the community school sustain the ISS pillar.		

Expanded and Enriched Learning Time and Opportunities (EELTO)					
EELTO (1)	Applicant provides a clear description of what the community school has learned towards achieving the desired outcomes, how it has engaged community partners, and what is planning to do differently to overcome any challenges encountered in the EELTO pillar.	Applicant provides a partial description of what the community school has learned towards achieving the desired outcomes, how it has engaged community partners, or in what it plans to do differently to overcome the challenges encountered in the EELTO pillar.	Applicant does not provide a description of what the community school has learned towards achieving the desired outcomes or how it has engaged community partners, or what it plans to do differently to overcome the challenges encountered in the EELTO pillar.		

Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
EELTO (2)	Applicant describes how this renewal grant will help the community school sustain the EELTO pillar by taking into account the provisions, people, practices, and policies needed to sustain this pillar. It provides the EELTO components that are still missing in the community school and how it plans to complete them in this upcoming year to get closer to its transformational goal.	Applicant provides a partial description of how this renewal grant will help the community school sustain the EELTO pillar. It takes into account some of the provisions, people, practices, and or policies needed to sustain this pillar. It mentions at least one EELTO component that may be missing in the community school and how it plans to complete it in the upcoming year to get closer to its transformational goal.	Applicant does not provide a description of how this renewal grant will help the community school sustain the EELTO pillar.		
Active Family and Community Engagement (AFCE)					
AFCE (1)	Applicant provides a clear description of what the community school has learned towards achieving the desired outcomes, how it has engaged community partners, and what is planning to do differently to overcome any challenges encountered in the AFCE pillar.	Applicant provides a partial description of what the community school has learned towards achieving the desired outcomes, how it has engaged community partners, or in what it plans to do differently to overcome the challenges encountered in the EFCE pillar.	Applicant does not provide a description of what the community school has learned towards achieving the desired outcomes or how it has engaged community partners, or what it plans to do differently to overcome the challenges encountered in the EFCE pillar.		

Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
AFCE (2)	Applicant describes how this renewal grant will help the community school sustain the AFCE pillar by taking into account the provisions, people, practices, and policies needed to sustain this pillar. It provides the AFCE components that are still missing in the community school and how it plans to complete them in this upcoming year to get closer to its transformational goal.	Applicant provides a partial description of how this renewal grant will help the community school sustain the AFCE pillar. It takes into account some of the provisions, people, practices, and or policies needed to sustain this pillar. It mentions at least one AFCE component that may be missing in the community school and how it plans to complete it in the upcoming year to get closer to its transformational goal.	Applicant does not provide a description of how this renewal grant will help the community school sustain the AFCE pillar.		
Collaborative Leadership and Practice (CLP)					
CLP (1)	Applicant describes how interdisciplinary and cross-sector community partners share responsibility and accountability for student and school success. It includes the process in which the community school makes equitable decisions with its partners.	Applicant partially describes how interdisciplinary and cross-sector community partners share responsibility and accountability for student and school success. The equitable decision-making process with partners is partially described and it is vague.	Applicant does not describe how interdisciplinary and cross-sector community partners share responsibility and accountability for student and school success and does not include the equitable decision-making process with partners.		

Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
CLP (2)	Applicant describes how the site-based leadership team (SBLT) prepares budgets with a view to helping sustain the community school and how community partners help generate funding for the programs and services at the community school.	Applicant partially describes how the site-based leadership team (SBLT) prepares budgets with a view to helping sustain the community school and how community partners help generate funding for the programs and services at the community school.	Applicant does not describe how the site-based leadership team (SBLT) prepares budgets with a view to helping sustain the community school or how community partners help generate funding for the programs and services at the community school.		
CLP (3)	Applicant describes how this renewal grant will help the SBLT sustain the community school strategy by taking into account the provisions, people, practices, and policies needed to sustain this strategy.	Applicant provides a partial description of how this renewal grant will help the SBLT sustain the community school strategy. It takes into account some of the provisions, people, practices, and or policies needed to sustain the strategy.	Applicant does not provide a description of how this renewal grant will help the SBLT sustain the community schools strategy.		
Additional Requirements (AR)					
AR (1)	Applicant provides the CACFP At-Risk Afterschool Meal Program. Summer meal programs are provided through the seamless summer option or the CYFD Summer Food Service Program.	Applicant provides after- school snacks through the USDA afterschool snack program. Summer meals are provided.	Applicant does not provide meal programs or snack programs.		

Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
AR (2)	Applicant provides a clear description of what the community school has learned in the provision of a school meal and snack program and what is planning to do differently to overcome any challenges encountered.	Applicant provides a partial description of what the community school has learned in the provision of a school meal and snack program or in what it plans to do differently to overcome the challenges encountered.	Applicant does not provide a description of what the community school has learned in the provision of a school meal and snack program or what it plans to do differently to overcome the challenges encountered.		
AR (3)	Applicant provides a plan for high quality ongoing and integrative professional development for school staff, families, and community partners. There is evidence that the site-based leadership team played an integral role in developing the professional development plan with evidence of collaboration with community partners.	Applicant provides a plan for professional development that is sporadic and not ongoing. The plan does not include families or partners. There is evidence that the site-based leadership team was involved in the development of the professional development plan but did not play an integral role.	Applicant does not provide a plan for professional development.		

<p style="text-align: center;">AR (4)</p>	<p>Applicant provides a process that utilizes data and information (STARS, Community Schools Reporting Tool-Planning Phase*, Community Schools Progress Report Toolkit*, DASH, if applicable) on 5 or 6 of the following indicators (school culture and climate, student academic achievement, student attendance, student behavior, quality family engagement and for high schools' graduation rates and readiness for college and career) to evaluate and assess the effectiveness of the community school. Evidence is provided that the site-based leadership team was a part of the review and analysis of the data.</p>	<p>Applicant provides a partial plan for evaluating and assessing the community school's progress on meeting 5 or 6 of the indicators in conjunction with the site-based leadership team.</p>	<p>Applicant does not provide a process for evaluating and assessing the effectiveness of the community school.</p>		
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Breakdown of Requested Funding (BRF)					
Element	(2) Evidence Provided	(1) Partial Evidence Provided	(0) No Evidence Provided	Points Awarded	Notes
FR	Applicant completed the <i>Implementation Grant-Renewal Supplemental Application Budget Detail Worksheet</i> (includes justification) and attached it to the application. The total funding requested is up to \$75,000.00.	Applicant completed the <i>Implementation Grant-Renewal Supplemental Application Budget Detail Worksheet</i> and attached it to the application. However, the budget contains an incomplete justification OR the total funding requested is not up to \$75,000.00.	Applicant did not provide the <i>Implementation Grant-Renewal Supplemental Application Budget Detail Worksheet</i> and the total funding requested is not up to \$75,000.00.		
Leveraging of Funds (LEV)					
LEV (1)	Applicant includes the types of funds that are leveraged and the evidence-based interventions, structures, programs, practices, and pillars strongly support the implementation plan. Levels of effort don't exceed 100%.	Applicant includes the types of funds that are leveraged and the evidence-based interventions, structures, programs, practices, , and pillars partially support the implementation plan. Levels of effort don't exceed 100%.	Applicant does not include leveraged funds or the evidence-based interventions, structures, programs or practices that support the implementation plan. Levels of effort exceed 100%.		
LEV (2)	Applicant provides the amount and type of leveraged funds and the services and activities the funds support in order to expand and sustain the community school.	Applicant provides partial or incomplete information.	Applicant does not include information.		
LEV (3)	Applicant describes the community school's sustainability plan considering the main structures and practices of the community schools' strategy and the 4P's of sustainability: Provisions, People,	Applicant provides a partial description of the community school's sustainability plan, which may be missing some main structures and practices of the community schools' strategy and	Applicant does not provide a sustainability plan or is missing either the main structures and practices of the community schools' strategy or the 4P's of		

	Practice, and Policy.	the 4P's of sustainability: Provisions, People, Practice, and Policy.	sustainability: Provisions, People, Practice, and Policy.		
			Total Points	<u> </u> /42	

OPTIONAL ACTIVITIES FOR POSSIBLE ADDITIONAL POINTS					
Optional Activities (OA)					
OA (1) Broaden Use of School Building	Applicant includes a plan to broaden the use of the school building and includes examples of activities the support neighborhood events, activities, advocacy and civic life.	Applicant provides a partial plan to broaden the use of the school building.	Applicant does not include a plan.		
OA (2) Community-Based Learning	Applicant provides a sustainability plan for community-based learning.	Applicant provides a partial or incomplete sustainability plan for community-based learning.	Applicant does not include a sustainability plan.		
OA (3) PreK and Early Childhood Services	Applicant provides a sustainability plan for pre-kindergarten and early childhood services.	Applicant provides a partial or incomplete sustainability plan for pre- kindergarten and early childhood services.	Applicant does not include a sustainability plan.		
Total Optional Points				____/6	

ELEVEN ASSURANCES		
Assurances	Points possible	Points Awarded
All Assurances Checked	1	
Assurances Incomplete	0	
Total Points Awarded		____/1

SUPPORTING DOCUMENTS								
Needs Assessments	Points possible	Asset Map	Points possible	CS Standards Self-Assessment (2017)*	Points possible	Partner Forms	Points possible	Points Awarded
Included	2	Included	2	Included	2	Included	2	

Not Included	0	Not included/Incomplete	(0)	Not included/Incomplete	(0)	Not included/Incomplete	(0)	
Total Points Awarded								/8

S C O R I N G P A G E

PERSONNEL CATEGORY	SPECIFIC INDIVIDUALS RESPONSIBLE
School District or Consortium Fiscal Agent	
Single School	
Coalition Member Reviewer	
PED Reviewer	

SCORE SHEET	
SECTIONS	POINTS EARNED
Story, Four Pillars, Additional Requirements, Breakdown of Requested Funding, Leveraging of Funds	____/42
Optional Activities	____/6
Eleven Assurances	____/1
Supporting Documents: Needs Assessment, Asset Map, IEL-Community Schools Standards Self -Assessment (2017)*, and Partner Commitment Forms	____/8
Grand Total	____/57