



**Public Education Department
Community Schools**



**Community Schools Act
Community Schools Planning, Implementation & Renewal
Grant Applications Guidebook
School Year 2023–2024**

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APPENDIX OF TERMS

I: Administrative Resources

Website:

The NMPED Community Schools [website](#) contains supplemental materials, presentations, applications and tools for this grant application. It includes key definitions, rubrics, and other forms for application. Embedded in this application are all links to these resources.

Timeline:

- Wednesday, February 22nd – Cross sector review of grant application and process
- Monday, March 6th – NMPED [Grant Applications](#) Live Online
- Required CS Grant Conferences: 9am-11am (virtual)
 - Monday, March 13th – Request for Application (RFA) Conference (Prerequisite for all Principals interested in applying for a [1-year planning grant](#))
 - Tuesday, March 14th – New [Implementation Grant](#) Conference (Prerequisite for all new implementation grant applicants)
 - Wednesday, March 15th – Existing [Implementation Grant](#) Conference (Prerequisite for all existing implementation grant awardees entering years 2 or 3)
 - Thursday, March 16th - [Renewal](#) Grant (4th year) Conference (Prerequisite for all 3rd year Implementation grant awardees who wish to apply for a Renewal grant)
- Friday, March 31st – Grant Application Submissions Due by 5pm
- Friday, April 14th – Grant Awardees listed on [website](#).
- Wednesday, May 10th – Mandatory “Community School’s Conference” for all NMPED granted schools

Submission:

Individual schools should fill out and complete [all required submissions](#) for the NMPED community schools grant. If a school district or group of public schools wishes to apply, please contact Julie Brenning, NMPED Community Schools Director.

Please complete all prerequisites before applying for a grant. After attending and participating in the prerequisite conference, please complete the full grant application form by 5:00 p.m. on Friday, March 31st. Share all attachments, uploads, evidence and artifacts in the form grant application.

Questions:

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

Julie Brenning, Community Schools Director

E: Julie.Brenning@ped.nm.gov

P: 505-795-5526

II: The New Mexico Community Schools Act

In the landmark case of the Martinez Yazzie Consolidated Lawsuit, Judge Sarah Singleton found that there is “an inadequate education system for New Mexican students.”¹ In 2022, NM was ranked 50th in the nation for child well-being, including data on factors such as child poverty and school enrollment.² New Mexico faces substantial challenges in the attainment of educational quality and child well-being and is developing solutions to meet the requirements of the Martinez Yazzie Consolidated Lawsuit. The Learning Policy Institute (LPI) has conducted research on the unique challenges of NM education and proposed that the community schools strategy offers a possible solution: “Given the high percentage of New Mexico students facing a multitude of nonacademic barriers to learning, such as adverse childhood experiences, poverty, and food insecurity, the community school approach offers education stakeholders a way to bridge schools with the communities they serve to tackle student barriers together.”³

The evidence and research show that as community schools (CS) are implemented with full fidelity, they “can positively influence a variety of student outcomes and enhance the effectiveness of schools, particularly those schools serving a high proportion of students and families living in poverty.”⁴ In a study of community schools with high quality implementation in New York, it was found that there was a significant positive impact on student attendance, graduation rates, students’ sense of connectedness, reduction in disciplinary incidents, on-time grade progression, math achievement, and credit accumulation.⁵

With the plethora of data and evidence to support the CS strategy, NM law recognized community schools as a strategy to ensure student success and established the CS statute in 2013.⁶ In response to the need for support of CS, in 2019, the New Mexico (NM) State Legislature passed an amendment to the Community Schools Statute and added a grant fund for NM community schools (CS) disseminated through NMPED.⁶ The NMPED community schools grant fund is not a grant program, but rather a support for whole school transformation and full implementation of the community school strategy.

To remain aligned with national best practice and evidence, information changes. These updates to key terms that were previously used in the grant application process are below:

OLD TERM	NEW TERM*
Community school initiative, framework, model, program	Community school strategy
4 Pillars	Key Practices
4 Pillars practices, strategy, programs	Core Implementation Strategies

¹ “Yazzie/Martinez V. State of New Mexico Decision.” *Center on Law and Poverty*, 2019.

² “Kids Count Places New Mexico 50th for Child Well-being.” *New Mexico Voices for Children*, 8 Aug. 2022.

³ Terrazas, Denise, and Tim Bedeaux. *LESC Hearing Report: The Community School Landscape in New Mexico: Challenges and Recommendations*. Legislative Education Study Committee, June 2019.

⁴ “AIR’s Community Schools Work | American Institutes for Research.” *American Institutes for Research*, 2021

⁵ Johnston, William R., Celia J. Gomez, Lisa Sontag-Padilla, Lea Xenakis, and Brent Anderson, *Developing Community Schools at Scale: Implementation of the New York City Community Schools Initiative*. Santa Monica, CA: RAND Corporation, 2017.

⁶ “Community Schools Statute, CH. 22, ART. 32 NMSA 1978

Integrated student supports	<u>Integrated Systems of Support</u>
Expanded and enriched learning time and opportunities	<u>Expanded, Culturally Enriched Learning Opportunities</u>
Active family and community engagement	<u>Powerful student and family engagement</u>
Collaborative leadership	<u>Collaborative leadership, shared power and voice</u>
Effective teaching and learning	<u>Rigorous, community-connected classroom instruction</u>
Community school culture and climate	<u>Culture of belonging, safety and care</u>

**Note: for all emboldened terms, see Appendix for definitions*

III: The NMPED Grants & Eligibility

There are three types of grants available through NMPED according to the CS Statute:⁶

- **Planning Grant**: A one-year, one time planning grant of up to \$50,000 for each eligible public school
- **Implementation Grant**: Annual implementation grants of \$150,000 each year for a period of 3 years for each eligible school
- **Renewal Grant**: At the conclusion of the initial three-year grant period, applicants may apply for a renewal grant for one year in an amount determined by the department

An 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-fee lunch pursuant to the Richard B. Russell National School Lunch Act or has been identified as needing 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.⁶ An eligible applicant means a single school, school district, or consortium of schools that has formed a partnership with at least one **community-based organization** with approval from the governing entity responsible for the local education agency.⁷

IV: Key Practice Grant Deliverables

A **community school** is a locally driven school transformation strategy that promotes child well-being. Community schools leverage and coordinate the resources of the whole community to build a thriving school for students, families, school staff, including educators, and community partners.⁸ The **community school strategy** transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in-and-out of school resources, supports, and

⁷ "Primary and Secondary Education Educational Standards – General Requirements Community Schools," Title 6, Chapter 30, Part 15, NMPED. [6.30.15 NMAC](#)

⁸ "Visual Framework: Essentials for Community School Transformation," Learning Policy Institute.

opportunities so that young people thrive.⁹ The key practices of community schools (below) build the foundation of the CS strategy.

Key Practices of the Community School Strategy include:

- **Powerful Student and Family Engagement** - (a) values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success; (b) offers courses, activities and services for parents or caregivers and community members; and (c) creates structures and opportunities for shared leadership.⁶
- **Collaborative Leadership, Shared Power and Voice** - practices that build a culture of professional learning, collective trust and shared responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator.⁶
- **Expanded, Culturally Enriched Learning Opportunities** - including before-school, after-school, weekend, summer and year-round programs, that provide additional academic support, enrichment activities and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills and life skills and are aligned with the school's curriculum.⁶
- (Supplemental): **Rigorous, Community-Connected Classroom Instruction** - community-based curriculum in which the content of instruction is centered on local knowledge, service learning and problem-solving around community issues.⁶
- (Supplemental): **Culture of Belonging, Safety and Care** - student behavior, including through the provision of positive discipline practices, restorative practices, and other positive behavioral supports and interventions for students.⁷
- **Integrated Systems of Supports** - address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.⁶

6 Key Practices of Community Schools



⁹ Kimner, Hayin. "Moving Community Schools Forward with foundational resources," Brookings Institute. 2023

A. Prerequisites for the 1-Year Planning Grant: “Community Building”

Planning Grant Application Questionnaire content:

Prerequisites:

Before applying for a NMPED community schools 1-year planning grant, schools participate in community building. There are two prerequisites:

- [Conference attendance](#) - Mandatory attendance of the School Principal at the Request for Application (RFA) Conference on March 13th. This Conference will introduce the community school whole school transformation strategy, provide a meet and greet with agency leads and an opportunity to ask questions about the grant application and the CS strategy. After attendance and participation, the school principal may apply for a 1-year planning grant.
- One community partner - The second prerequisite is a formal partnership with at least one **community-based organization** that shows a mutually beneficial partnership. A community-based partner is defined as a nonprofit organization, faith- and community-based organization, institution of higher education, healthcare institution, business, advocacy organization, or other community entities.⁶

Planning Grant Application Questions:

- Why does the schools leadership team want to become a community school? What is the school leadership teams understanding of the [community school strategy](#)? What are the team’s overall goals for whole school transformation?
- Describe the process the schools leadership team will use to build the [site-based leadership team \(SBLT\)](#). What are the goals for who will sit on this team? How will your school’s leadership team ensure equity of voice on the SBLT? When will you start meeting and how often?
- What is the timeline for conducting an [asset and needs assessment](#), [root cause analysis](#) and [community school strategic plan](#)?
- How will your schools leadership team conduct the [needs assessment](#)? How will the SBLT gather both quantitative and qualitative data?
- How will your schools leadership team conduct the [asset assessment](#)? How will the SBLT work together to create an asset map of strengths, values and partners of the school and community?
- How will the SBLT conduct the [root cause analysis](#)? How will the SBLT guarantee diversity of perspectives on this analysis?
- How will the SBLT create the [CS strategic plan](#)? How will the SBLT use the asset and needs assessment and root cause analysis to inform the plan?
- Who are the community school’s community partners with a **community-based organization**? What is the process and timeline for creating mutually beneficial partnerships at the community school?
- What does the school’s leadership team see is the role of the [community school coordinator](#)? How will the schools leadership team prepare the community school during the 1-year planning grant period for a CS coordinator that will be hired for the implementation phase? If the schools

leadership team plans to hire a CS coordinator during the planning year, how will the schools leadership team onboard the CS coordinator?

- What is your community school [financial sustainability plan](#), which can include leveraging of federal, state, local, and other spending? How do your budget plans relate to the [key practices](#) (powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities and integrated systems of support; supplemental: rigorous community-connected classroom instruction, culture of belonging, safety and care)?

The 1-year planning grant application will be scored using the [scoring rubric found here](#) (first tab). The questionnaire and meeting the mandatory prerequisites will also be included in the overall scoring.

B. Deliverables for the [1-year Planning Grant](#): “[Planning Core Strategies](#)”

The 1-year planning period is a community building, planning phase to prepare the school and community for whole school transformation. Please note that this is a planning year only and *not* for implementation of the CS strategy. There are 6 deliverables that need to be completed by the end of the school year (May) in order to apply for an [implementation grant](#). These 6 deliverables are based on best practice and research to lay the foundation for a community school.

Planning **Core Strategies**: 6 deliverables:

1. **“CS 101” Community Meeting** – in the first two months of the beginning of the 1-year planning grant school year, the school will be required to host a “Community Schools 101” Community Meeting. This on-site meeting will focus on whole school transformation and building the collaborative leadership team. The Principal and at least two members of each of the following groups must be in attendance: families, students, school staff, and community partners. NMPED and any existing organization that supports the school’s community school strategy should also be invited to this meeting. A package, including a presentation and survey, will be given to schools before they conduct this meeting. This meeting is flexible according to the community needs (e.g. booths for each video and survey questions, incentives for families, etc.) This meeting will assist the school in building the Preparatory Site Based Leadership Team.
2. **[Site-Based Leadership Team](#)** – The Site Based Leadership Team is the foundation of a community school and is based in collaborative leadership. The site-based leadership team is a governing body that develops a shared vision and goals and create participatory practices for distributing responsibilities. The SBLT leadership and capacity should provide long-term sustainability around school goals, decision making and plans (even if there is leadership change at the school such as the principal). The SBLT is 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.⁶ This Preparatory team

should be organized, recruited and have at least some meetings before the end of the first-year planning grant.¹⁰

3. **Asset and Needs Assessment** –

- a. The Preparatory Site Based Leadership Team (or contracted non-profit or individual) conducts a school and community wide asset assessment. This asset assessment maps and identifies community supports, services and needs with both qualitative and quantitative data. For example, opportunities for partnerships with nonprofit organizations, faith- and community-based organizations, institutions of higher education, healthcare institutions, businesses, advocacy organizations, and other community entities. A campus and community asset map and partnership inventory are created by the Preparatory SBLT as part of the asset mapping process.¹¹ Specific details in the asset assessment includes: (a) access to current integrated systems of supports; (b) access to current expanded, culturally enriched learning opportunities; (c) access to current powerful student and family engagement; (d) existing collaborative leadership, shared power and voice; (e) supplemental (bonus points) information about current rigorous community-connected classroom instruction and culture of belonging, safety and care.
- b. A school and community wide needs assessment report is created by the Preparatory SBLT (or contracted person/entity) that includes qualitative and quantitative data. Current and historical student, school, and community level data are gathered and include the community school climate/culture, student academic achievement, attendance, behavior, family engagement and, for high schools, graduation rates and readiness for college or a career.⁶ The report includes the methods of data collection, strengths and limitations of the data gathering, and key participants. It also includes key findings and recommendations.¹² Specific details in the needs assessment includes: (a) need for integrated systems of supports; (b) need for expanded, culturally enriched learning opportunities; (c) need for powerful student and family engagement; (e) supplemental (bonus points) for needs about rigorous community-connected classroom instruction and culture of belonging, safety and care.

4. **Root Cause Analysis** – The Preparatory-Site Based Leadership Team conducts a root cause analysis of the findings from the needs assessment (above). The Preparatory SBLT (including students and families) identifies and categorizes the "stories, patterns, and/or trends" behind the raw quantitative and qualitative data gathered in the needs and assets assessment process. The Preparatory SBLT conducts a root cause analysis and identifies multiple possible contributing factors. The root cause analysis includes multiple, diverse perspectives as a check against bias.¹⁰ The analysis informs the priorities of the community school strategic plan (below).¹³

5. **Community School Strategic plan** – The Preparatory SBLT creates a community school strategic plan that is aligned to the priority focus areas of the school improvement plan and addresses at least one

¹⁰ "Community School Standards." Institute for Educational Leadership and Coalition for Community Schools, 2017. <https://www.communityschools.org/wp-content/uploads/sites/2/2021/03/Community-School-Standards-Updatesd2017.pdf>

¹¹ "Community Schools Playbook." Community Schools Playbook, 2022, <https://communityschools.futureforlearning.org/chapter-4>

¹² Adapted from materials developed from ABC Community School Partnership

¹³ "Using Root Cause Analysis as Part of the Continuous Improvement Process in Education." Office of Elementary and Secondary Education, 14 Sept. 2020. <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/using-root-cause-analysis-part-continuous-improvement-process-education/>

root cause. The community school strategic plan defines the blend of academic and nonacademic supports and resources that will be delivered to students, families and the school to meet the needs identified in the needs assessment process in order to create the conditions for students to learn and thrive. The community school strategic plan helps define the role and work of the coordinator and community partners.¹⁰ The preparatory SBLT has read and understands the [Core Implementation Strategies](#). The preparatory SBLT is planning to implement these core strategies in the implementation years (and states as such in the CS strategic plan).

6. **Financial Sustainability Plan** – The community schools strategy is built on sustainable funding sources through braided, blended and leveraged funding. By the end of the 4th year, community schools should have funding for the full implementation of the strategy and the CS Coordinator position *outside* of NMPED grant funding. The principles of this financial plan are: sustainable, transformative, collaborative and innovative. The NMPED grant funding is intended to compliment other funding streams for whole school transformation. This plan includes the intentions for the NMPED grant funding and other braided funding such as from local community partners, other state funding, nonprofit, etc. and how that money will be utilized for the implementation and sustainability of the CS strategy designed in the planning year.¹⁴ The budget plan relates to the key practices (powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities and integrated systems of support; supplemental: rigorous community-connected classroom instruction, culture of belonging, safety and care). This plan should include two parts:
 - a. The plans for the next years grant funding (e.g. \$150,000 for implementation) and how each line item budget relates to the planning year
 - b. The plans for long-term financial sustainability and how the school will be fully sustained by outside sources by the 4th year of the grant (renewal)



C. Prerequisites for the 3-year Implementation Grant: “Readiness for Implementation of [Core Strategies](#)”

Implementation Grant Application Questionnaire content:

The 3-year implementation grant application questionnaire is broken up into three parts: prerequisites, required questions, and new requirements (bonus points - to be completed in the first 5 months of the implementation year):

Prerequisites:

Before applying for a NMPED community schools 3-year implementation grant, schools demonstrate readiness for implementation of core strategies by showing 3 prerequisites:

- [Implementation Grant Conference](#) - The first prerequisite is the mandatory attendance of the School Principal and CS Coordinator (if hired already) at the Implementation Grant Conference on March 14th. This Conference will review the deliverables from the Planning year, present the expected deliverables for the implementation grant, a presentation by agency leads and an opportunity to ask questions about the grant application and the CS strategy.
- [Change of Leadership Form](#) - If the school has undergone a change in leadership (a new Principal or CS Coordinator) at any point in time while receiving the NMPED grant, a mandatory report must be complete to apply for an implementation grant or receive renewal.

Required Questions:

- Describe your plans to hire a [community school coordinator](#). What is your evidence of an established [site-based leadership team](#)? Is it diverse in membership (students, families, staff and community)? How often did the SBLT meet in the planning year?
- What is your schools evidence of a [needs assessment](#)? How did the SBLT gather both quantitative and qualitative data?
- What is your schools evidence of an [asset assessment](#)? How did the SBLT work together to create an asset map of strengths, values and partners of the school and community?
- What is your [CS strategic plan](#)? Does it include a plan for implementing *all* [core implementation strategies](#) for each key practice (powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities, integrated systems of support; supplemental: rigorous community-connected classroom instruction, culture of belonging, safety and care)?
- What is your community school [sustainable funding plan](#) and information, which can include leveraging of federal, state, local, and other spending? How do your budget plans relate to the key practices (powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities and integrated systems of support; supplemental: rigorous community-connected classroom instruction, culture of belonging, safety and care)?

New requirements (bonus points) to be completed in the first 5 months of the implementation year (3):

- Did you conduct a “Community Schools 101” Community Meeting during the Planning year? Who attended? What is the survey information received and how did you utilize this information? Include evidence of families, students, staff and community participation. If not, how do you plan to conduct this meeting in the first 2 months of the upcoming school year? *
- What is the process and outcomes of the [CS root cause analysis](#)? What challenges did you identify? If you did not conduct a root cause analysis, how do you plan to do this analysis in the first 5 months of the upcoming school year?*

* For schools applying for an implementation grant that do not have the full planning year new deliverables (above), NMPED will allow a 5-month grace period to complete those deliverables. This grace period is the beginning of the school year (Aug - Dec). A mid-year report from NMPED will be sent out in December to gather evidence of these deliverables.

The [implementation grant](#) application answers will be scored using the [scoring rubric found here](#) (second tab). The questionnaire and meeting the mandatory prerequisites will also be included in the overall scoring.

***D. Deliverables for 3-year Implementation Grant:
“Implementing the Key Practices”***

The awarding of a 3-year [implementation grant](#) demonstrates readiness for implementation of [core strategies](#) for whole school transformation. These years are intended to *implement* the plans designed in the planning year and to apply *continuous improvement* in planning, implementing, evaluating and modifying. These 4 deliverables are based on best practice and research and provide the strategies for whole school transformation.

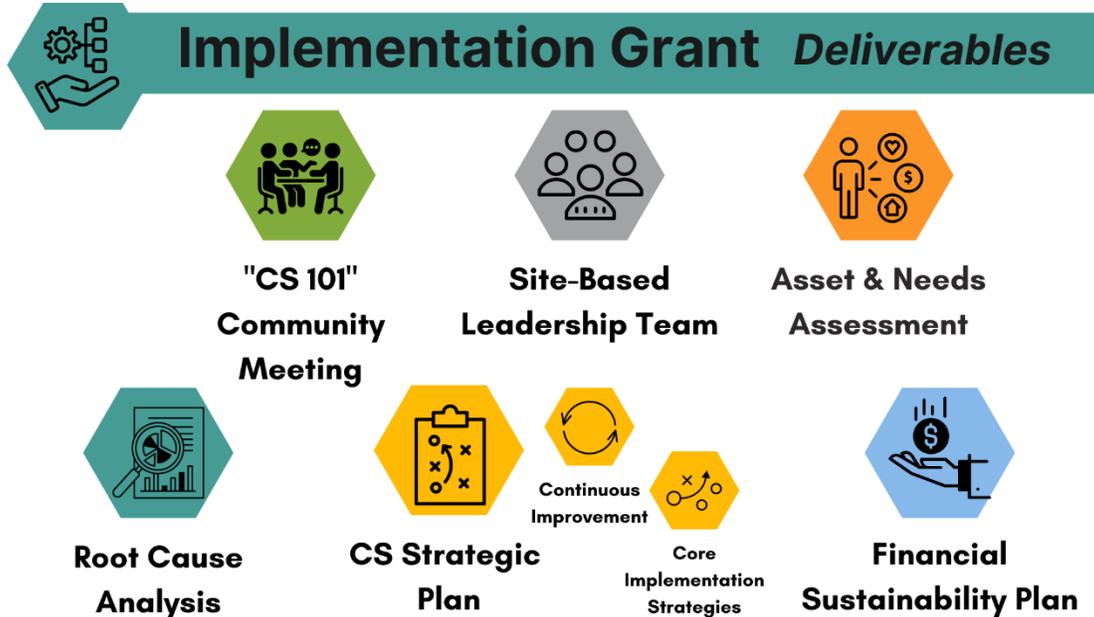
Implementing the Key Practices: 4 deliverables:

1. [Community School Coordinator](#) and [Site-Based Leadership Team](#):
 - a. The community school has hired a full-time CS Coordinator to facilitate the Site-Based Leadership Team. The role of the CS Coordinator is in the CS strategic plan (created in the planning year).
 - b. The CS Principal and Coordinator meet regularly to build a relationship of trust that will support the vision of community school implementation.⁹
 - c. Families, students, teachers, principals, and community partners co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. The site-based leadership team membership is diverse and representative of the demographic make-up of the whole-school population and the community.⁹
2. Current [CS Strategic plan](#):
 - a. Include up to date and current on the following: SBLT, CS Coordinator, Asset and Needs Assessment, Root Cause Analysis
 - b. **Continuous Improvement** (all 3 years of implementation) - The SBLT analyzes the implementation of the community school strategic plan. For example, the SBLT answers: "How did the program or service implemented in the community school strategic plan

(Effort) lead to changes in the well-being of students, families, and/or communities (Effect)? The SBLT has a mechanism in place to adopt, adjust or abandon the interventions within the community school success action plan based on outcomes which include measures of effort (how much did we do, how well did we do it) and effect (is anyone better off).¹⁰

- c. **Core Implementation Strategies** - these strategies from each practice are included in the CS strategic plan. Required strategies: Integrated System of Supports, Expanded, Culturally Enriched Learning Opportunities, Powerful student and family engagement. Supplemental bonus point strategies: Rigorous, community-connected classroom instruction and Culture of belonging, safety and care.
 - i. **Year 1 Planning Grant**: The preparatory SBLT reads and understands the Core Implementation Strategies. The preparatory SBLT is planning to implement all core strategies in the implementation years.
 - ii. **Year 1 Implementation**: Read and participate in the CS Strategy Canvas coaching on the NMPED CS website for each core implementation strategy. This should be done at the SBLT meetings. As the team completes these coaching modules, incorporate plans in the CS strategic plan to implement these strategies. Slowly implement each core practice throughout the year.
 - iii. **Year 2 implementation**: All core implementation strategies should be in basic implementation. The SBLT should review the CS Strategy Canvas coaching modules to assist in full implementation.
 - iv. **Year 3 implementation**: All core implementation strategies should be in full implementation. The SBLT can review the CS Strategy Canvas coaching modules to assist in full implementation.
 - v. **Renewal**: All core implementation strategies should be mastered into whole school transformation. The SBLT can review the CS Strategy Canvas coaching modules to assist in school transformation. Implementation - What are the results from the needs and asset map? What did the school implement and how did the school measure these outcomes? Who was impacted by the strategies implemented?
7. **Financial Sustainability Plan** – The community schools strategy is built on sustainable funding sources through braided, blended and leveraged funding. By the end of the 4th year, community schools should have funding for the full implementation of the strategy and the CS Coordinator position *outside* of NMPED grant funding. The principles of this financial plan are: sustainable, transformative, collaborative and innovative. The implementation grant is a tool to build sustainability of the CS strategy and should be used in conjunction with other braided funding. Please provide a plan of other sources of funding. Braided and blended funding is identified to implement and sustain effective community school implementation. How do your financial plans relate to the key practices (powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities and integrated systems of support; supplemental: rigorous community-connected classroom instruction, culture of belonging, safety and care)? This plan should include two parts:
 - a. The plans for the next years grant funding (e.g. \$150,000 for implementation) and how each line item budget relates to the key practices

- b. The plans for long-term financial sustainability and how the community school (strategy and CS coordinator position) will be fully sustained by outside sources by the 4th year of the grant (renewal)



**E. Prerequisites for Renewal Grant:
"Driving Whole School Transformation"**

Renewal Grant Application Questionnaire content:

A renewal grant is given to schools who show progress in driving whole school transformation and have finished deliverables from the planning and implementation years. The renewal grant is not guaranteed funding, but determined by the NMPED Community Schools team.

Prerequisites:

- Renewal Grant Conference - The first prerequisite is the mandatory attendance of the School Principal and CS Coordinator at the Renewal Grant Conference on March 16th. This Conference will review the deliverables from the Planning year, deliverables from years 1-3 of the implementation grant, present the expected deliverables for the renewal grant, a presentation by agency leads and an opportunity to ask questions about the grant application and the CS strategy.
- Change of Leadership Form - If the school has undergone a change in leadership (a new Principal or CS Coordinator) at any point in time while receiving the NMPED grant, a mandatory report must be complete to apply for a renewal grant.

Required Questions:

- Systemic Sustainability Plan - What whole school transformation has occurred during the first three implementation years? What has been achieved in collaborative leadership in the [SBLT](#) and where are areas for improvement? Show progress, challenges and what the SBLT plans to work on next. How has governing capacity shifted to collaborative leadership? How can the SBLT continue sustainability of the CS strategic plan and decision-making, even if school leadership (e.g. principal) changes? What things are missing that will be completed this coming year to get closer to the goal of whole school transformation? How will another year of funding enable the community school to get closer to its transformational goals?
- [CS Strategic Plan](#) - How has the CS strategy been integrated into the school operations to ensure long-term sustainability? What is your current CS strategic plan? Does the CS Strategic plan include a plan to implement all [core implementation strategies](#) within each key practice? Does it include continuous improvement? Please describe this plan.
- [Financial Sustainability Plan](#) – The community schools strategy is built on sustainable funding sources through braided, blended and leveraged funding. By the end of the 4th year, community schools should have funding for the full implementation of the strategy and the CS Coordinator position *outside* of NMPED grant funding. The principles of this financial plan are: sustainable, transformative, collaborative and innovative. By the renewal grant, community schools should require none to a small portion of the CS Coordinator position salary as part of the NMPED budget request. Please describe this financial sustainability fund, including braided, leveraged and blended funding for the CS Coordinator position and the CS strategy.

New requirements (bonus points) to be completed in the first 5 months of the renewal year (3):

- Did the SBLT conduct a “Community Schools 101” Community Meeting during the Planning year? Who attended? What is the survey information received and how did the SBLT utilize this information? Include evidence of families, students, staff and community participation. If not, how do you plan to conduct this meeting in the first 2 months of the upcoming school year? *
- What is the process and outcomes of the [CS root cause analysis](#)? What challenges did you identify?*

*For schools applying for a renewal grant that do not have the full planning year deliverables or implementation year deliverables complete, NMPED will allow a 5-month grace period to complete those deliverables. This grace period is the beginning of the school year (Aug – Dec). A mid-year report from NMPED will be sent out in December to gather evidence of these deliverables.

The [renewal grant application](#) answers will be scored using the [scoring rubric found here](#) (third tab). The questionnaire and meeting the mandatory prerequisites will also be included in the overall scoring.

F. Deliverables for [Renewal Grant](#): “Driving Whole School Transformation”

[Renewal grant](#) awards are typically up to \$75,000 used only for the CS coordinator salary and benefits. Along with all deliverables from the planning year and implementation years, the renewal grant deliverables also include:

1. **Systemic Sustainability Plan** – The Systemic Sustainability Plan looks at the capacity and leadership of the [site-based leadership team](#), the [CS coordinator](#) and the [principal](#). The plan outlines the transformation that has occurred at the school in the past three years, specifically in governance, power and collaborative leadership. The plan includes strengths of the SBLT and areas for future improvement. The plan ensures sustainability for the [CS strategic plan](#) and SBLT for years to come (even if there are leadership changes at the school). The plan includes specific goals that will move the school closer to whole school transformation.
2. **CS Strategic Plan** – The CS Strategic Plan outlines how the CS strategy is integrated into the school operations to ensure long-term sustainability. The current CS strategic plan is robust and includes all 4 key practices (see below for all [core implementation strategies](#) in each key practice; the 2 new key practices are bonus points). The plan explains the mechanisms for measurement, adaptability and continuous improvement of the CS strategy. The plan includes evidence of implementation of all [core implementation strategies](#) and other strategies as needed.
 - i. [Year 1 Planning Grant](#): The preparatory SBLT reads and understands the Core Implementation Strategies. The preparatory SBLT is planning to implement all core strategies in the implementation years.
 - ii. Year 1 Implementation: Read and participate in the CS Strategy Canvas coaching on the NMPED CS website for each core implementation strategy. This should be done at the SBLT meetings. As the team completes these coaching modules, incorporate plans in the CS strategic plan to implement these strategies. Slowly implement each core practice throughout the year.
 - iii. Year 2 [implementation](#): All core implementation strategies should be in basic implementation. The SBLT should review the CS Strategy Canvas coaching modules to assist in full implementation.
 - iv. Year 3 [implementation](#): All core implementation strategies should be in full implementation. The SBLT can review the CS Strategy Canvas coaching modules to assist in full implementation.
 - v. [Renewal](#): All core implementation strategies should be mastered into whole school transformation. The SBLT can review the CS Strategy Canvas coaching modules to assist in school transformation.
8. **Financial Sustainability Plan** – the financial sustainability plan includes braided, blended and leveraged funding to support the whole school implementation of the strategy and the CS Coordinator position. The plan does not include intentions of funding from the NMPED grant. How do your financial plans relate to the key practices (powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities and integrated systems of support; supplemental: rigorous community-connected classroom instruction, culture of belonging, safety and care)? This plan should include two parts:
 - a. The plans for the next years grant funding (e.g. \$75,000 for renewal) and how each line item budget relates to the key practices
 - b. The plans for long-term financial sustainability and how the community school (strategy and CS coordinator position) will be fully sustained by outside sources by the end of the grant (renewal)



Reporting Requirements

Reporting deliverables for all NMPED community school grants are essential to the continuous improvement of whole school transformation. There will be two reports required:

1. Mid-year Report – This report will take place in December and is focused on self-assessment.
2. End-of-year Report – This report will take place in May and is focused on evidence of the CS Strategic Plan deliverables.

Community School Strategic Plan (current and up to date):

- a. [SBLT](#)
- b. [CS Coordinator](#) and [Principal](#)
- c. [Asset and Needs Assessment](#)
- d. [Root Cause Analysis](#)
- e. [Core implementation strategies](#) for each key practice and continuous improvement (for implementation and renewal grants only)
- f. [Financial sustainability plan](#)

APPENDIX OF TERMS

Asset and needs assessment: This assessment identifies the needs of students, schools, families, and the community as well as the assets of individuals, formal institutions and agencies, and informal organizations in the community that can be mobilized to meet these needs.

Community school strategy: transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in-and-out of school resources, supports, and opportunities so that young people thrive. The six key practices of the strategy are powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities, rigorous community-connected classroom instruction, culture of belonging, safety and care and integrated systems of support.

Community school strategic plan: is created by the SBLT that defines the blend of academic and nonacademic supports and resources that will be delivered to students, families and the school to meet the targeted goals to support whole school transformation. The plan addresses at least one root cause.

Community school: is a locally driven school transformation strategy that promotes child well-being. Community schools leverage and coordinate the resources of the whole community to build a thriving school for students, families, school staff, including educators, and community partners.

Core Strategies and Other CS Strategies: See [here](#) for further information.

Collaborative leadership, shared power and voice: practices that build a culture of professional learning, collective trust and shared responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator.

Community school coordinator: facilitates alignment of school, family and community resources. CS Coordinator facilitates joint planning with principal and school leadership team; recruitment, facilitation, and convening of partners; collaboration with school staff; facilitate regular partner meetings; data use to determine services and program needs and gaps and recruit partners to fill gaps. Facilitates close communication among the principal, teachers, other school staff, and community partners and records of conversations and meetings between coordinator and team members that include interventions and changes in practice. Regularly scheduled meetings between the principal and coordinator. Facilitates school and partnership data collection, sharing, and analysis. Coordinator facilitates data sharing agreements between school and partners. Data are reviewed regularly by the Site Leadership Team and partners. Coordinator is trained in the use of appropriate data collection and analysis.

Community school principal: A community school principal centers collaborative leadership and democratic processes at the heart of their leadership. The CS principal understands that conversations and goals surrounding academic success must also include academic and nonacademic barriers. The solutions to these challenges and needs are found in collaborative leadership with community partners, families, staff and students. The CS principal understands that the site-based leadership team holds the governing and decision-making body of the community school. The CS principal opens the doors of the school for before, after and summer programs and welcomes community partners into the school. The CS Principal works closely with the CS Coordinator as a joint administrative team to facilitate the SBLT.

Culture of belonging, safety and care: student behavior, including through the provision of positive discipline practices, restorative practices, and other positive behavioral supports and interventions for students.

Community-based organization: that shows a mutually beneficial partnership. A community-based partner is defined as a nonprofit organization, faith- and community-based organization, institution of higher education, healthcare institution, business, advocacy organization, or other community entities.

Expanded, Culturally Enriched Learning Opportunities: including before-school, after-school, weekend, summer and year-round programs, that provide additional academic support, enrichment activities and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills and life skills and are aligned with the school's curriculum.

Financial Sustainability: The community schools strategy is built on sustainable funding sources through braided, blended and leveraged funding. This funding can be from a vast variety of sources including private, public, non-profits, federal funding, community partners, etc. By the end of the 4th year, community schools should have funding for the full implementation of the strategy and the CS Coordinator position outside of NMPED grant funding. The principles of this financial plan are: sustainable, transformative, collaborative and innovative.

Integrated Systems of Support: address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.

Implementation Grant: Annual implementation grants of \$150,000 each year for a period of 3 years for each eligible school

Key Practices: are the process of centering and taking on a shared responsibility for developing the resources and addressing the needs unique to the community, provides an avenue to build strong, trusting relationships, engage in inclusive decision-making, and create a thriving community. It is in this environment that schools are able to generate optimal, “whole child” conditions for student learning and development. This is accomplished through the integrated implementation of the 6 Key Practices: powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities, rigorous community-connected classroom instruction, culture of belonging, safety and care and integrated systems of support.

Planning Grant: A one-year, one time planning grant of up to \$50,000 for each eligible public school

Powerful student and family engagement: (a) values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success; (b) offers courses, activities and services for parents or caregivers and community members; and (c) creates structures and opportunities for shared leadership.

Rigorous, community-connected classroom instruction: student behavior, including through the provision of positive discipline practices, restorative practices, and other positive behavioral supports and interventions for students.

Renewal Grant: At the conclusion of the initial three-year grant period, applicants may apply for a renewal grant for one year in an amount determined by the department

Root cause analysis: the site-based leadership team conducts a root cause analysis which is a systematic investigation of the contributing and foundational (or “root”) causes of the problems that the school and community identify in the needs assessment. In practice, root cause analysis is an approach to problem solving that uses data analysis and discussion to dig deeper than the surface symptoms of a problem to uncover the underlying causes.

Site-based leadership team: co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. The SBLT is 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. This team is closely related to the key practice of collaborative leadership, shared power and voice, which provides the relational “glue” that connects and reinforces the other Key Practices, making it foundational and critical for the success of a community school strategy. The SBLT becomes the governing body for the community school, making shared decisions on the strategy and plans for the whole school. The SBLT leadership and capacity should provide long-term sustainability around school goals, decision making and plans (even if there is leadership change at the school such as the principal). Such collaborative efforts necessitate honest conversations around identity, power, and turf and can build pride and power among traditionally marginalized communities.