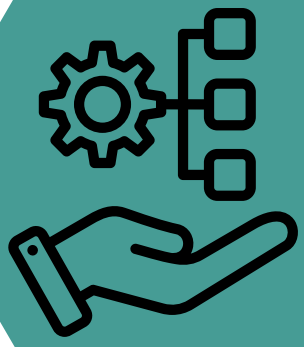


Implementation Yrs. 2-3 Grant Deliverables & Templates Guide

Guidance on planning CS strategy deliverables

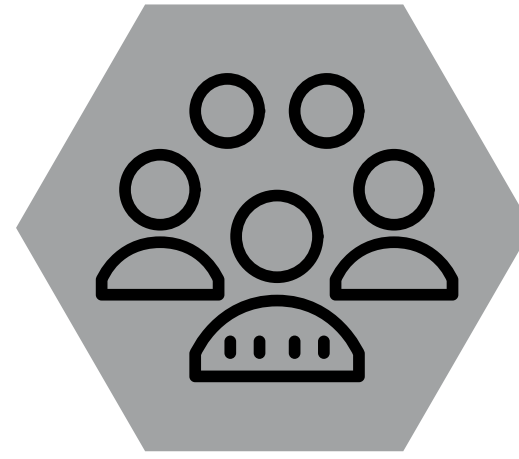




Implementation Grant *Deliverables*



**"CS 101"
Community
Meeting**



**Site-Based
Leadership Team**



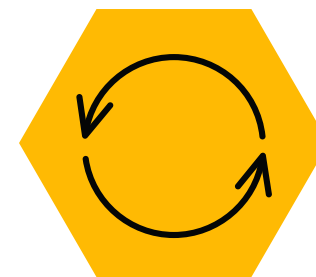
**Asset & Needs
Assessment**



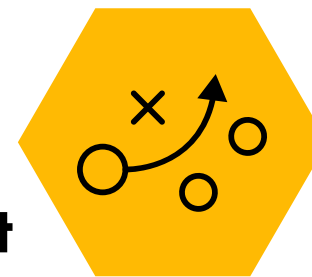
**Root Cause
Analysis**



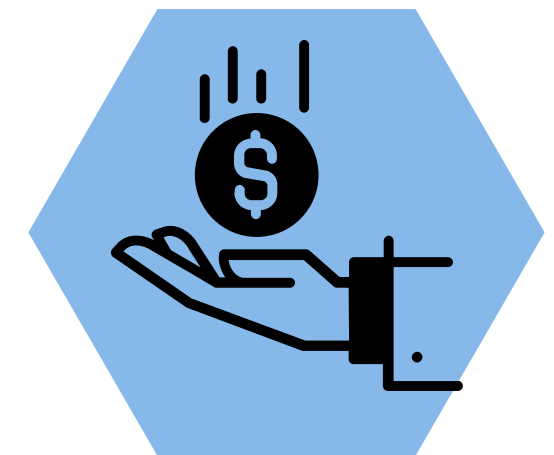
**CS Strategic
Plan**



**Continuous
Improvement**



**MLSS Goals &
Implementation**



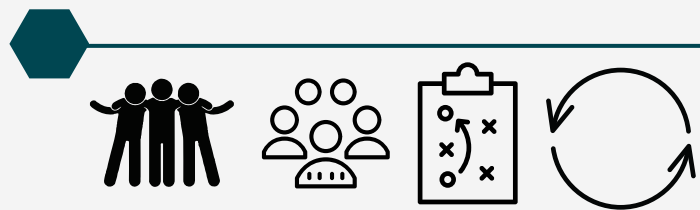
**Financial
Sustainability Plan**

Timeline - Implementation Years 2-3 Deliverables



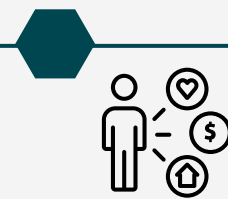
Aug-Sep

Conduct "CS 101" Community Mtg.
Begin meeting as SBLT 2x/month
Continue implementation and continuous improvement of updated CS strategic plan



Oct - Nov

Refine and update needs and asset assessments



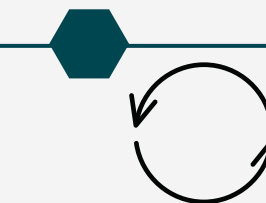
Dec-Jan

Complete new root cause analysis of updated needs assessment



Feb-March

Refine continuous improvement of implementation



March- April

Update CS Strategic Plan based on continuous improvement



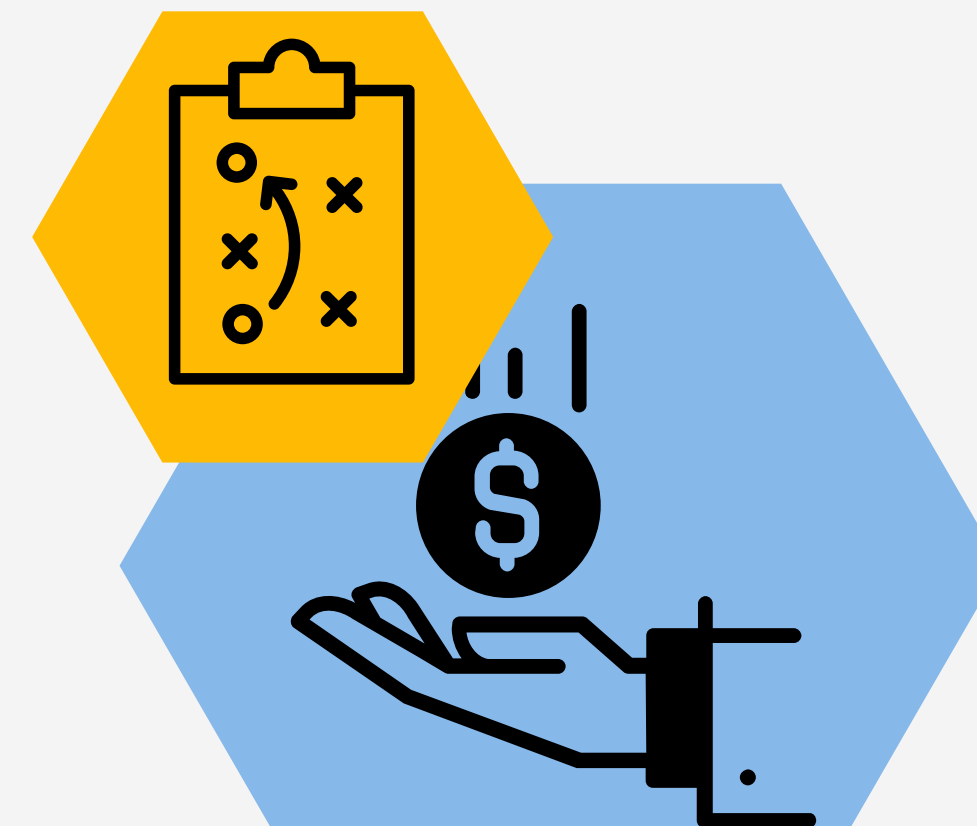
May - June

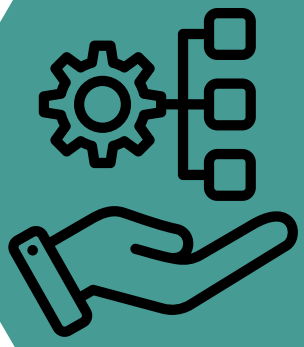
Update Financial Sustainability Plan



Tips on planning deliverables:

- **Update assessments by adding more robust data points, surveys that encompass all 6 key practices**





Implementation Grant *Deliverables*



"CS 101"
Community
Meeting



"CS 101" Community Mtg Application



Application: the community meeting can be creative, fun and a celebration of the school



Community Building

Booths

One idea is having a booth for each 6 key practice and a card for families and community to stamp for each booth

Round table discussion

Another idea is an active round table discussion to garner ideas and do the survey

Celebration & Involvement

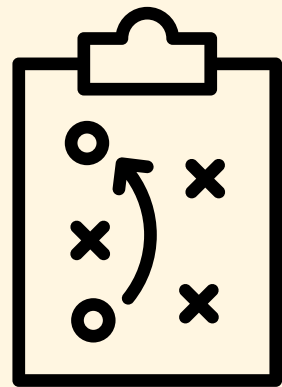
The meeting can include incentives for family attendance and fun activities



"CS 101" Community Mtg Template



Template: these template questions can be used for the end of year CS strategic plan report as evidence of your CS 101 Community Mtg



Did the meeting include recruiting for SBLT? Did the meeting include what a community school is?



Was the meeting attended by at least 2 people from each group: family, students, community and staff?



Did the meeting include a meaningful survey and was the data used?

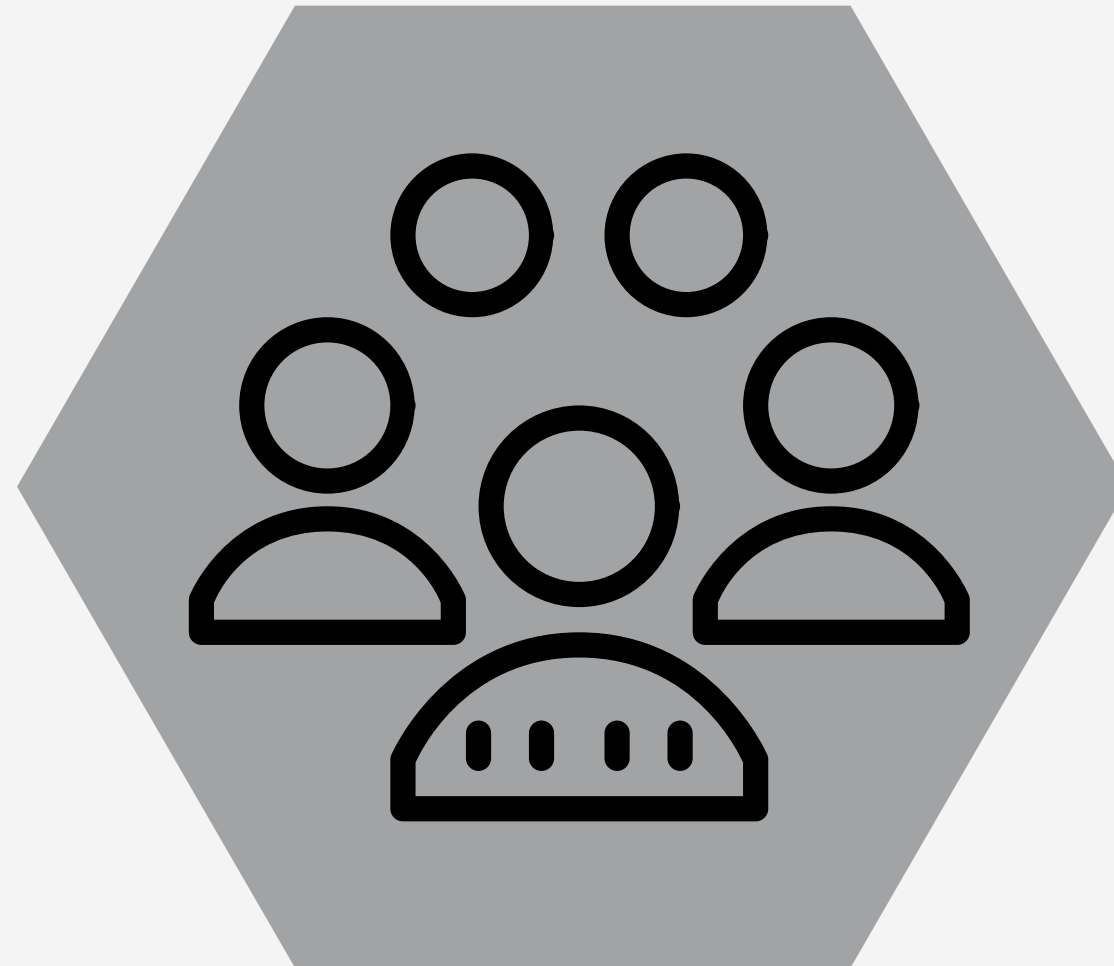


Was the meeting interactive and a celebration of the community school?



Implementation Grant

Deliverables

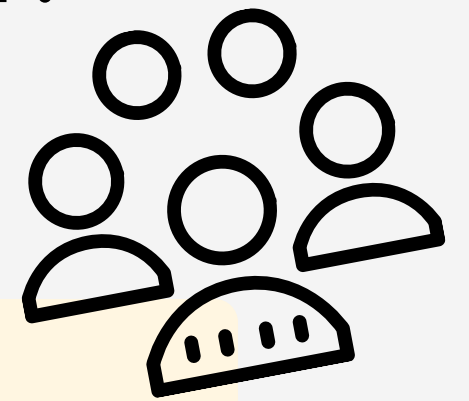


**Site-Based
Leadership Team**



Site-Based Leadership Team Definition

Definition: co-create a culture of professional learning, collective trust, and shared responsibility as the SBLT makes decisions together.



1

Governing body that develops a shared vision and goals and create participatory practices for distributing responsibilities

2

The SBLT leadership and capacity should provide long-term sustainability around school goals, decision making and plans.

3

Includes the school principal, the community school coordinator, school staff, community partners, families, and students.

Out of School Principal

Advocacy Orgs

CS Coordinator

Businesses

School Staff

Healthcare Institution

Families

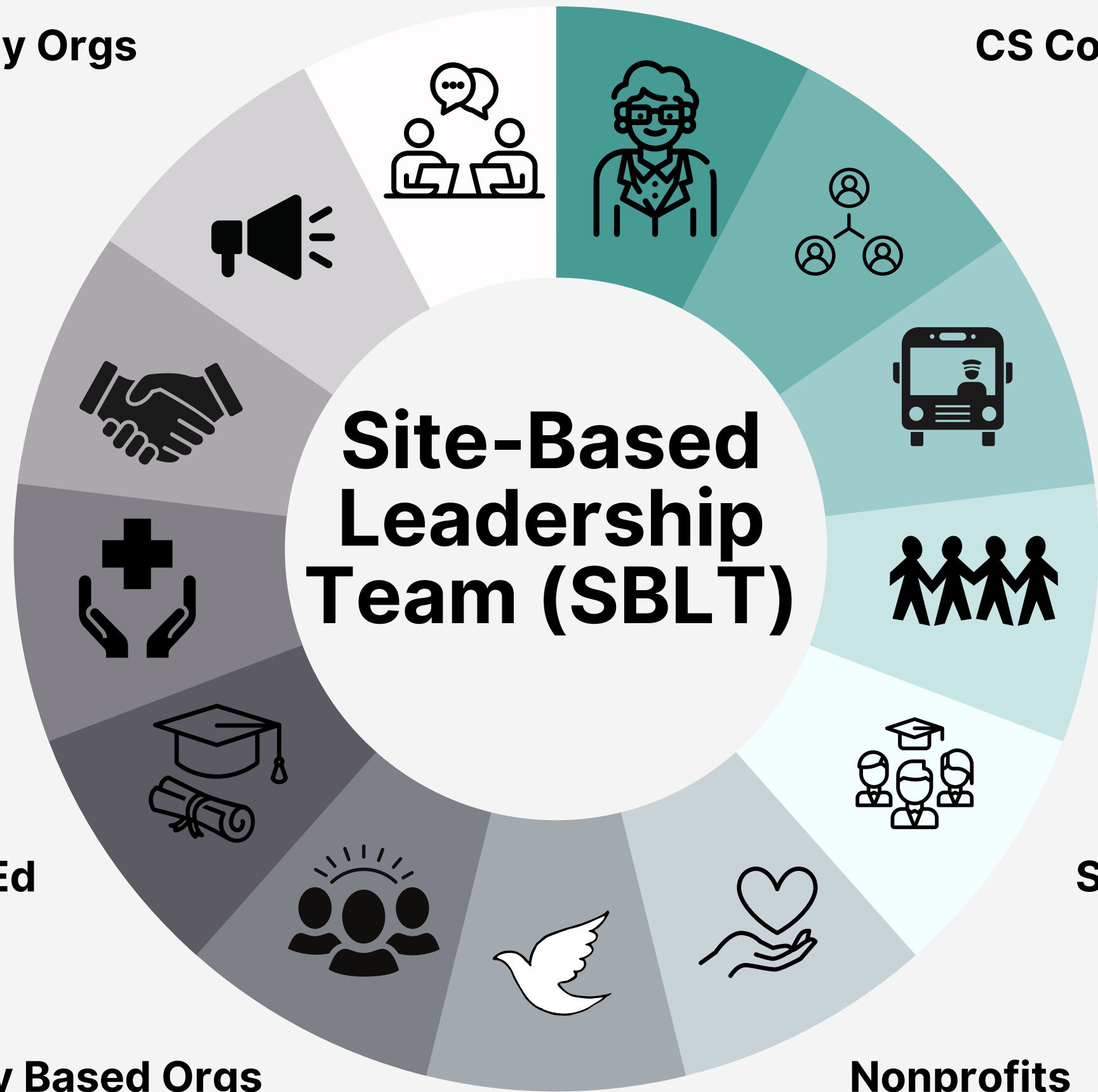
Institution of Higher Ed

Students

Community Based Orgs

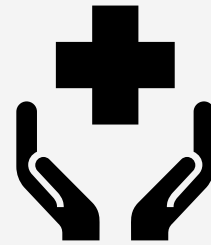
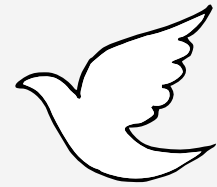
Nonprofits

Faith Based Orgs





Community School Partner Definition



1

A community partner is an entity or individual that sits on the SBLT and forms a mutually beneficial partnership with the community school.

2

Mutually beneficial means the partners goals and mission are also fulfilled by participating on the SBLT and providing services for students.

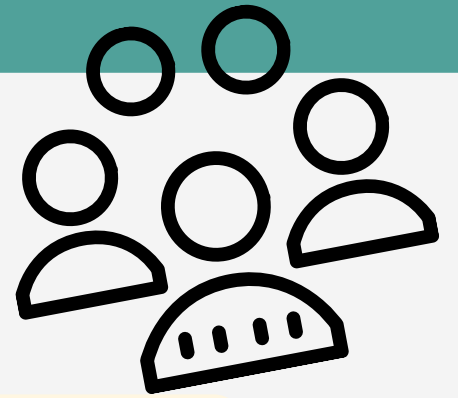
3

In-kind donations and services are not a partner, unless the organization donating also sits on the SBLT and participates in the formation of the CS strategic plan.



Site-Based Leadership Team Application

Application: the SBLT will conduct the Asset Assessment with families, students and community



Collaborative Leadership



Diverse

Ensure the team is reflective of the demographics and diversity of the school and community

Meet Regularly

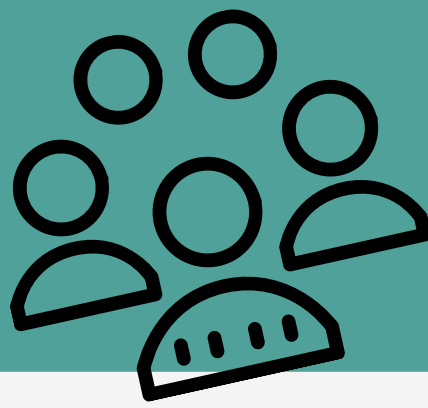
Meet regularly (2x/month) as a team with an agenda that includes training and the CS strategic plan; take notes

Shared Decision-Making

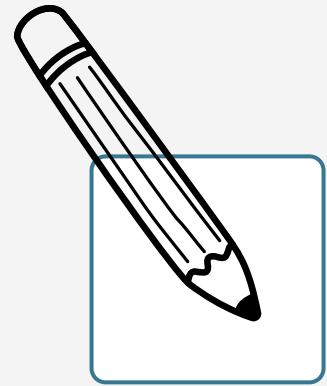
The Principal and CS Coordinator ensure that the team has decision-making power for the community school



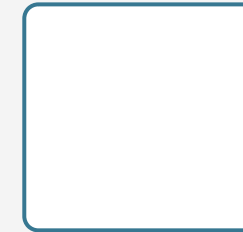
Site-Based Leadership Team MLSS



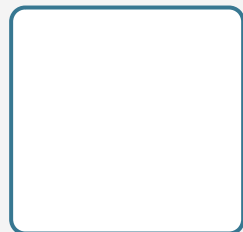
Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for collaborative leadership?



The CS Principal and Coordinator meet regularly to build a relationship of trust that will support the vision of community school implementation.



Families, students, staff, principal, 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.

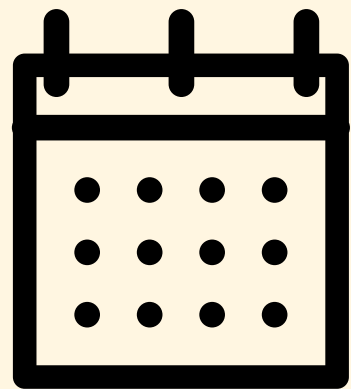


There is full participation and collaborative leadership by families, students, community and staff members. These members actively form the CS vision and jointly create the CS strategic plan. The SBLT meets twice a month during the school year.

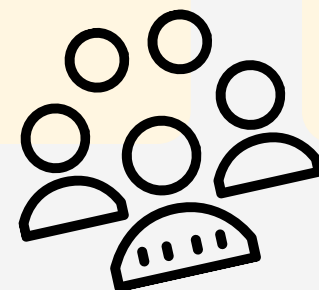


Site-Based Leadership Team Template

Template: these template questions can be used for the end of year CS strategic plan report to upload as evidence



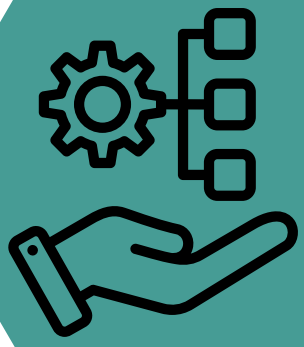
Who are members that sit on the SBLT? Do they come regularly? Attendance?



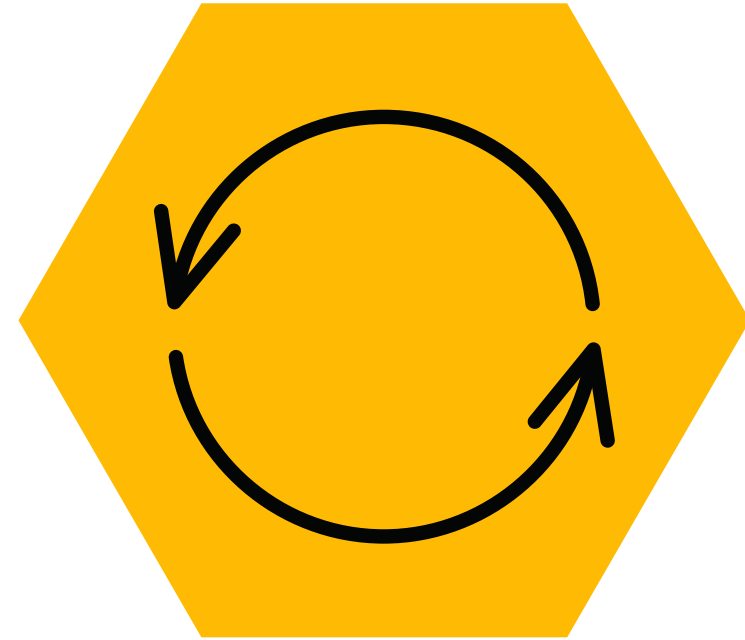
Does the team meet regularly? Are notes taken? Does the CS Coordinator and Principal meet often?

Is the membership diverse and representative of the school and community demographics? Are there at least 2 members of the following groups: staff, students, families and community partners?

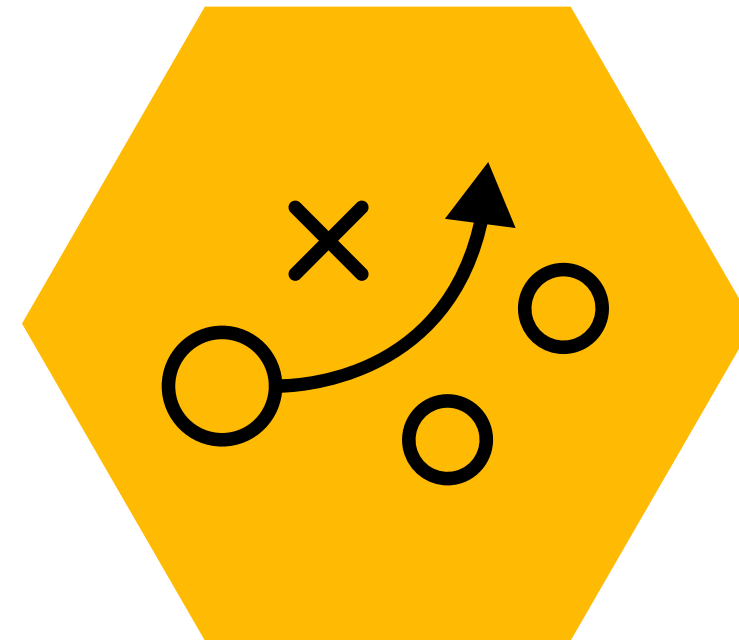
Does the SBLT have shared power, voice and decision-making? Does the SBLT create the CS Strategic Plan together? Does school, student and community data, including that gathered in assessments, guide decision-making?



Implementation Grant *Deliverables*



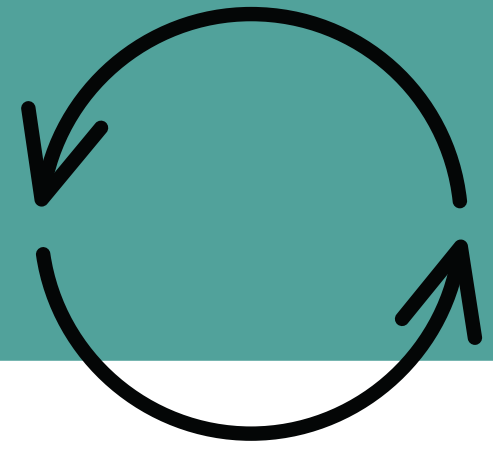
**Continuous
Improvement**



**MLSS Goals &
Implementation**



Continuous Improvement Definition



Definition: Continuous improvement builds the foundation of systemic sustainability and whole school transformation through a mechanism of measurement, evaluation and adjustment.

1

Before implementing goals in the key practices of the CS strategic plan, the SBLT has a mechanism planned to measure, evaluate and adjust these goals.

2

The SBLT analyzes the implementation of the community school strategic plan through measurement, evaluation and adjustment.

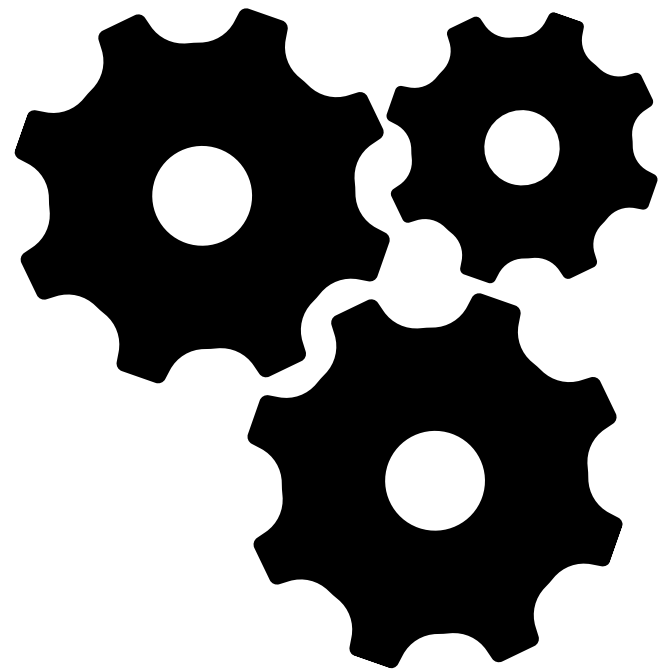
3

The SBLT executes the mechanism in place to adopt, adjust or abandon the interventions within the community school strategic plan.



Continuous Improvement Application

Application: the SBLT will create the CS strategic plan with families, students and community



Mechanisms of Improvement

Effort and Effect

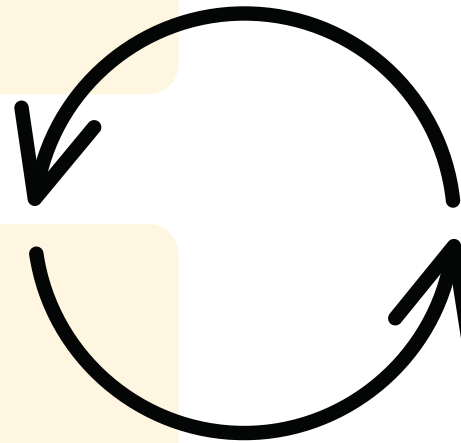
The SBLT answers: "How did the program or service implemented in the community school support action plan (Effort) lead to changes in the well-being of students, families, and/or communities (Effect)?s

CS Strategic Plan Adaptability

The CS strategic plan changes 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).

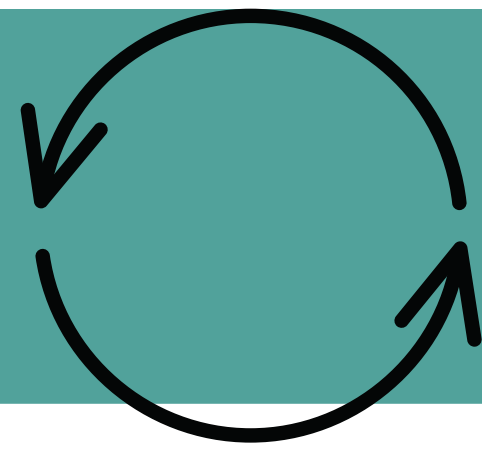
Create the Mechanisms

Build mechanisms of continuous improvement based on the MLSS variables, gathering of qualitative and quantitatively data, evaluation measurements, and adaptability components.

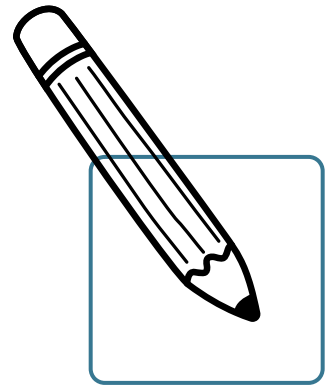




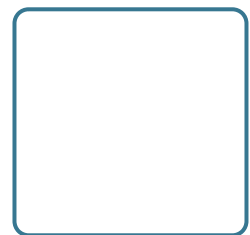
Continuous Improvement



Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for Continuous Improvement?



The SBLT analyzes the implementation of the community school strategic plan.



The SBLT answers: "How did the program or service implemented in the community school support action plan (Effort) lead to changes in the well-being of students, families, and/or communities (Effect)?s

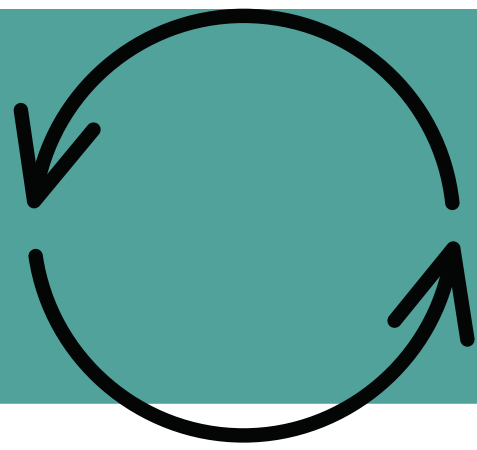
CS Strategic Plan



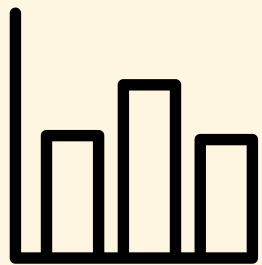
The SBLT has a mechanism in place to adopt, adjust or abandon the interventions within the community school success strategic plan based on outcomes.



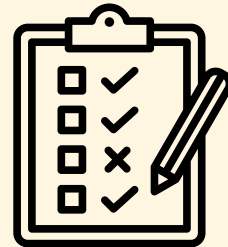
Continuous Improvement Template



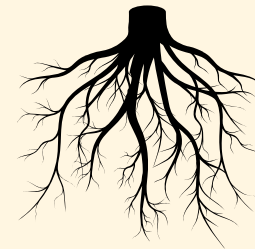
Template: these template questions can be used for the end of year report to upload as evidence of your continuous improvement



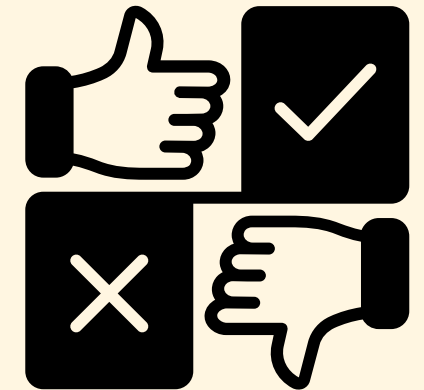
What mechanisms are in place to measure all CS strategy implementation services and activities? Does it include quantitative and qualitative data gathering?



What mechanisms are in place to evaluate all CS strategy implementation services and activities? Does it include student, community or family outcomes?



What mechanisms are in place to adapt the CS strategy based on outcomes? Does it include better alignment of assets to the root cause analysis?



What were the outcomes? How much did the SBLT do, how well did the SBLT do it, and is anyone better off?



Implementation Grant

Deliverables



**Needs
Assessment**



Needs Assessment Definition



Definition: This assessment identifies the needs of students, schools, families, and the community

1

The report includes the methods of data collection, strengths and limitations of the data gathering, and key participants

2

Current and historical student, school, and community level data are gathered; both qualitative and quantitative data

3

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



Needs Assessment Application



Application: the SBLT will conduct the Needs Assessment with families, students, staff and community

Survey



Surveys

One way to measure outcomes, thoughtful and targeted survey questions, 90-Day plan alignment, fit into key practices, plan to repeat and track survey questions and responses

Community Level Data

Gather neighborhood and area-level data.

Demographic data, crime rates, neighborhood trends

[New Mexico Community Data Collaborative](#)

Qualitative and Quantitative

Ask survey questions, have conversations, and listen to stories

Look at attendance, academic, and behavioral school data

Look at community level data from outside and around the school



Needs Assessment Application



Application: the SBLT will conduct the Needs Assessment with families, students, staff and community



**Small Group
Discussions**

Small group discussions

Conduct small group discussions with students, families, community members and staff to collect qualitative data.

Historic and current data

Look at attendance, demographics, discipline records, community crime levels, etc. Anything your community can say about needs.

Create the Report

Gather your qualitative and quantitative data and put it in a report; include data gathering and results

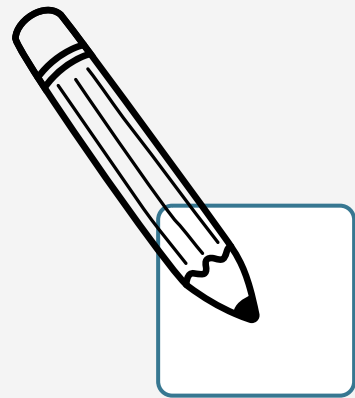


Needs Assessment MLSS



MLSS Variables: is the SBLT strengthening the core implementation strategies for Asset and Needs Assessment?

Needs Assessment



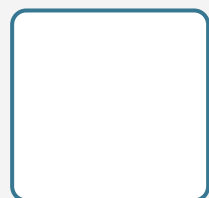
Needs assessment report is created each year by the community school coordinator, principal and SBLT. This community and school wide needs assessment report includes qualitative and quantitative data.



Current and historical student, school, and community level data are gathered.



Specific details in the needs assessment includes the key practices.



The report includes the methods of data collection, strengths and limitations of the data gathering, key participants, key findings and recommendations.

**Needs Assessment
MLSS self-assessment
variables**

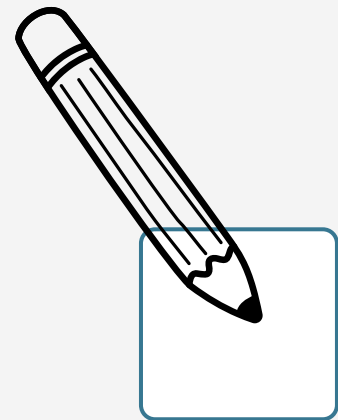


Needs Assessment MLSS



MLSS Variables: is the SBLT strengthening the core implementation strategies for Asset and Needs Assessment?

Needs Assessment



Includes 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.



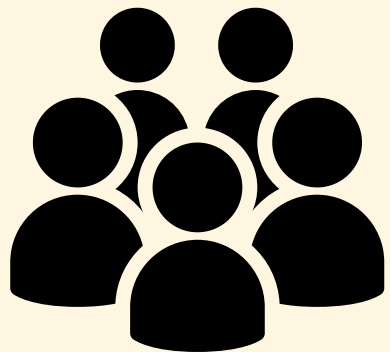
Need for 6 Key Practices: (a) integrated systems of supports; (b) expanded, culturally enriched learning opportunities; (c) powerful student and family engagement; (d) collaborative leadership, shared power and voice; (e) (supplemental/not required) information about rigorous community-connected classroom instruction; and (f) (supplemental/not required) culture of belonging, safety and care.



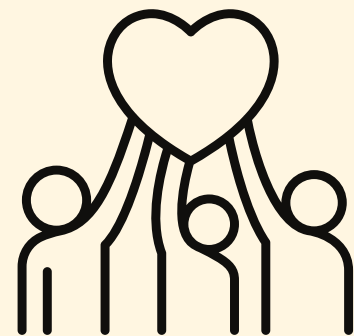
Needs Assessment for Initiative



Template: these template questions can be used for the end of year CS strategic plan report to upload as evidence



Who contributed to create the needs assessment? Did the SBLT direct and plan this assessment?



What findings were discovered in the needs assessment? Did the SBLT include school level and community level data?



Does the needs assessment include quantitative and qualitative data? What are the strengths and limitations of the data gathering?



What needs were identified for focus that will be part of the CS strategic plan?



Implementation Grant

Deliverables

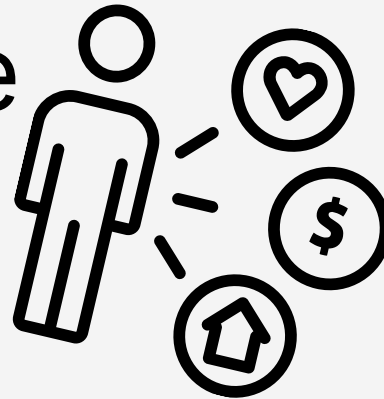


Asset Assessment



Asset Assessment Definition

Definition: identifies the assets of individuals, formal institutions and agencies, and informal organizations in the community that can be mobilized to meet the needs in the needs assessment.



1

The SBLT conducts a school and community wide asset assessment

2

Maps and identifies community supports, services, partners, values, strengths

3

Details in the asset assessment includes current and potential access in each key practice

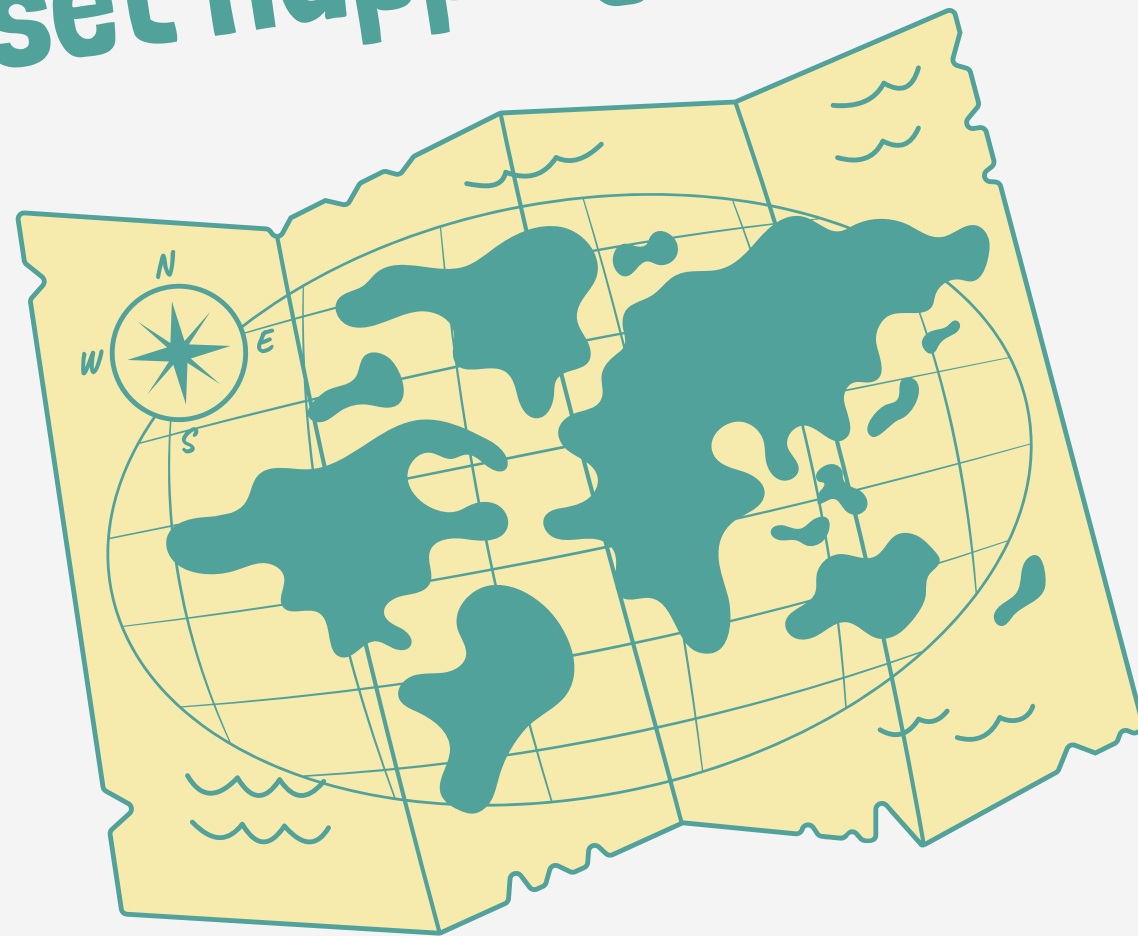


Asset Assessment Application



Application: the SBLT will conduct the Asset Assessment with families, students and community

Asset Mapping



Asset Mapping

Create a map of assets that include current partners, potential partners, supports, services, values of the community, etc.

Sticky Note Brain Storm

Use sticky notes to come up with as many strengths and assets as you can; put sticky notes on poster

Create the Report

Gather your brainstorming mapping and put it in a report; include data gathering and results

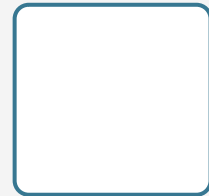


Asset Assessment MLSS

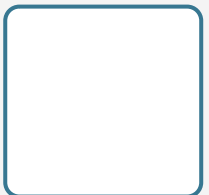


Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for Asset and Needs Assessment?

Asset Assessment



The community school coordinator and principal, in collaboration with the SBLT, plans and implements a consistent, ongoing, effective process to develop a campus and community asset assessment in order to understand the community values and to identify strengths.



Specific details in the asset assessment include access to and opportunities related to the 6 key practices.



For example, opportunities and access for partnerships with nonprofit organizations, faith- and community-based organizations, institutions of higher education, healthcare institutions, businesses, advocacy organizations, and other community entities.

**Asset Assessment
MLSS self-assessment
variables**

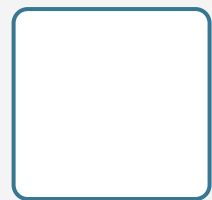


Asset Assessment MLSS



Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for Asset and Needs Assessment?

Asset Assessment



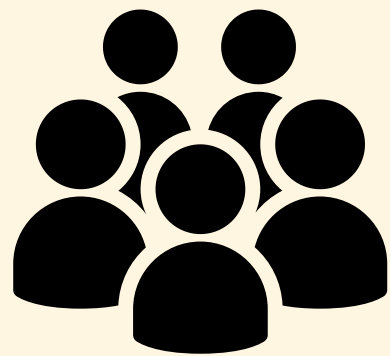
Access and opportunities for the 6 Key Practices: (a) integrated systems of supports; (b) expanded, culturally enriched learning opportunities; (c) powerful student and family engagement; (d) collaborative leadership, shared power and voice; (e) (supplemental/not required) information about rigorous community-connected classroom instruction; and (f) (supplemental/not required) culture of belonging, safety and care.



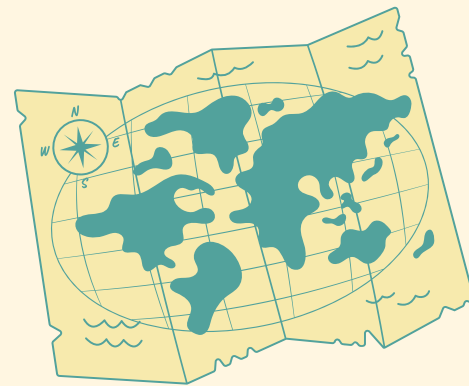
Asset Assessment Template



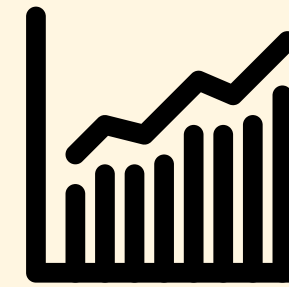
Template: these template questions can be used for the end of year CS strategic plan report to upload as evidence



Who attended the asset mapping? Was it a diverse group on the SBLT?



What findings were discovered in the asset mapping? What partners, services, strengths, etc?



Does the asset mapping include current partners, potential partners and those that need to be found?



What assets were identified for collaborating on solutions for root causes?



Implementation Grant

Deliverables



**Root Cause
Analysis**



Root Cause Analysis Definition



Definition: the SBLT 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.

1

Deliverable for
all grant years

2

SBLT identifies & categorizes the "stories, patterns, and/or trends" behind the raw quantitative and qualitative data gathered in the needs and assets assessment process.

3

The root cause analysis includes multiple, diverse perspectives as a check against bias. The analysis informs the priorities of the community school strategic plan.



Root Cause Analysis Application



Application: the SBLT will conduct the root cause analysis with families, students and community

Tree Analysis

On a large poster, put up a tree with roots. Identify the challenge (trunk) and write as many root causes on the root as possible; identify correct root causes

Sticky Note Brain Storm

Use sticky notes to come up with as many root causes as the team can come up with; identify correct root causes

Create the Report

Gather your data and put it in a report; include data gathering and results



Tree
Analysis

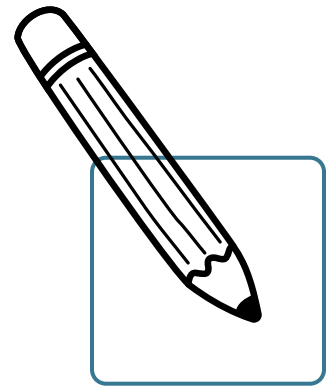


Root Cause Analysis MLSS

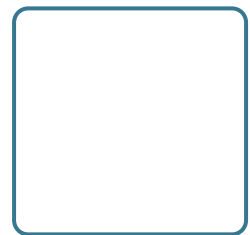


MLSS Variables: is the SBLT strengthening the core implementation strategies for root cause analysis?

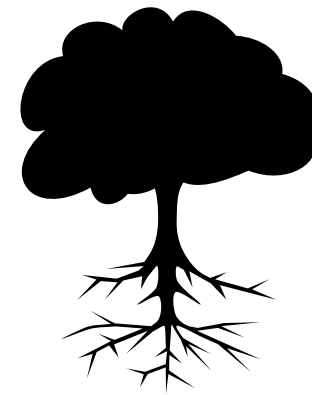
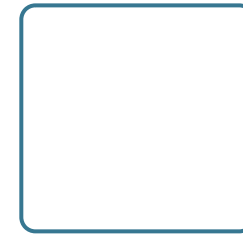
Root Cause Analysis



The SBLT conducts a root cause analysis of "stories, patterns, and/or trends" and identifies multiple possible contributing factors and core underlying issues.



The root cause analysis includes multiple, diverse perspectives that can be addressed by the classroom, SBLT, and community as a check against bias.



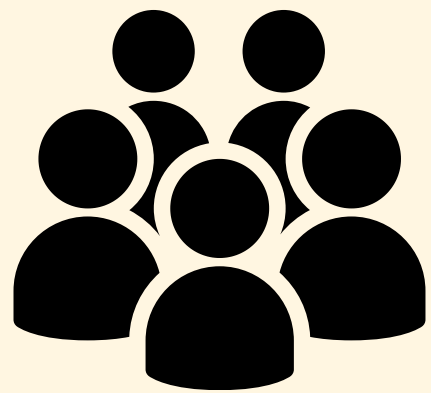
The analysis directs the priorities of the community school strategic plan. The 90-day plan root cause analysis is different from the CS root cause analysis in that the CS root cause analysis includes academic and non-academic barriers in both the school and community setting.



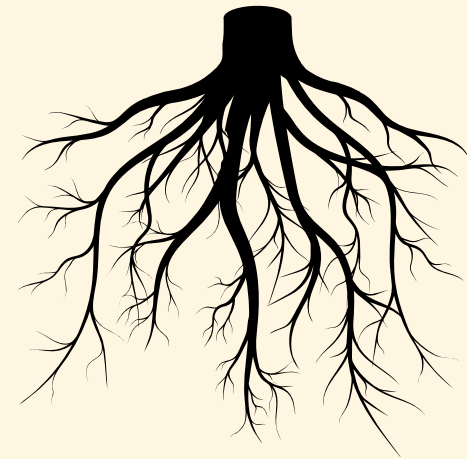
Root Cause Analysis Template



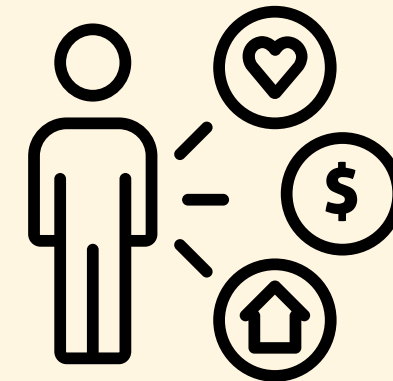
Template: these template questions can be used for the end of year report to upload as evidence of your current strategic plan



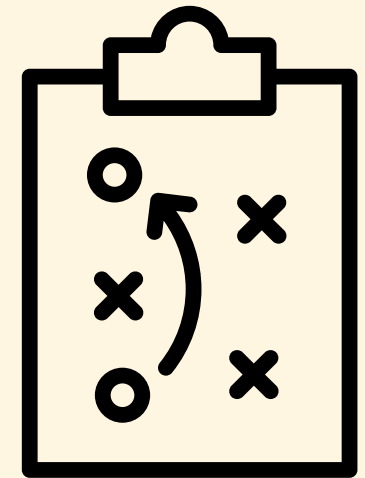
Who attended the root cause analysis? Was it a diverse group?



What findings were discovered in the root cause analysis?



How do these findings link to the asset and needs assessment?



How do the findings inform the community school strategic plan?



Implementation Grant

Deliverables

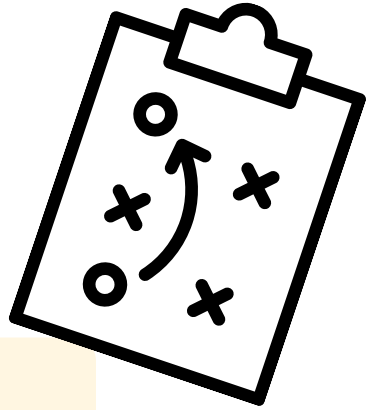


**CS Strategic
Plan**



CS Strategic Plan Definition

Definition: is created by the SBLT and 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.



1

A plan created by the SBLT that defines the blend of academic and nonacademic supports and resources

2

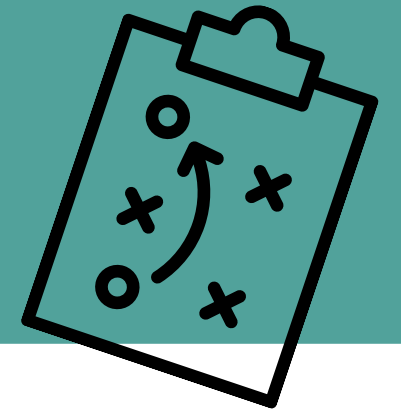
Aligned to the priority focus areas of the school improvement plan (90-day plan, etc) and addresses at least one root cause

3

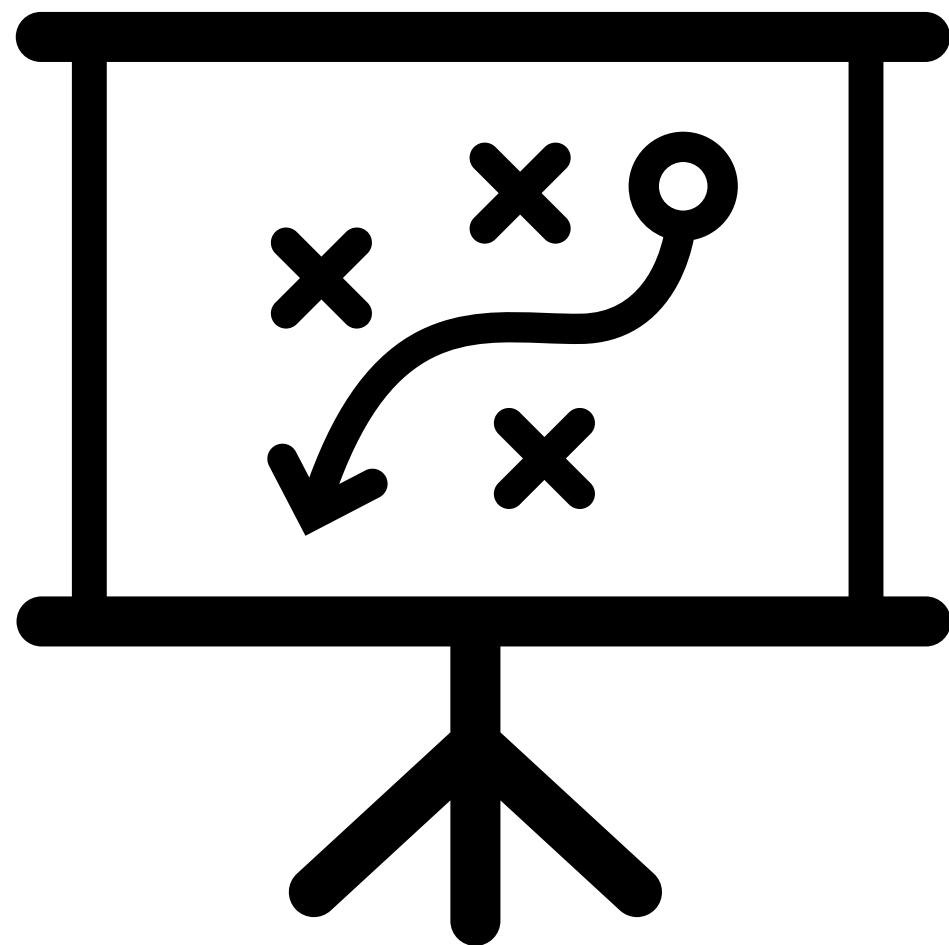
Helps define the role and work of the coordinator and community partners. Includes plan to implement core strategies in the implementation years.



CS Strategic Plan Application



Application: the SBLT will create the CS strategic plan with families, students and community



Strategic Plan

Partners

Partners are included in shared decision-making for the plan; provide services, strategies and supports

MLSS Variables

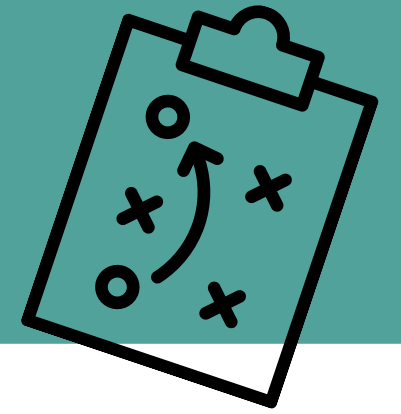
Includes plan to implement all MLSS variables; set goals to receive higher score in self-assessment

Create the Plan

Create the strategic plan based on the asset/needs assessment and root cause analysis

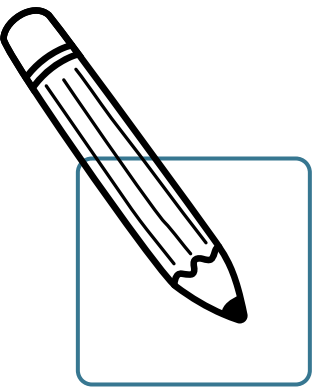


CS Strategic Plan MLSS



Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for the CS Strategic Plan?

CS Strategic Plan



The SBLT creates a community school strategic plan that defines the blend of academic and nonacademic targeted supports and resources that will be delivered to students, families and the school to support whole school transformation.



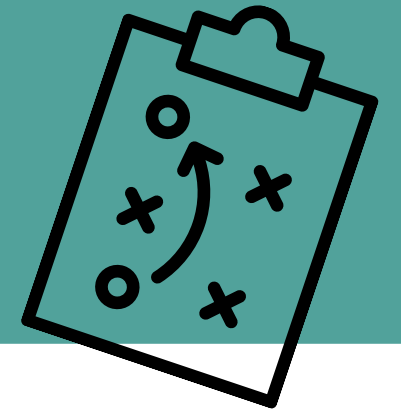
This plan addresses at least 2-3 root causes, is based in data from the needs assessment, and is supported by mutually beneficial community partnerships



The CS strategic plan is the only required uploaded report for all NMPED granted community schools.

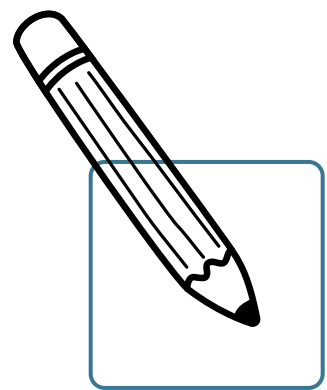


CS Strategic Plan MLSS



Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for the CS Strategic Plan?

CS Strategic Plan



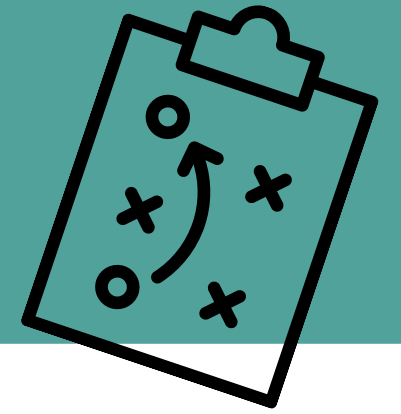
This CS strategic plan is aligned to the overall school improvement goals (in the 90-day plan) identified in the priority focus areas of the school improvement plan.



This CS strategic plan also includes the sustainable funding plan. For schools entering or ending the renewal year, the CS strategic plan should also include the systemic sustainability plan.

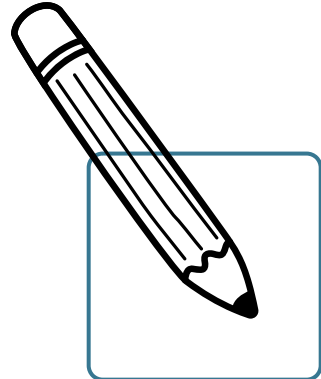
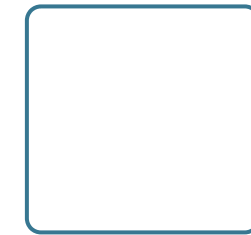


CS Strategic Plan MLSS



Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for the CS Strategic Plan?

CS Strategic Plan



This CS strategic plan is aligned to the overall school improvement goals (in the 90-day plan) identified in the priority focus areas of the school improvement plan.

This report should include the members of the SBLT, the targeted supports, partners and resources for each goal (and how they align and connect directly to the current needs assessment and root cause analysis), a mechanism of measurement, evaluation and continuous improvement, and outcomes for those goals.



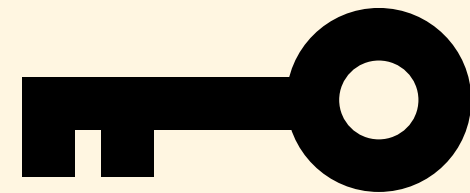
CS Strategic Plan Template



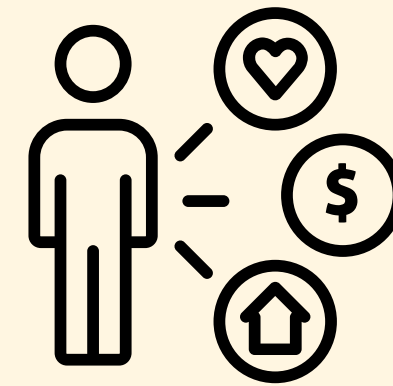
Template: these template questions can be used for the end of year report to upload as evidence of your current strategic plan



How is the CS strategic plan connected to other improvement goals at the school?



What are the blend of academic and nonacademic supports and resources that will be delivered to students, families and the school in each key practice?



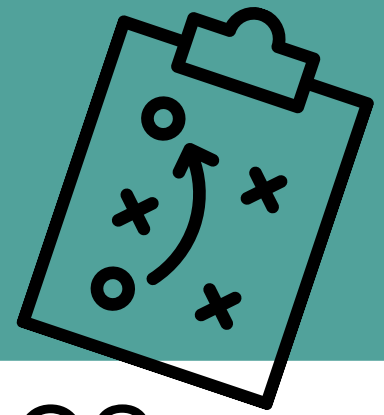
How does the plan leverage assets to meet the needs of the root causes? How does each initiative fit into the 6 key practices?



Does the plan include the role of the CS Coordinator and a way to measure and adapt for continuous improvement?



CS Strategic Plan Template



Template: this template can be used as a guide to write the final CS Strategic Plan that is uploaded into MLSS at the end of the year



EXPANDED,
CULTURALLY
ENRICHED
LEARNING
OPPORTUNITIES

KEY PRACTICE 3

Expanded, culturally enriched learning time and opportunities encourages agency, taps into students' strengths and interests, assists students in feeling safe, and promotes academic success. These opportunities are essential to schools' capacity to support students' academic growth, develop socially, emotionally and physically and explore their passions, dive deeper into the application of academic content and strengthen their knowledge and skills. These opportunities can accelerate learning and reduce opportunity gaps between what students from low-income families and their peers from middle- and upper-income families experience during out-of-school hours. Opportunities are more impactful when they incorporate deeper learning practices that engage youth in meaningful content that is culturally enriching and is connected to students' lives outside of school.

Initiative 1: NAME OF INITIATIVE



Needs Assessment for Initiative



Root Cause Analysis for Initiative



Asset Assessment for Initiative



Continuous Improvement for Initiative



Financial Sustainability for Initiative



Systemic Sustainability for Initiative

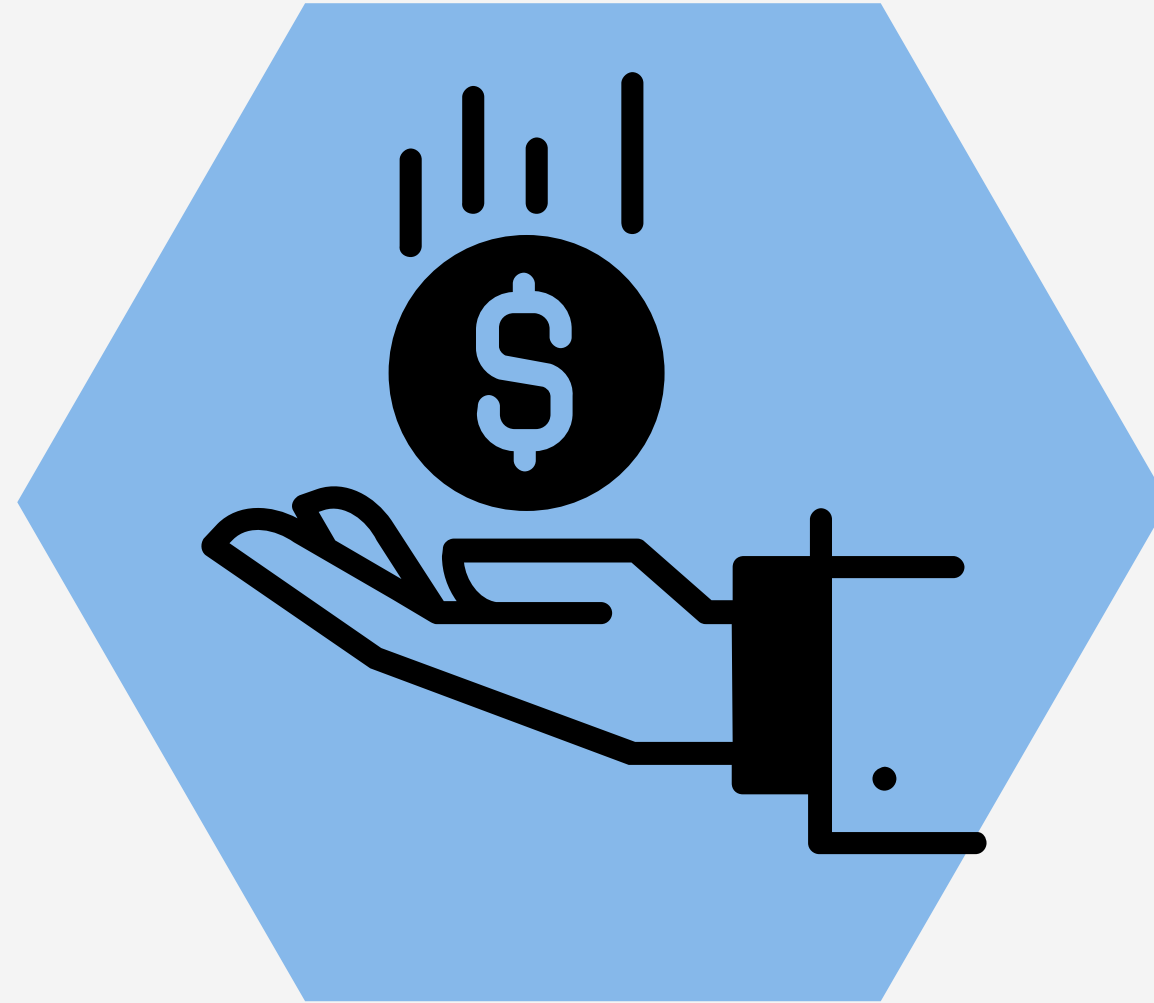


Found online at the NMPED CS Website under Grant Reporting



Implementation Grant

Deliverables



Financial

Sustainability Plan



Financial Sustainability Plan Definition

Definition: The community school strategy is built on sustainable funding sources through braided, blended and leveraged funding.



1

The principles of this financial plan are sustainable, transformative, collaborative and innovative.

2

Community schools should have funding for the full implementation of the strategy and the CS Coordinator position outside of NMPED grant funding by end of 4th year

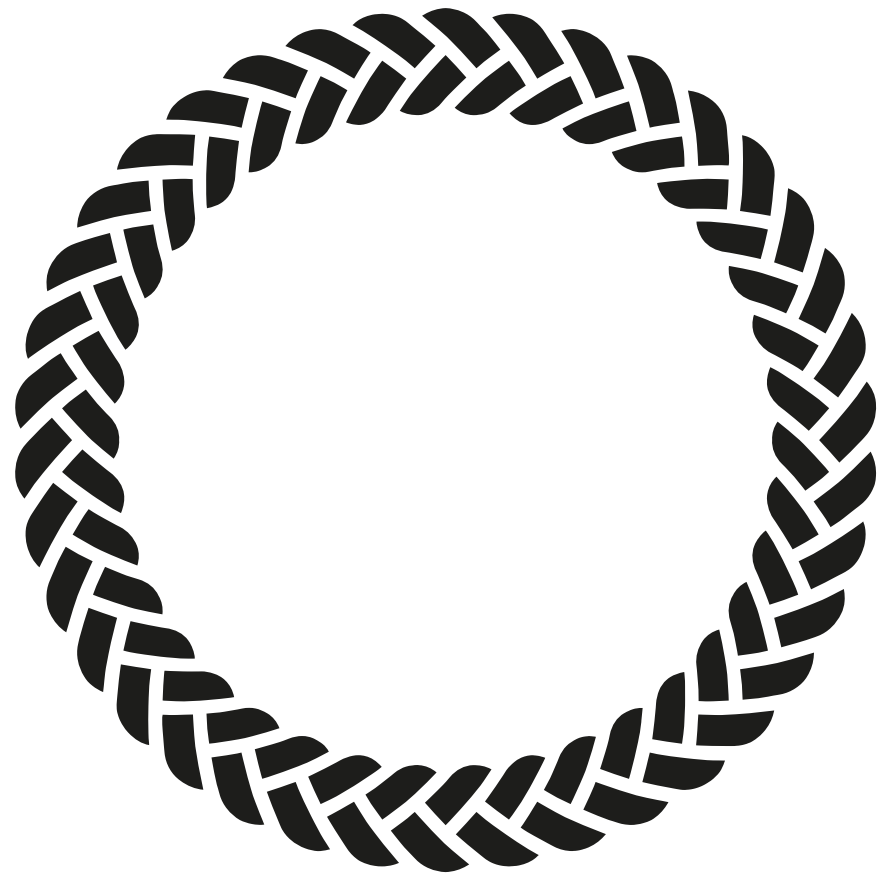
3

Vast variety of funding sources including private, public, non-profits, federal funding, community partners, etc.



Financial Sustainability Plan Application

Application: the SBLT will create the financial sustainability plan with partners



Braided & Leveraged

Transformative

Funding supports the systemic sustainability of the CS strategy and the CS coordinator position

Collaborative

The financial sustainability plan is created and supported in collaboration with partners at all levels (federal, community, etc.)

Innovative

The financial sustainability plan is creative, nimble and adaptable. Thinking outside the box may bring different funders.

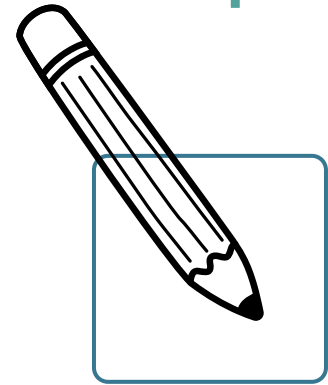




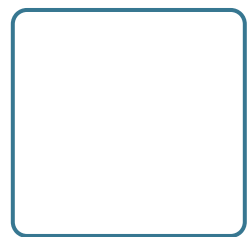
Financial Sustainability Plan MLSS



Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for the CS Strategic Plan?



The community school strategy is built on sustainable funding sources through braided, blended and leveraged funding.



Community schools should have funding for the full implementation of the strategy and the CS Coordinator position outside of NMPED grant funding by end of 4th year.

Financial Sustainability Plan

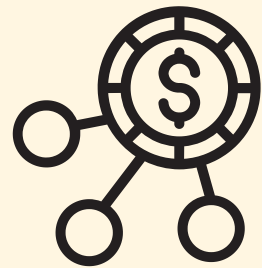


A vast variety of funding sources including private, public, non-profits, federal funding, community partners, etc are utilized in this sustainable plan. The yearly budget is firmly based in the 6 key practices.

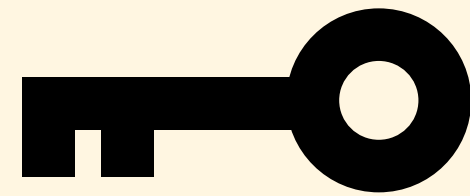


Financial Sustainability Plan Template

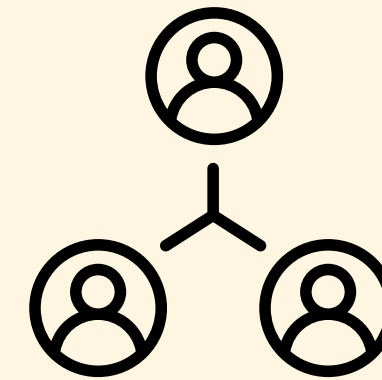
Template: these template questions can be used for the end of year report to upload as evidence of your financial sustainability plan



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? Delineate the budget under each key practice.



How is the CS Coordinator position and CS strategy supported by braided and leveraged funding?



What is the plan to be fully sustained by outside NMPED grant funding by the end of year 4?