Planning Grant Deliverables & Templates Guide

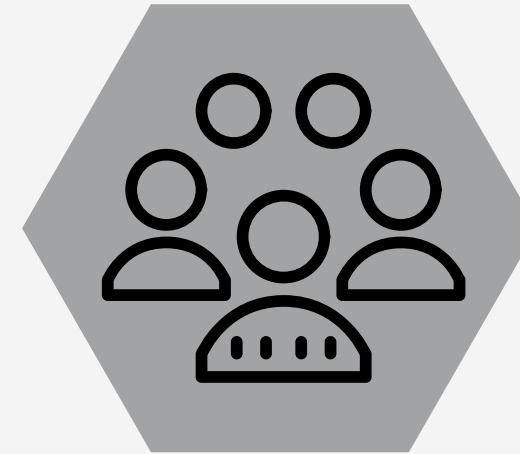Guidance on planning CS strategy deliverables

Planning Grant *Deliverables*

"CS 101" Community Meeting
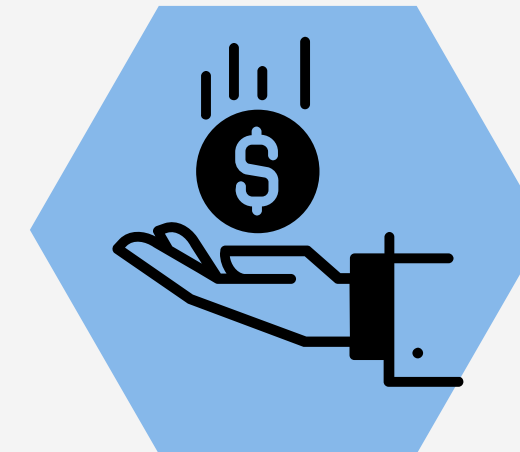
Site-Based Leadership Team

Asset & Needs Assessment
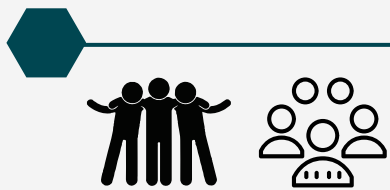
Root Cause Analysis

CS Strategic Plan

Financial Sustainability Plan

Timeline – Planning Grant Deliverables

Aug-Sep
Conduct "CS 101" Community Mtg.
Establish SBLT members

Oct - Nov
Begin meeting as SBLT 2x/month
Complete Needs Assessment

Dec-Jan
Complete Asset Assessment

Feb-March
Complete Root Cause Analysis

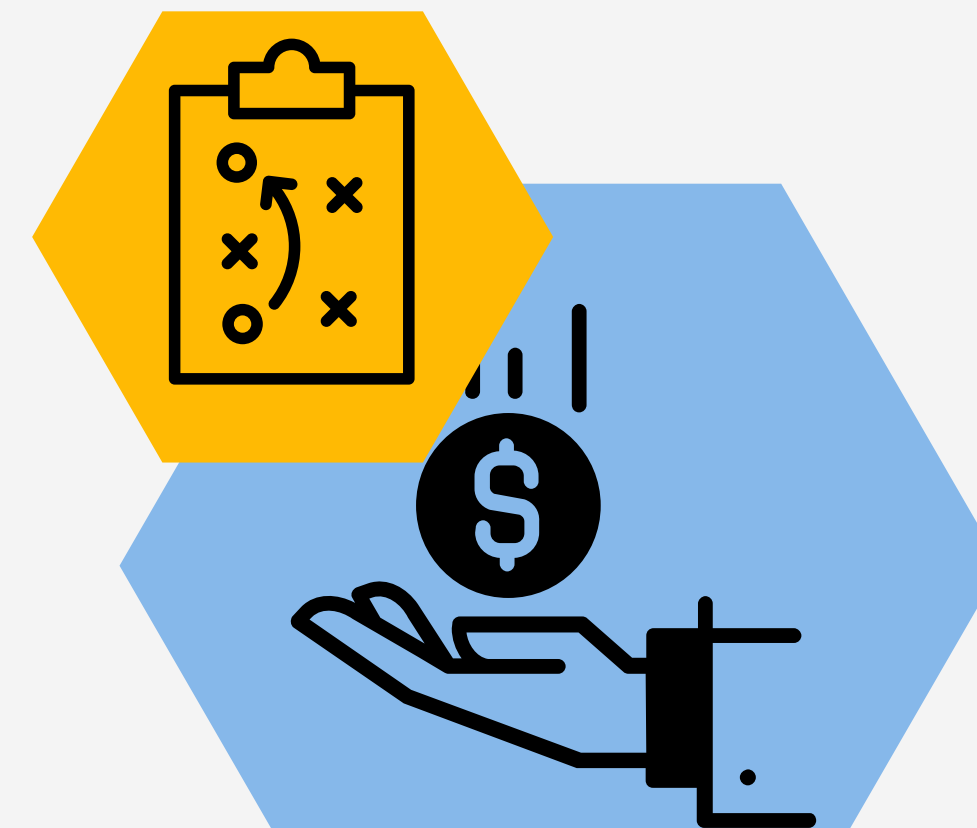## March- April
Create CS Strategic Plan

May - June
Create Financial Sustainability Plan

Tips on planning deliverables:
- **Stay organized but flexible**
- **Ensure a robust, diverse SBLT completes 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
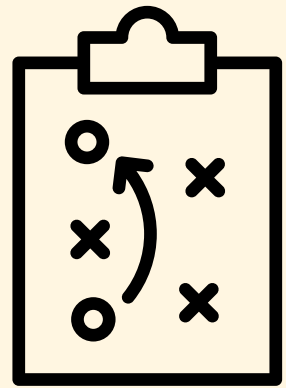
Celebration & Involvement

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?

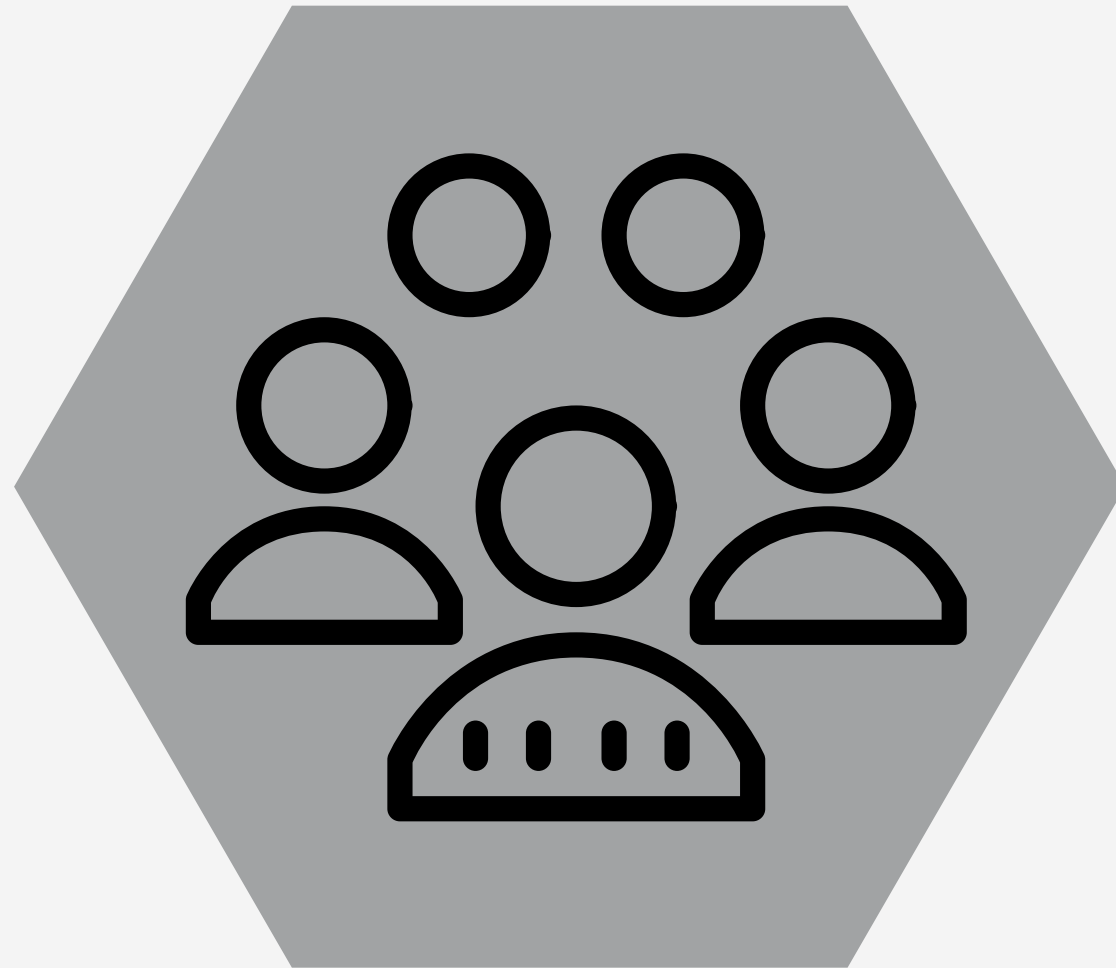Was the meeting attended by at least 2 people from each group: family, students, community and staff?

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

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

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
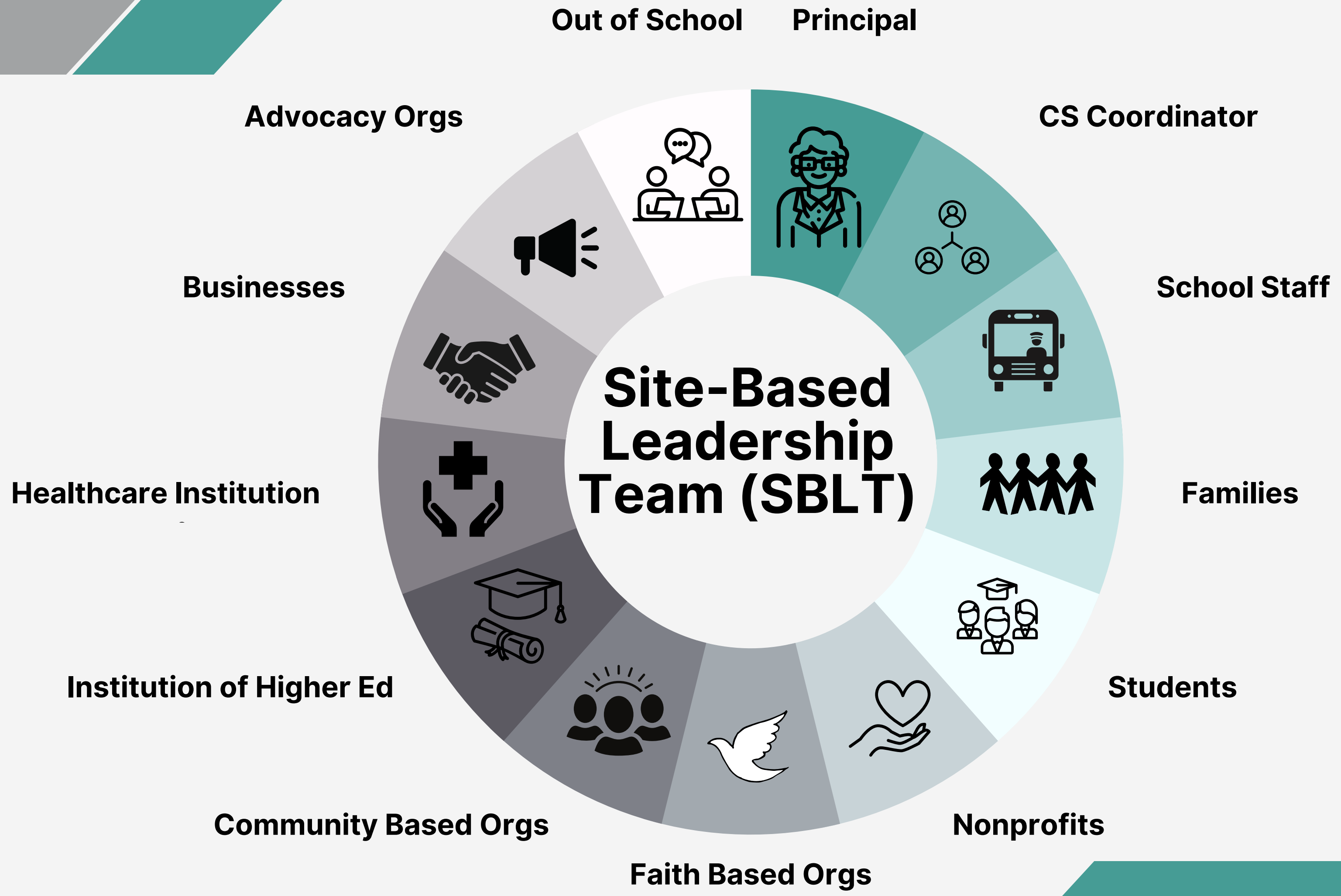
2 The SBLT leadership and capacity should provide long-term sustainability around school goals, decision making and plans.
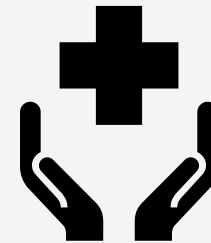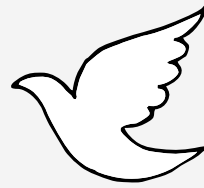
3 Includes the school principal, the community school coordinator, school staff, community partners, families, and students.

Site-Based Leadership Team (SBLT)

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.
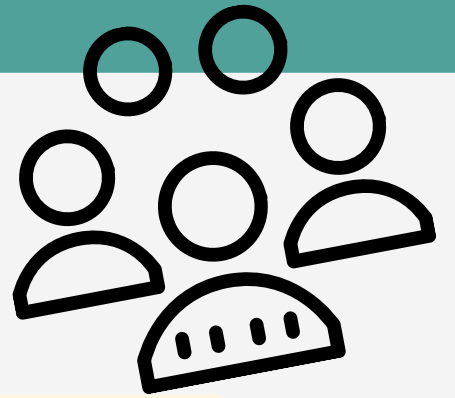
3

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
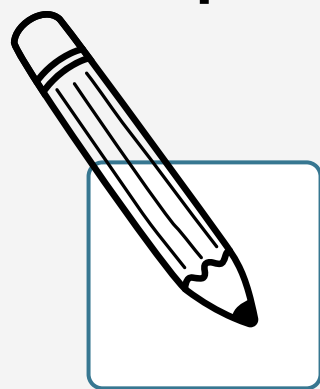
Shared Decision-Making

The Principal and CS Coordinator ensure that the team has decision-making power for the community school
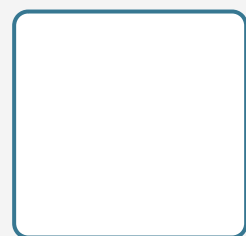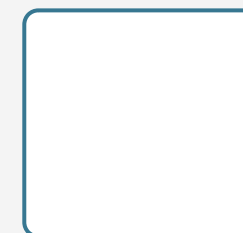
Site-Based Leadership Team MLSS

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
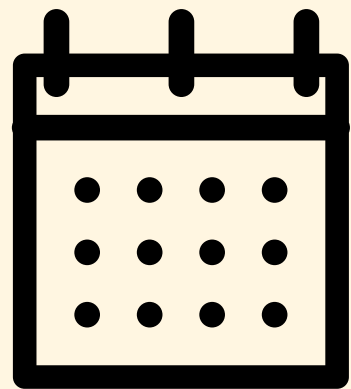
Who are members that sit on the SBLT? Do they come regularly? Attendance?
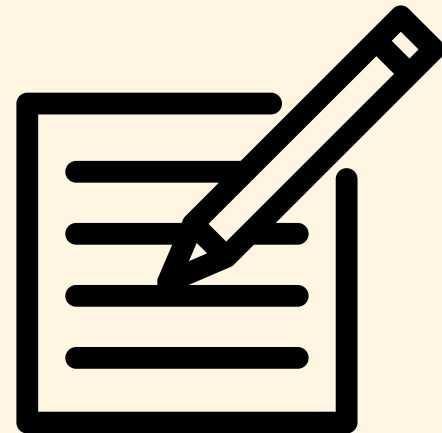
Does the team meet regularly? Are notes taken? Does the CS Coordinator and Principal meet often?

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?

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

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.
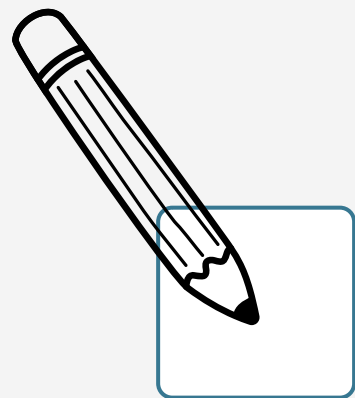
Create the Report

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

Small Group Discussions

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.

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

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

Specific details in the needs assessment includes the key practices.

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
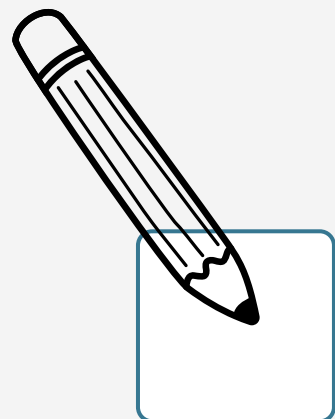
Includes the community school climate/culture, student academic achievement, attendance, behavior, family engagement and, for high schools, graduation rates and readiness for college or a career.

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.
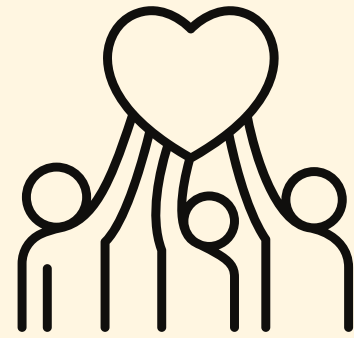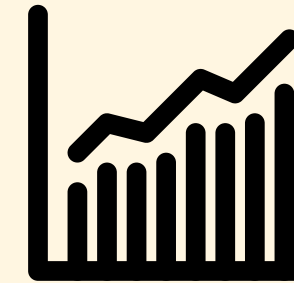
Needs Assessment Template

Template: these template questions can be used for the end of year CS strategic plan report to upload as evidence
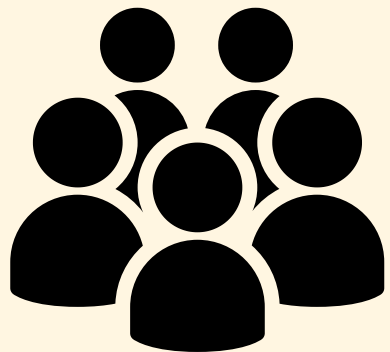
Who contributed to create the needs assessment? Did the SBLT direct and plan this assessment?

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?

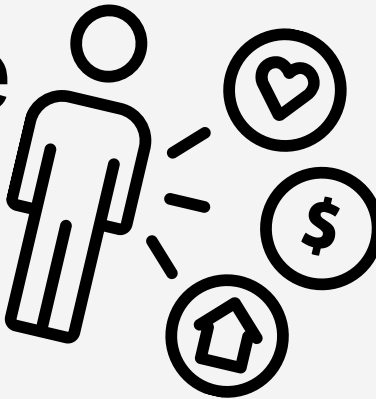What needs were identified for focus that will be part of the CS strategic plan?

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
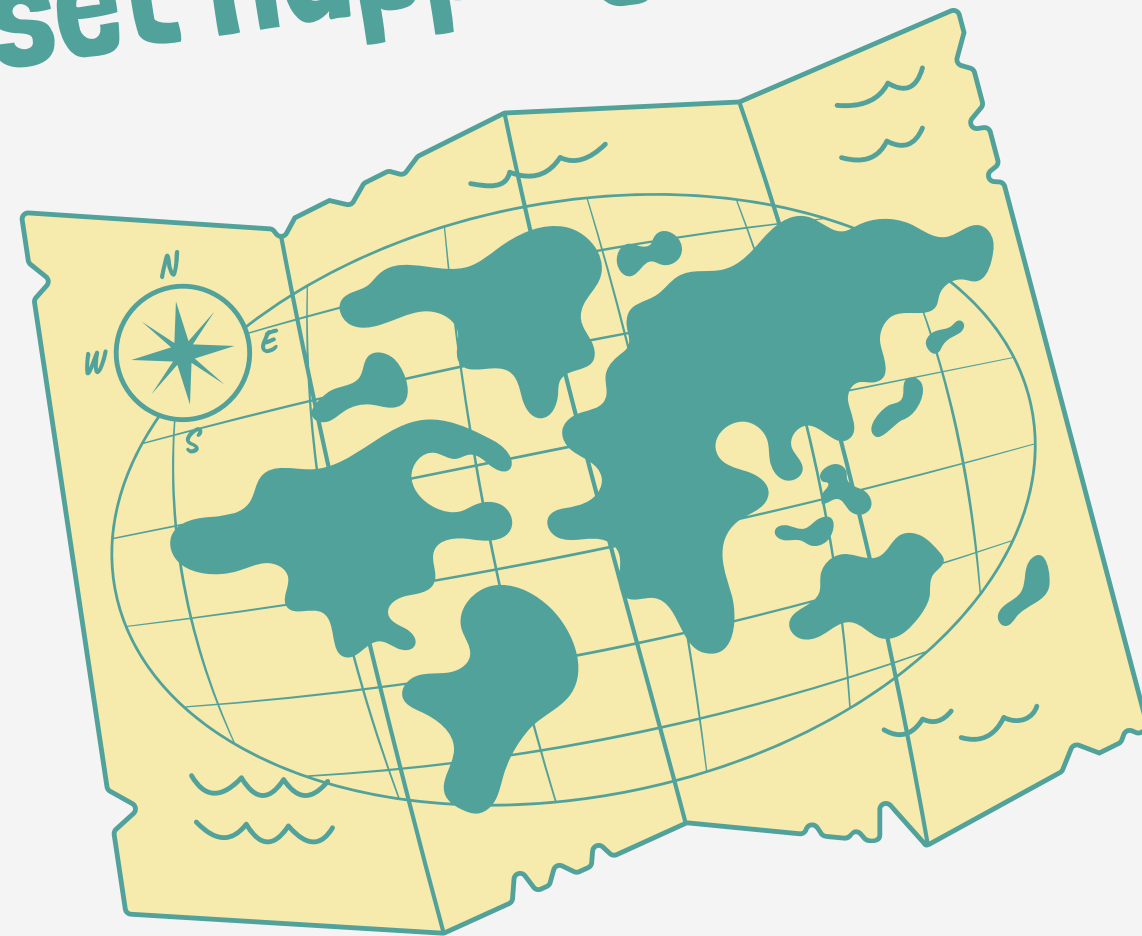
Asset Assessment Application

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 strenths 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
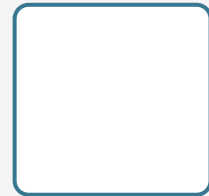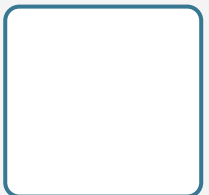
Asset Assessment MLSS

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.

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.

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

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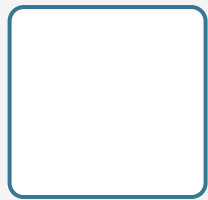
Access and opportunities for the 6 Key Practices: (a) integrated systems of supports; (b) expanded, culturally enriched learning opportunities; (c) powerful student and family engagement; (d) collaborative leadership, shared power and voice; (e) (supplemental/not required) information about rigorous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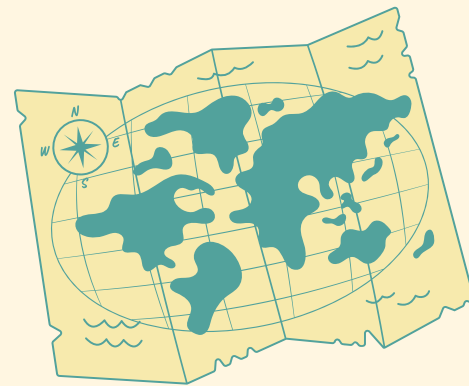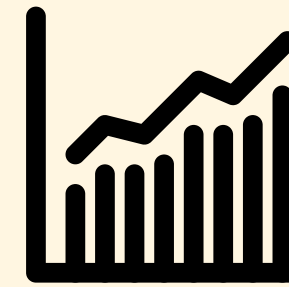
Asset Assessment Template

Template: these template questions can be used for the end of year CS strategic plan report to upload as evidence
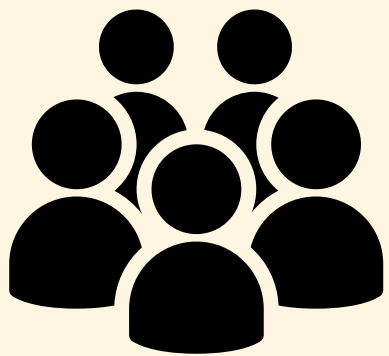
Who attended the asset mapping? Was it a diverse group on the SBLT?

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?

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

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

Root Cause Analysis MLSS

MLSS Variables: is the SBLT strengthening the core implementation strategies for root cause analysis?
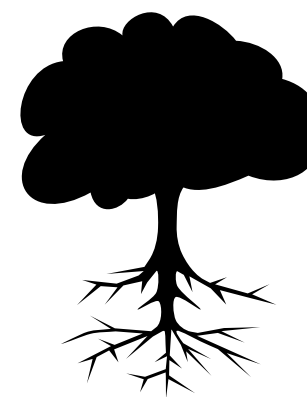
Root Cause Analysis
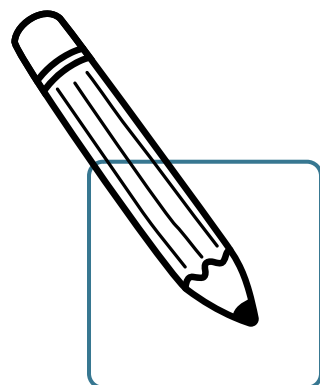
☐ The SBLT conducts a root cause analysis of "stories, patterns, and/or trends" and identifies multiple possible contributing factors and core underlying issues.
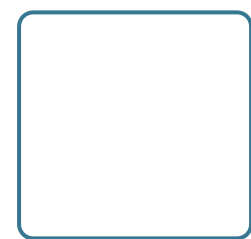
☐ The root cause analysis includes multiple, diverse perspectives that can be addressed by the classroom, SBLT, and community as a check against bias.

☐ 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.
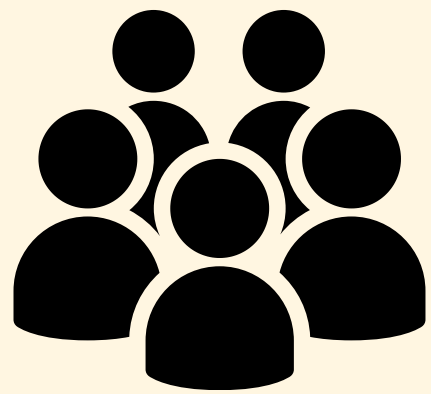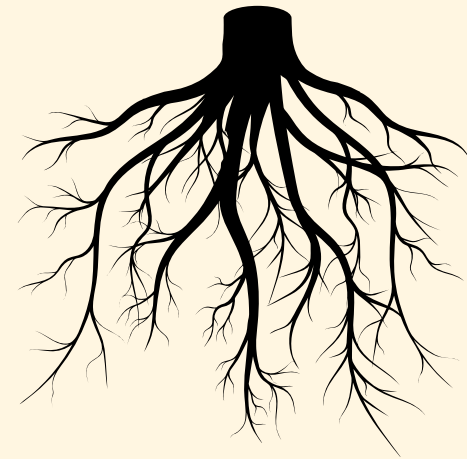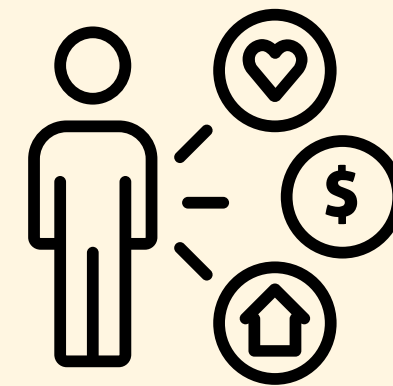
Root Cause Analysis Template

Template: these template questions can be used for the end of year report to upload as evidence of your current strategic plan
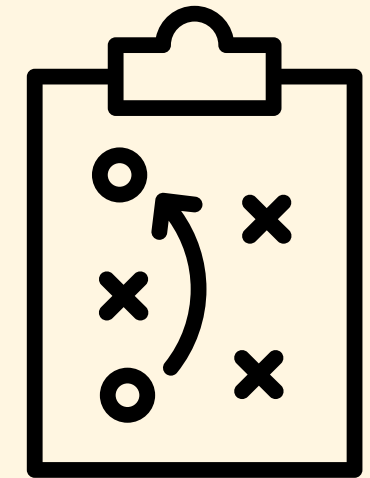
Who attended the root cause analysis? Was it a diverse group?

What findings were discovered in the root cause analysis?

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

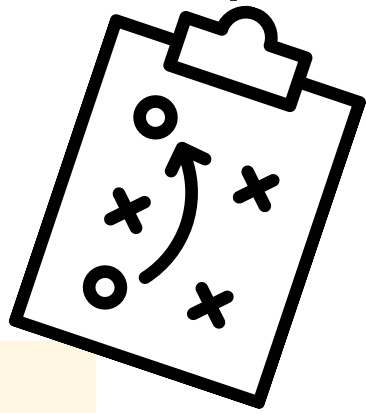**How do the findings inform the community school strategic plan?**

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
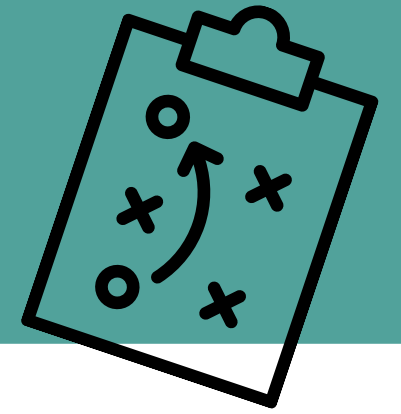
2
Aligned to the priority focus areas of the school improvement plan (90-day plan, etc) and addresses at least one root cause
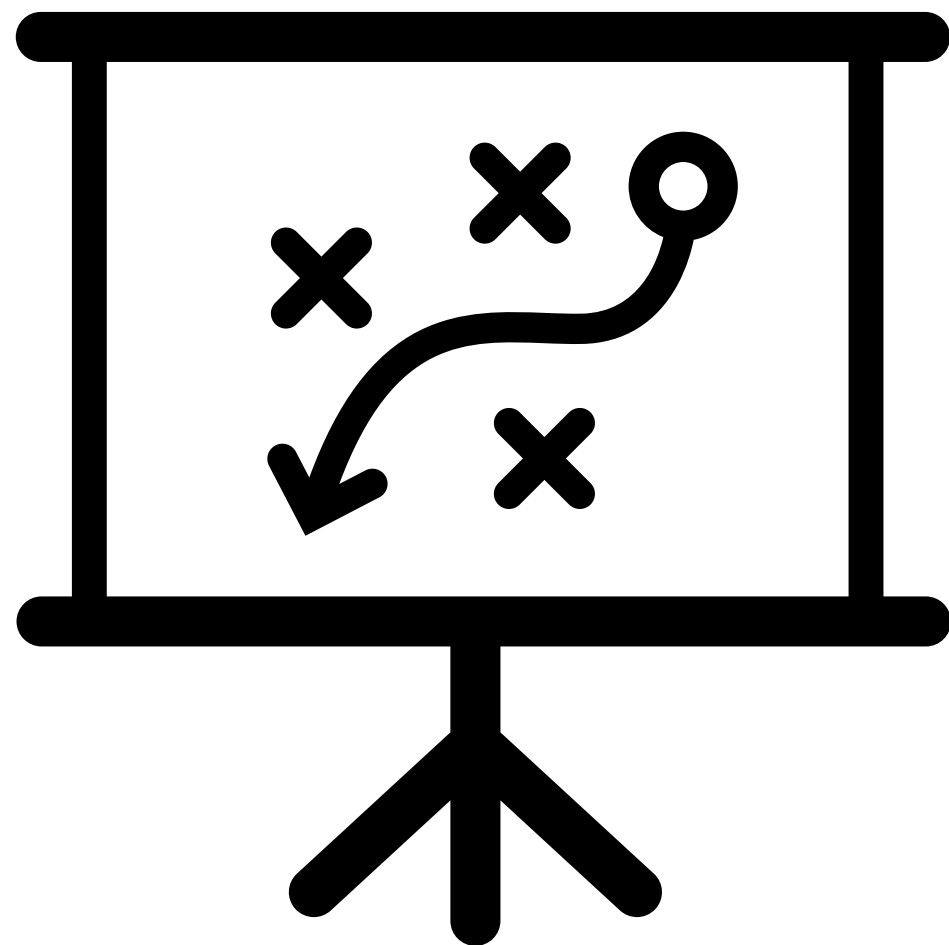
3
Helps define the role and work of the coordinator and community partners. Includes plan to implement core strategies in the implementation years.

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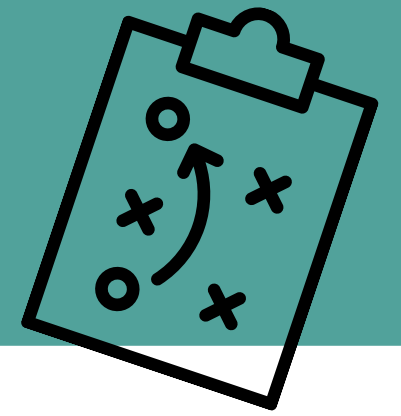
MLSS Variables
Includes plans to implement all MLSS variables; set goals to receive higher score in self-assessment

Create the Plan
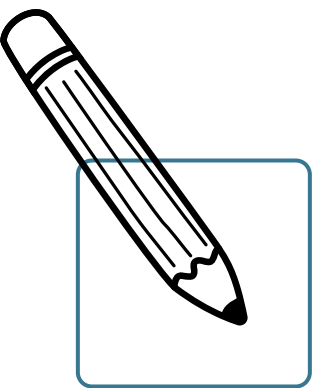Create the strategic plan based on the asset/needs assessment and root cause analysis
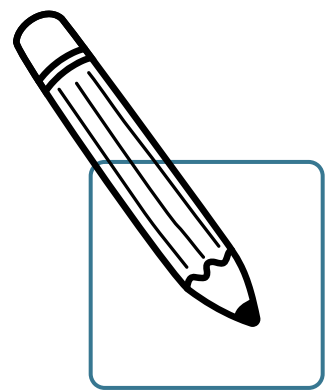
CS Strategic Plan MLSS

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.

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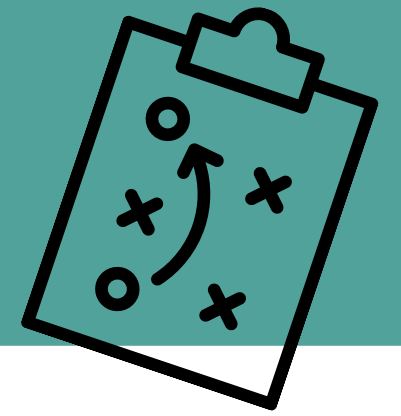
CS Strategic Plan

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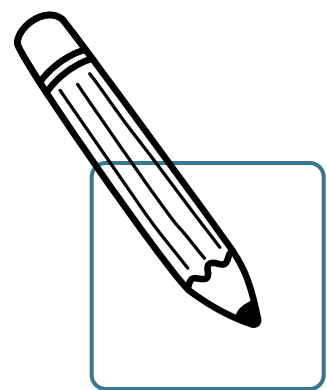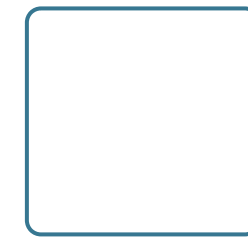
Core Implementation Strategies: is the SBLT strengthening the core implementation strategies for the CS Strategic Plan?
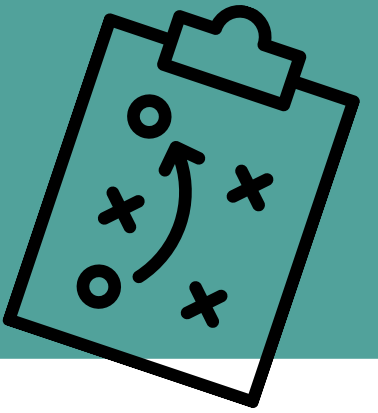
CS Strategic Plan

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.
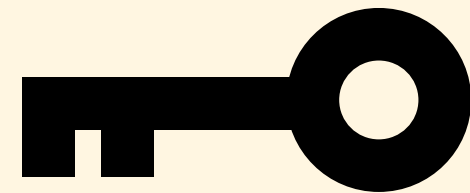
CS Strategic Plan Template

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?
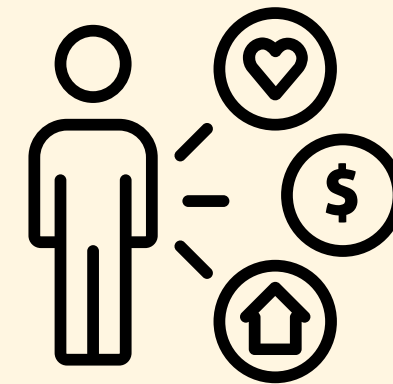
How does the plan leverage assets to meet the needs of the root causes? How does each initiative fit into the 6 key practices?
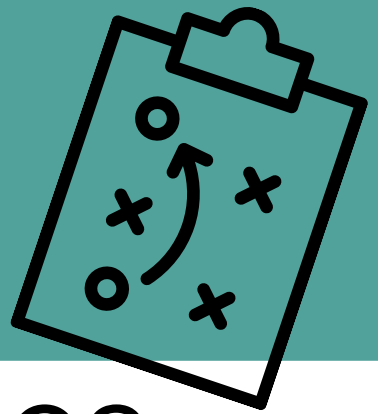
Does the plan include the role of the CS Coordinator and a way to measure and adapt for continuous improvement?
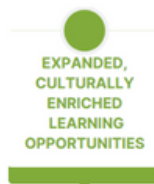
CS Strategic Plan Template

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

KEY PRACTICE 3

EXPANDED, CULTURALLY ENRICHED LEARNING OPPORTUNITIES

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 Inititative
- Continuous Improvement for Initiative
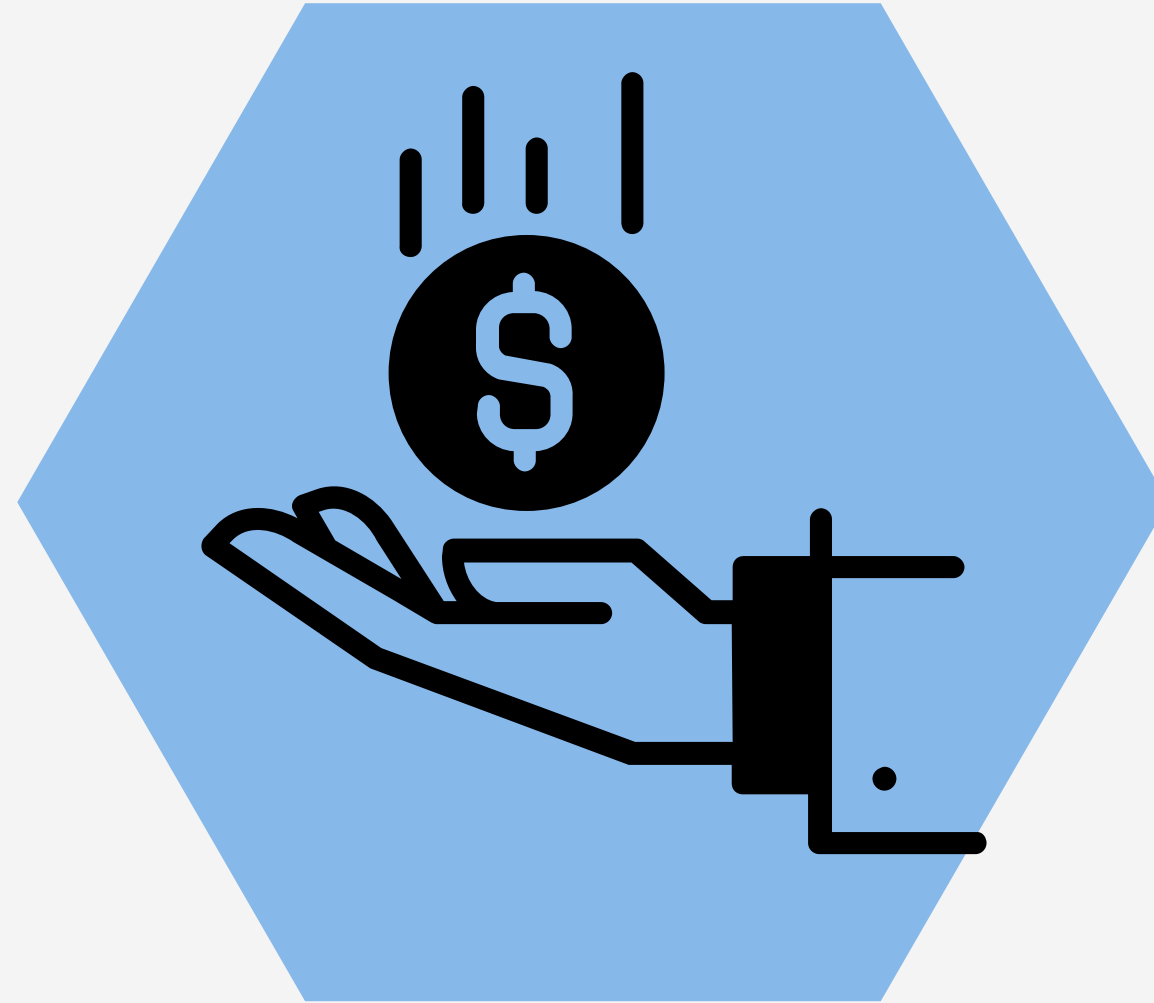- Financial Sustainability for Initiative
- Systemic Sustainability for Initiative

Found online at the NMPED CS Website under Grant Reporting

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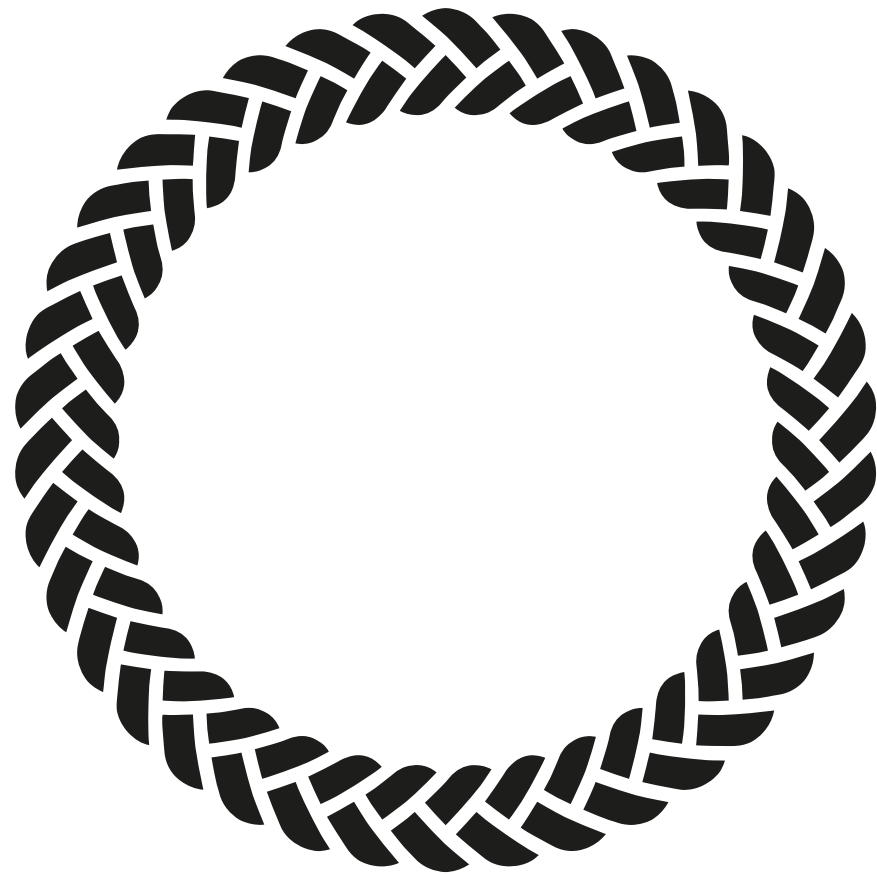
3 Vast variety of funding sources including private, public, non-profits, federal funding, community partners, etc.

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.
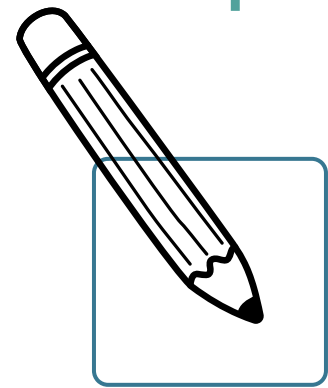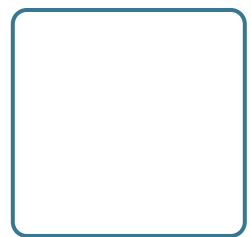
Financial Sustainability Plan MLSS

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.
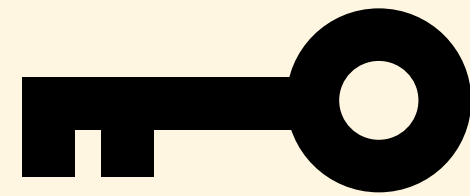
Financial Sustainability Plan Template

Template: these template questions can be used for the end of year report to upload as evidence of your financial sustainability plan
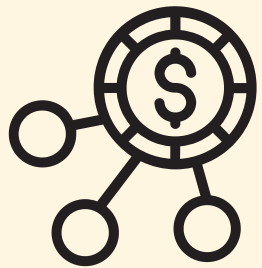
What is your community school sustainable funding plan and information, which can include leveraging of federal, state, local, and other spending?

How do your budget plans relate to the key practices? Delineate the budget under each key practice.
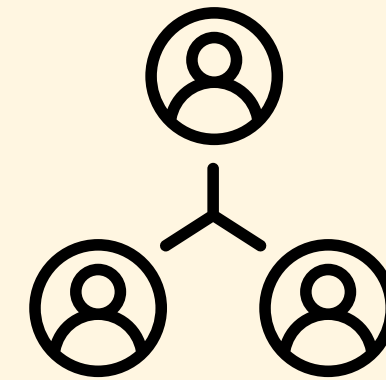
How is the CS Coordinator position and CS strategy supported by braided and leveraged funding?

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