



Community Schools Act

Community Schools

Implementation Years 1-3

Accredit Community Schools Pilot Program

Grant Applications Guidebook

School Year 2024-2025

**Please note that all grant
funding is subject to change
based on NM state legislation**

03.07.2024

Investing for tomorrow, delivering today.

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A special note for all applicants:

This application should be completed as a collaborative school-site team, including all leadership members (Principal, CS Coordinator, families, community and other school staff). Please only apply for what your plan needs. HB2 has fewer funds available, so in order to provide funding to as many schools as possible, we are encouraging applicants to take a critical look at their plan, explore all braided and blended funding sources, and request funds for what they need and cannot get from other sources. NMPED will be looking for applications looking to fund their plan, not plan for their funds.

Administrative Resources

Website:

The NMPED Community Schools [website](#) contains the Application Readiness Toolkit, Budget Guidebook SY24-25, Applications, and Budget Proposal Google Form for each grant. It also contains information on the [CS Strategy](#) and [6 Key Practices](#). All grants and RFA will be competitive this year. Find the scoring rubric [here](#).

Timeline:

- [March 7th](#) – NMPED Community School Grant Applications [Webinar](#), 10am
- [March 8th](#) – Applications for Implementation Year 1, Implementation Years 2-3, and Accredited Community Schools Pilot available on the NMPED Community Schools website
- [April 8th](#) – Applications for Implementation Year 1, Implementation Years 2-3, and Accredited Community Schools Pilot due at 5pm. No extensions will be given.
- [April 22nd](#) – Awards announced on NMPED CS Website

Submission:

To submit an application, individual schools are required to:

1. Complete the Grant Application Google Form online by April 8th at 5pm

Questions:

If you need assistance with your application, please reach out to your regional [Community Schools Quality Management Coordinator \(QMC\)](#).

The NM 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.

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

The NMPED Grants and Eligibility

Community Schools grants currently available through NMPED for SY24 - 25:⁶

- **Planning Grant (Year 0):** A one-year, one time planning grant of up to \$50,000 for each eligible public school. ***This grant is not available for SY24-25.***
- **Implementation Grant (Year 1):** Annual implementation grants of up to \$150,000 each year for a period of 3 years for each eligible school
- **Implementation (Years 2-3):** Annual implementation grants of up to \$150,000 each year for a period of 3 years for each eligible school.
- **Renewal Grant (Year 4):** 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. ***This grant is not available for SY24-25.***
- **Accredit Community Schools Pilot:** In order to apply for the Accredit Community Schools Pilot, the school has finished one of the following: (1) Completion of Renewal Year NMPED Community Schools Grant; (2) Implementation Years 1-3 NMPED Community Schools Grant AND 1 year thereafter with funding from other source; or (3) At least 4 years as a Community School with a full-time CS Coordinator not funded by NMPED Community Schools Grant. Schools may submit an application for a one-time Accredit Community Schools Pilot Program. This includes commitment to a Certification Pilot Program. This budget amount is determined by NMPED and is contingent upon available funding.

An eligible public school means a public elementary or secondary school that is a schoolwide Title I school.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



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

6 Key Practices of Community Schools

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 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.
- [Collaborative Leadership, Shared Power and Voice](#) - practices that build a culture of professional learning, collective trust, shared responsibility and democratic processes 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
- [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
- [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

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

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

The Planning Grant (Year 0) “Building Relationships & Data Collection”

The planning grant (year 0) period is a community and relationship building, data collection, 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. This is a one-year, one time planning grant of up to \$50,000 for each eligible public school. ***This grant is not available for SY24-25.***

The Implementation Grant (Year 1) “Data-driven Implementation & Decision Making”

The awarding of an [Implementation Grant \(Years 1-3\)](#) demonstrates readiness for implementation of the CS Strategy 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 CS initiatives. Year 1 of the Implementation Grant is focused on data-driven implementation of the CS Strategic Plan (created in the Planning Year) and collaborative, data-driven decision making. This grant includes annual implementation grants of up to \$150,000 each year for a period of 3 years for each eligible school.

[Implementation Grant](#) Application Indicators:

The community schools site-based leadership team (including school staff, students, parents, community partners and district leadership) should complete the full application online in a collaborative effort. The following indicators show readiness to implement the CS strategy and apply for the Implementation Grant:

INDICATOR 1: COMMITMENT TO THE COMMUNITY SCHOOL STRATEGY

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 and root causes identified in the needs assessment and root cause analysis process in order to create the conditions for students to learn and thrive. This initial CS Strategic Plan is created during the planning year of the community school process.

The complete CS Strategic Plan is due on June 3rd, 2024 and is uploaded into MLSS as a required deliverable of the grant. If awarded this implementation grant, your application will

be 80% substantially approved, and the school will receive budget authority on July 1st. 100% substantiated approval to spend is given to the school once the CS Strategic Plan and MLSS is completed and turned in by June 3rd. Approval to spend will not be given without the required deliverable of the completed CS Strategic Plan due June 3rd.

INDICATOR 2: COMMITMENT TO COLLABORATIVE LEADERSHIP



Find the **OPTIONAL** templates for the Student Survey, Community Wide Survey, and Principal Self-Assessment in the Implementation Grant Application Readiness Toolkit. You can find the templates for the School Board Report, and Commitment to Collaborative Leadership in the Implementation Grant Application Readiness Toolkit. The following gives a summary of each of these readiness tools:

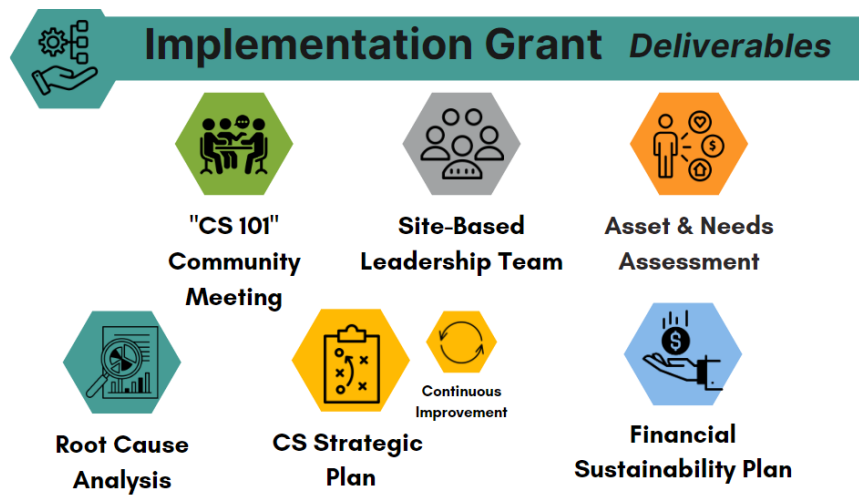
- The application on this section requires an **Abstract** that describes the vision for the proposed continuation or expansion of the community schools strategy for an Implementation Grant. Include information on progress of building relationships and establishing a diverse site-based leadership team. Explain how the community(ties) (including students, families, community partners, educators and other school staff) and potential cooperating agencies have been engaged in the process of school transformation through the planning of the community schools strategy. Detail how this collaborative will also ensure there is ongoing reflection and assessment (needs assessment, asset assessment, root cause analysis) that supports school-wide continuous improvement through the community schools strategy. Describe the existing progress on deliverables of the planning year. Note: it is not required that all deliverables and the CS Strategic Plan is complete; this section will assess the intentions, planning and execution of collaborative leadership that has taken place so far in the planning year.
- **Two artifacts** are required to show progress on collaborative leadership at your community school. Two artifacts are required to demonstrate collaborative leadership at the community school. Please upload each artifact into PDF and combine these PDFs with the Abstract to turn in ONE PDF for the question. (1) A record of the membership of the site-based leadership team. Membership means at least 50% attendance at all SBLT meetings. With each name, please indicate which category that person may fall under: CS Coordinator, CS Principal, CS Educators/Staff, Families, Students and Community Partners. (2) A record of all the site-based leadership team meetings that have taken place in the planning year. Only include the date, time and number in attendance. Do not include notes.
- The Optional **Community Wide Survey** content considers the opinions and thoughts for 1) students, 2) staff, 3) families & community partners and necessitates completion of a 4) **principal self-assessment**. The optional questions and self-assessment for the surveys are found in the readiness toolkit.

- The **School Board Report** indicates the commitment of the district and school board or state charter school board to support the community school strategy and support community partners. It includes efforts to pass a School Board Resolution to support community schools at the district or charter school level.
- The **Commitment to Collaborative Leadership** indicates that the school Principal, District Superintendent, at least one School Board Member and one school-level Community Partner have read and agreed to the Collaborative Leadership Commitments for the Planning Year NMPED Community Schools (CS) Grant Application. See the readiness toolkit for the required signature template (no virtual signatures will be accepted).

INDICATOR 3: COMMITMENT TO COMMUNITY SCHOOL SUSTAINABLE FUNDING



Find the required template for the Budget Proposal Template in the Implementation Grant Application Readiness Toolkit. Please closely review the Budget Guidebook SY24-25 before creating the budget proposal.



To view the Implementation Grant Deliverables, please visit the [Implementation Grant website](#).

Please note that all grant funding is subject to change based on NM state legislation

The awarding of an [Implementation Grant \(Years 1-3\)](#) demonstrates readiness for implementation of the CS Strategy 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 CS initiatives. Years 2-3 of the Implementation Grant are focused on data-driven continuous improvement of implementation of the CS Strategic Plan. This grant includes annual implementation grants of up to \$150,000 each year for a period of 3 years for each eligible school.

The Implementation Grant (Years 2-3) “Data-driven Continuous Improvement”

INDICATOR 1: COMMITMENT TO THE COMMUNITY SCHOOL STRATEGY



Implementation Yrs 2-3
Readiness Toolkit



CS Strategic
Plan

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 and root causes identified in the needs assessment and root cause analysis process in order to create the conditions for students to learn and thrive. This initial CS Strategic Plan is created during the planning year of the community school process.

- This initial **CS Strategic Plan** is created during the planning year of the community school process. Using the required template found in the [Readiness Toolkit](#), please upload your most current CS Strategic Plan.

INDICATOR 2: COMMITMENT TO COLLABORATIVE LEADERSHIP



Implementation Yrs 2-3
Readiness Toolkit



Commitment to
Collaborative Leadership



School Board
Report



Community Wide
Survey

- The Optional **Community Wide Survey** content considers the opinions and thoughts for 1) students, 2) staff, 3) families & community partners and necessitates the completion of a 4) **principal self-assessment**. The optional questions and self-assessment for the surveys are found in the readiness toolkit.
- The **School Board Report** indicates the commitment of the district and school board or state charter school board to support the community school strategy and support community partners. It includes efforts to pass a School Board Resolution to support community schools at the district or charter school level.
- The **Commitment to Collaborative Leadership** indicates that the school Principal, District Superintendent, at least one School Board Member and one school-level Community Partner have read and agreed to the Collaborative Leadership Commitments for the Planning Year NMPED Community Schools (CS) Grant Application. See the readiness toolkit for the required signature template (no virtual signatures will be accepted).

INDICATOR 3: COMMITMENT TO COMMUNITY SCHOOL SUSTAINABLE FUNDING

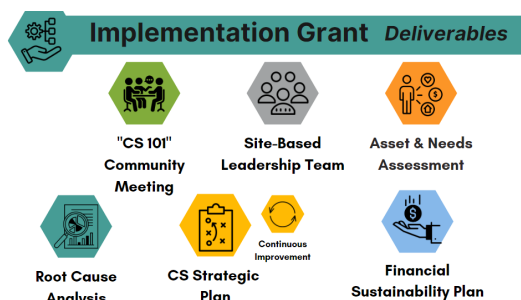


Implementation Yrs 2-3
Readiness Toolkit



Budget Proposal
Template

Find the required template for the Budget Proposal Template in the Implementation Grant Application Readiness Toolkit. Please closely review the Budget Guidebook SY24-25 before creating the budget proposal.



To view the Implementation Grant Deliverables, please visit the [Implementation Grant website](#).

The Renewal Grant (Year 4) “Data-driven Implementation & Decision Making”

The awarding of a [Renewal Grant \(Year 4\)](#) demonstrates readiness for whole school transformation through financial and systemic sustainability. These years are intended to continue data-driven continuous improvement and fully establish financial and systemic sustainability throughout the community school. Financial sustainability indicates the CS is ready with braided, blended and leveraged funding for full funding of the CS Strategy and CS Coordinator position after the NMPED grant years. Systemic sustainability indicates the CS has brought in all councils, committees and decision-making bodies into the site-based leadership team and has created democratic processes that sustain the school even if leadership changes. 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.

Due to COVID, there were no planning year grants given, therefore **there are no renewal applications for SY24-25.**

Accredit Community Schools Pilot Program “Driving Whole School Transformation”

The awarding of an Accredit Community Schools Pilot Program grant demonstrates readiness for whole school transformation and participation in a certification pilot program. The funding is one-time funding for up to \$75,000. A partial (at least .25) FTE must be shown from other funding for the CS Coordinator position. Schools awarded to participate in the pilot program will participate in a co-creation of a certification process in SY24-25 and may receive up to \$75,000 for SY25-26 for participation (funding upon available legislative allocation). Schools may become certified in SY25-26. The Accredit Community Schools Pilot Program is for community schools that have completed one of the following:

(1) Completion of Renewal Year NMPED Community Schools Grant; (2) Completion of Implementation Years 1-3 NMPED Community Schools Grant AND 1 year of the CS Strategy thereafter with funding from other sources or (3) Completion of at least 4 years as a Community School with a full-time CS Coordinator not funded by NMPED Community Schools Grant. Participation in the Accredit Community Schools Pilot Program includes commitment to completing a Certification Pilot Program. This budget amount is up to \$75,000. This year is intended to continue data-driven continuous improvement, continue establishment of financial and systemic sustainability and preparation for possible above-the-line funding by participating in a pilot program. Financial sustainability indicates the CS is ready with braided, blended and leveraged funding for full funding of the CS Strategy and CS Coordinator position after the NMPED grant years. Systemic sustainability indicates the CS has brought in all councils,

committees and decision-making bodies into the site-based leadership team and has created democratic processes that sustain the school, even if leadership changes.

INDICATOR 1: COMMITMENT TO THE COMMUNITY SCHOOL STRATEGY



Community School
Readiness Toolkit



Allowable
Artifacts



CS Strategic
Plan

- The applying Community School must complete one of the following:
 - Completion of Renewal Year NMPED Community Schools Grant
 - Implementation Years 1-3 NMPED Community Schools Grant AND 1 year thereafter with full-time CS Coordinator with funding from other source
 - At least 4 years as a Community School with a full-time CS Coordinator not funded by NMPED Community Schools GrantPlease submit an **artifact** showing completion of one of the above. Find allowable artifacts in the [Readiness Toolkit](#).
- 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 and root causes identified in the needs assessment and root cause analysis process in order to create the conditions for students to learn and thrive. This initial CS Strategic Plan is created during the planning year of the community school process. This initial **CS Strategic Plan** is created during the planning year of the community school process. Using the required template found in the [Readiness Toolkit](#), please upload your most current CS Strategic Plan.

INDICATOR 2: COMMITMENT TO COLLABORATIVE LEADERSHIP



Community School
Readiness Toolkit



Commitment to
Collaborative Leadership



School Board
Report



Community Wide
Survey

- The optional **Community Wide Survey** content considers the opinions and thoughts for 1) students, 2) staff, 3) families & community partners and necessitates the completion of a 4) **principal self-assessment**. The optional questions and self-assessment for the surveys are found in the readiness toolkit.

- The **School Board Report** indicates the commitment of the district and school board or state charter school board to support the community school strategy and support community partners. It includes efforts to pass a School Board Resolution to support community schools at the district or charter school level.
- The **Commitment to Collaborative Leadership** indicates that the school Principal, District Superintendent, at least one School Board Member and one school-level Community Partner have read and agreed to the Collaborative Leadership Commitments for the Planning Year NMPED Community Schools (CS) Grant Application. See the readiness toolkit for the required signature template (no virtual signatures will be accepted).

INDICATOR 3: COMMITMENT TO COMMUNITY SCHOOL SUSTAINABLE FUNDING



Community School Readiness Toolkit



Budget Proposal Template

- The community schools site-based leadership team (including school staff, students, parents, community partners and district leadership) should complete the **budget proposal** in a collaborative effort. Find the Budget Proposal and CS Strategic Plan required templates in the Accredited Community Schools Pilot Program Readiness Toolkit. Please review the Budget Guidebook SY24-25 before creating and submitting the Budget Proposal.



Reporting Requirements

Reporting deliverables for all NMPED community school grants are essential to the continuous improvement of whole school transformation. Failure to complete reporting requirements may indicate non-compliance with the CS state statute. Schools out of compliance may not receive further NMPED community school funding. There will be 4-5 requirements:

1. **Mid-year Check-in** – This brief self-assessment will take place in December and is focused on check-in for end-of-year deliverables of the CS strategic plan.
2. **MLSS Self-Assessment** – The SBLT of the school completes the MLSS self-assessment community schools tab. This report is due at the end of the year.
3. [CS Strategic Plan](#) – All NMPED granted community schools will be required to upload their most current CS Strategic Plan into the MLSS system and is due at the end of the year.
4. **Participation in the Accredited Community Schools Pilot Program** – All Accredited Community Schools Pilot Program schools commit to participation and completion of any Pilot deliverables.

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.