

iLFC Requester: -



**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2025 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: 02/10 /25
Bill No: [SB387](#)

Agency Name and Code: PED - 924

Sponsor: Figueroa

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Short Title: COMMUNITY SCHOOL FUND & FRAMEWORK

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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
None	None	N/A	NFA

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		
None	None	None	N/A	NFA

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	None	None	None	None	N/A	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: [HB141](#), the current version of the General Appropriation Act of 2025, includes \$6 million for community school and family engagement initiatives.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 387 (SB387) would amend the [Community Schools Act](#) by:

- allowing each implementation grant to be up to \$150,000, instead of only in the amount of \$150,000;
- allowing the community school framework to reflect current research- and evidence-based strategies that address students' noninstructional school barriers, instead of the static list of strategies that have been updated since the enactment of the Community Schools Act; and
- renaming the community schools fund in honor of Dr. Jeannie Oakes.

This bill does not provide an effective date. Laws go into effect 90 days after the adjournment of the legislature enacting them, unless a later date is specified. If enacted, this bill would become effective June 20, 2025. The provisions of this act apply to the 2025-2026 school year and subsequent school years.

FISCAL IMPLICATIONS

This bill does not contain an appropriation.

The FY26 Executive and Legislative Education Study Committee budget recommendations include \$8 million for community schools.

SIGNIFICANT ISSUES

Community schools are a whole child, [comprehensive strategy](#) to transform schools into places 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, support, and opportunities for young people to thrive. The New Mexico community school model closely follows research and supports the [community school strategy](#) and [six key practices](#).

Implementation grants. The Public Education Department (PED) is authorized to provide planning, implementation, and renewal grants to eligible applicants. Per statute, annual implementation grants are to be \$150,000 each year for a period of three years for each eligible school. SB387 would allow implementation grants to be “up to” \$150,000, providing for flexibility in the amounts schools need and expand the pool of schools that can plan for or implement the community school strategy.

Community school framework. The framework in the Community Schools Act is based on earlier guidance from national community schools partners, including the [Coalition for Community Schools](#), the [National Education Association](#), and the U.S. Department of Education. Since then, the framework has expanded from four key practices to six.

Four Pillars of Community Schools (Currently Reflected Section 22-32-6 NMSA 1978)	Key Practices for Community Schools Transformation (Current Research- and Evidence-Based Strategies)
Integrated student supports	Integrated systems of support
Expanded and enriched learning time and opportunities	Expanded and enriched learning opportunities
Active family and community engagement	Powerful student and family engagement
Collaborative leadership practices	Collaborative leadership, shared power and voice
	Rigorous, community-connected classroom instruction
	Culture of belonging, safety, and care

Community schools fund. Dr. Jeannie Oakes served as Senior Fellow in Residence at the Learning Policy Institute. She was also Presidential Professor Emeritus in Educational Equity at UCLA. While serving as Senior Fellow, Dr. Oakes pursued a line of research on community schools that has had an enormous influence nationwide. In 2017, the Learning Policy Institute collaborated with the National Education Policy Center to conduct a major review of the evidence base for community schools, identifying the positive outcomes of such schools and their key components, and stimulating investments across the country. Dr. Oakes’s efforts led to increases in federal funding for community schools, state investments in New Mexico, and local initiatives in the nation’s largest school districts.

PERFORMANCE IMPLICATIONS

Return on investment. A [case study](#) by Apex and ABC Community School Partnership found that every \$1 spent on community school coordinators has an estimated return on investment of \$7 to \$15.

Improvement outcomes for students. Graduation rates for community schools increased by more than two percentage points between 2021 and 2023. Chronic absenteeism rates decreased by almost eleven percentage points between 2022 and 2024. Rates of substance abuse incidents declined for all groups of students between 2022 and 2024.

Transforming schools. Between the 2021-2022 school year and the 2022-2023 school year, 70 community schools increased their Vistas with an average change of 11.8 percentage points.

ADMINISTRATIVE IMPLICATIONS

The PED would need to develop guidelines for determining award amounts and update guidance to reflect the current community school framework.

PED would also need to amend [6.30.15 NMAC, Community Schools](#), to conform to the amended grant award amounts, broadened framework requirements, and recent national guidance on best practices for community schools programs.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to:

- [Senate Joint Resolution 8, Rights of Children, CA](#), which proposes to enshrine in the state constitution certain rights for children, including the right to “fully resourced community schools”.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Schools in the implementation phase of the community school strategy would continue to receive \$150,000 each year for a period of three years (\$450,000) when they may only need a fraction of that amount, unnecessarily limiting the pool of community school grant recipients.

Community school grant recipients would be held to implement a set of strategies that no longer reflects current key practices.

AMENDMENTS

None.