

COMMUNITY SCHOOLS

AN ACT

RELATING TO PUBLIC EDUCATION; AMENDING THE COMMUNITY SCHOOLS ACT; DEFINING COMMUNITY SCHOOLS FRAMEWORK; ADJUSTING COMMUNITY SCHOOL APPLICATION REQUIREMENTS; CREATING THE COMMUNITY SCHOOLS FUND AND MAKING AN APPROPRIATION

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 22-32-1 NMSA 1978 (being Laws 2013, Chapter 16, Section 1) is amended to read:

"22-32-1. SHORT TITLE.--Chapter 22, Article 32 NMSA 1978 may be cited as the "Community Schools Act"."

SECTION 2. Chapter 16, Section 2) is amended to read:

"22-32-2 PURPOSE.--The Community Schools Act is enacted to provide a strategy to organize the resources of a community to ensure student success while addressing the needs of the whole student from early childhood programs and voluntary public pre-kindergarten through high school graduation; to partner with federal, state and local entities ~~[with]~~ and private community-based organizations to improve the coordination, delivery, effectiveness and efficiency of services provided to children and families; and to coordinate resources in order to align and leverage community resources and integrate funding streams."

SECTION 3. A new section of the Community Schools Act is enacted to read:

"[NEW MATERIAL] DEFINITIONS. --:

A. "community school" means a public elementary or secondary school that partners with families and community organizations to provide well-rounded educational opportunities and supports for students' school success through the implementation of the community school framework.

B. “community school framework” means a set of strategies implemented in a community school that shall include culturally responsive programs and services in the following areas identified as research and evidence-based strategies within high performing community schools:

(1) Integrated Student Supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers which may include but are not limited to school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and which are culturally responsive to the needs of students and their families;

(2) Expanded and Enriched Learning Time and Opportunities, including before-school, after-school, weekend and summer programs, which provide additional academic support, enrichment activities and other programs that enhance learning and are aligned with the school’s curriculum;

(3) Active Family and Community Engagement, which values the experiences of people from diverse backgrounds as empowered partners in decision-making. Community Schools partner with parents to develop and promote a vision for student success, to offer courses, activities, and services for parents and community members and to create structures and opportunities for shared leadership. Families and community members feel welcome, supported, and valued as essential partners; and

(4) Collaborative Leadership and Practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team and a community school coordinator,.

In addition, a community school framework may include the following best practices:

(5) culturally responsive core instruction/curriculum which maintains a rich academic focus;

(6) broader use of school facilities, where school buildings become hubs for neighborhood events, activities, activism, and civic life;

(7) community-based curriculum whereby the content of instruction is centered on local knowledge, service-learning, and problem-solving around community issues;

(8) restorative practices that focus on building relationships and maintaining community when harm is caused; and

(9) public pre-kindergarten funded through the Pre-Kindergarten Act and other state- and federally funded early childhood education programs.

C. "community school coordinator" means a dedicated, full-time person within a community school working as part of the interdisciplinary, site-based leadership structure to: implement the community school framework; lead the needs and assets assessment; facilitate communication between partners as a stakeholder-driven approach to problem-solving; guide data informed continuous improvement; manage data collection; and align, leverage and coordinate resources for student and family success.

D. "community schools initiative" means one or more community schools within a district, Pre-K (where offered) or K to 12th grade, implementing the community school framework as defined in Section (3)(G).

E: "elementary school" means a community school that may include pre-kindergarten and early childhood services."

F. "site-based leadership structure" means a site-based interdisciplinary structure of stakeholders guides collaborative planning, oversight and implementation of the community school framework.

G. 'statewide coalition' means a group of people, groups and/or community schools or community school initiatives and other organizations, including community school content, cultural responsiveness experts and tribal leaders, who have joined together to advocate for and support the development of community schools across New Mexico in alignment with an evidence-based community school framework; cited as "New Mexico Coalition for Community Schools."

H. 'lead partner agency' means a public or private agency, including school districts, or community-based organizations. The lead partner agency employs the community school coordinator and joins the school to manage and lead the work of developing and sustaining the community school. The lead partner agency comes with a clear set of skills and competencies that enhance, complement and add value to those of the school.

SECTION 4. Section 22-32-3 NMSA 1978 (being Laws 2013, Chapter 16, Section 3) is amended to read: "22-32-3. COMMUNITY SCHOOLS INITIATIVES--SCHOOL IMPROVEMENT FUNCTIONS--REQUIREMENTS.—

A. A community schools initiative may be created in any public school in the state.

B. ~~[A] The community schools [initiative] framework shall include [core set of strategies and opportunities to strengthen behavior for all students]~~ culturally responsive programs and services in the following research and evidence-based core areas:

~~[(1) extended learning programs, including after-school programs and summer programs;]~~ (1) Integrated Student Supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers which may include but are not limited to school-based or school-linked health care, case management services and family stability supports coordinated by a community school

coordinator and which are culturally responsive to the needs of students and their families;

~~[(2) school-based or school-linked health care]~~ (2) Expanded and Enriched Learning Time and Opportunities, including before-school, after-school, weekend and summer programs, which provide additional academic support, enrichment activities and other programs that enhance learning and are aligned with the school's curriculum;

~~[(3) opportunities for families to acquire skills to promote early learning and childhood development;]~~ (3) Active Family and Community Engagement, which values the experiences of people from diverse backgrounds as empowered partners in decision-making. Community Schools partner with parents to develop and promote a vision for student success, to offer courses, activities, and services for parents and community members and to create structures and opportunities for shared leadership. Families and community members feel welcome, supported, and valued as essential partners; and

~~[(4) school and community resource partnerships with an integrated focus on academics and other social, health and familial support;]~~ (4) Collaborative Leadership and Practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team and a community school coordinator.

~~[(5) social, health, nutrition and mental health services and support for children, family members and community members; and]~~

~~[(6) case management for students in need of comprehensive support in academics, attendance and behavior.]~~

In addition, a community school framework may include the following best practices:

(5) culturally responsive core instruction/curriculum which maintains a rich academic focus;

(6) broader use of school facilities, where school buildings become hubs for neighborhood events, activities, activism, and civic life;

(7) community-based curriculum whereby the content of instruction is centered on local knowledge, service-learning, and problem-solving around community issues;

(8) restorative practices that focus on building relationships and maintaining community when harm is caused; and

(9) public pre-kindergarten funded through the Pre-Kindergarten Act and other state- and federally funded early childhood education programs.

C. A community schools initiative shall include the following:

(1) a lead partner agency or agencies, including, but not limited to, a public or private agency, including school districts, or community-based organizations, which will employ the school-based community school coordinator ~~[to help coordinate programs and services]~~ who will coordinate and align programs and services in partnership with stakeholders;

(2) an annual assessment that is a deep and collaborative inquiry process to develop a comprehensive understanding of local needs and assets and of community resources, conducted by the community school coordinator and informed by students, families, educators, and community and school leaders that relates to the effective alignment and delivery ~~[of core services on-site;]~~ of services within the community school.

~~[(3) the implementation of an independently evaluated, evidence-based or results-based model of integrated student services and comprehensive supports that is proven to increase student achievement.]~~ (3) the implementation of an evidence-based or

results-based community schools framework that establishes an evaluation process that measures both the quality and quantity of outcomes; and

(4) A lead partner agency implementing the community school framework at three or more community schools shall provide a dedicated full-time position that supervises, supports and guides the Community School Coordinators.

SECTION 5. 22-32-4. "COMMUNITY SCHOOLS INITIATIVES--ADMINISTRATIVE COSTS--GRANTS--SCHOOL DISTRICT, GROUP OF PUBLIC SCHOOLS OR PUBLIC SCHOOL DUTIES--REQUIREMENTS.--

A. A school district shall bear any administrative costs associated with the establishment and implementation of a community school within the school district.

B. Subject to the availability of funding, grants for community school initiatives are available to a school district, a group of public schools or a public school that has demonstrated partnerships with ~~[any]~~ a lead community school partner agency and local, private and public agencies ~~[for the purpose of establishing, operating and sustaining]~~ to establish, operate and sustain community schools and that meets department eligibility requirements.

C. Applications for grants for community school initiatives shall be from school districts or from schools with the approval of their school district in the form prescribed by the department to support a continuum of community school development. ~~and shall include the following information:~~

~~1) a statement of need, including demographic and socioeconomic information about the area to be served by the community schools initiative;~~

~~(2) goals and expected outcomes of the initiative;~~

~~[(3) services and activities to be provided by the initiative;]~~

~~[(6) days and hours of operation;]~~

~~(7) strategies for dissemination of information about the initiative to potential users;~~

~~(8) training and professional development plans including for community partners;~~

~~(9) letters of endorsement and commitment from community agencies and organizations and local governments, demonstrating a willingness to support the community schools initiative;~~

~~(10) data sharing agreements between the school district, the community schools initiative, and community partners; and~~

~~(11) any other information the department requires.~~

D. A school district, a group of public schools or a public school that uses funds under this section to transform a school into a research- and evidence-based community schools initiative shall:

(1) use rigorous, transparent and equitable evaluation systems to assess the effectiveness of the implementation of the community schools initiative;

(2) provide ongoing, high-quality professional development to staff that:

(a) aligns with the school's instructional program;

(b) facilitates effective teaching and learning; and

(c) supports the implementation of school reform strategies; and

(3) give the school sufficient operational flexibility in programming, staffing, budgeting, curriculum, and scheduling so that the school can fully implement a comprehensive community school framework strategy designed to focus on improving school climate, student achievement and growth in reading and mathematics, attendance, behavior, ~~[parental]~~ family engagement and, for high schools, graduation rates and readiness for college or a career.

(4) Where the grantee has received funding to implement the community school framework at more than three school sites, the district must select and compensate a community schools director or manager to oversee and coordinate implementation across the multiple covered school sites and/or initiatives and ensure the selection and compensation of a community school coordinator at each school site.

E. A school district or public school may use Title I funds for its community school initiative, and the department may use Title I funds to invest in community schools statewide.

F. GRANT AUTHORIZATION: The Department is authorized to provide planning, implementation, and renewal grants to eligible applicants as follows:

(1) A 1-year planning grant of up to \$50,000 for each eligible school;

(2) Annual implementation grants of \$150,000 a year for a period of 3 years for each eligible school; and

(3) At the conclusion of the initial 3-year grant period, applicants with demonstrated success, as determined by the Departments evaluation to be defined by the NMPED in partnership with the New Mexico Coalition for Community Schools as defined by Section (3)(G) may apply for a renewal grant of \$150,000 annually for each eligible school for up to 3 years.

G. PLANNING GRANTS APPLICATIONS AND ACTIVITIES:

(1) Eligible applicants shall submit an application to the Department and shall include a description of the following:

(a) The initial school-based leadership team(s) or the process that will be put in place to establish the teams;

(b) The process and timeline for conducting a needs and assets assessment and community school plan for each eligible school; and

(c) If applicable, plans for providing additional compensation to existing staff, or the contracting of a nonprofit entity or entities that will help the eligible applicant apply for an implementation grant or grants.

(2) Eligible applicants shall make an assurance that the eligible applicant intends to apply for an implementation grant within 6 months of receipt of a planning grant.

(3) Planning grant funds shall be used for the following activities:

(a) The establishment of—or continued support of—a communitywide leadership team and school-based leadership team or teams; and

(b) Conducting a needs and assets assessment and crafting a community school plan for each eligible school.

(4) Planning grant funds may be used for providing additional compensation to existing staff, or contracting with a nonprofit entity or entities to aid in the activities necessary to apply for an implementation grant.

Section 6: A new section of the Community Schools Act is enacted to read:

"[NEW MATERIAL] COMMUNITY SCHOOLS FUND; CREATION; APPROPRIATION; ACCOUNTABILITY. --:

A. CREATION. -- Creation of The "Community Schools Fund" as a non-reverting public-private fund in the State Treasury. The fund consists of appropriations, gifts, grants and donations. The department shall administer the fund and money in the fund is appropriated to the department to distribute awards to support the development and implementation of Community School initiatives.

B. APPROPRIATION. -- Five million one hundred thousand dollars (\$5,100,000) is appropriated from the general fund to the public education department's "Community Schools Fund" for expenditure in fiscal year 2020 to implement the Community Schools Act. Any unexpended or unencumbered balance appropriated from the general fund

remaining at the end of fiscal year 2020 shall not revert to the general fund. Any gifts, grants or donations will remain in the Community Schools Fund.

NOTE: [per Rep. Thomson to include specificity of the vision] proposed appropriation of five million one hundred thousand dollars (\$5.1 million) to the Community Schools Fund based on the following formula: up to \$150,000.00 per school for expenses associated with implementation of a community school initiative, which must include a dedicated full-time Community School Coordinator at each school. The Fund will support a minimum of thirty-three (33) community schools) across New Mexico; \$100,000 or 2% of the total appropriation shall be used to establish and sustain a representative statewide community schools coalition, known as the New Mexico Coalition for Community Schools. – FINAL VERSION TO INCLUDE LANGUAGE THAT CAPTURES THE INFORMATION ABOVE.

C. ACCOUNTABILITY.-- The public education department shall ensure that the funds appropriated from the Community Schools Fund shall be used for the purposes stated in the Community Schools Act and shall not be used to correct for previous reductions in program services. The department shall utilize the Community Schools Fund to establish and sustain a representative statewide community schools coalition, known as the New Mexico Coalition for Community Schools, which will provide advocacy, capacity building and technical assistance to ensure equitable distribution of resources to all districts in New Mexico. The department shall develop procedures and rules to distribute funds through a competitive grant program developed and designed in partnership with the New Mexico Coalition for Community Schools which includes local community school content experts, culturally responsive content experts, and tribal leaders.