

**This is an amendment to 6.30.15 NMAC, Sections 1, 6 through 13, and adding a new 14, effective 1/27/2026.**

**6.30.15.1 ISSUING AGENCY:** Public Education Department, hereinafter [referred to as] the department. [6.30.15.1 NMAC – N, 8/10/2021; A, 1/27/2026]

**6.30.15.6 OBJECTIVE:** This rule provides criteria for the [development and] implementation of the [community schools act] Community Schools Act. [Development and implementation] Implementation includes establishing a set of [research and] evidence-based strategies and best practices that support students and their families by making schools centers of the community that reflect local needs, assets, and priorities. [6.30.15.6 NMAC – N, 8/10/2021; A, 1/27/2026]

**6.30.15.7 DEFINITIONS:**

**[A.]** **“Active family and community engagement”** means encouraging partnerships with families and community members from diverse backgrounds, including disability experience, to develop and promote a vision for student success, and establishing systems, structures, and supports to engage families and community members from in the decision making processes regarding students’ education through shared leadership.

**B.** **“Annual evaluation”** means a written review conducted by the community school coordinator and informed by the site based leadership team to evaluate the implementation of the community school strategy.

**C.] A.** **“Asset mapping”** [or **“needs and assets assessment”**] means an assessment of the community’s strengths and resources, including organizations, people, partnerships, facilities, funding, and policies.

**B.** **“Coalition for community schools”** or **“the coalition”** means a group of individuals, including members of community school site-based leadership teams, foundations, businesses, and other organizations, including unions, cultural and linguistic experts, and tribal leaders, that advocate for and support the development of community schools across New Mexico in alignment with an evidence-based community school framework.

**[D.] C.** **“Collaborative leadership [and practices]”** means building trust with a school’s stakeholders, including the site-based leadership team, and leveraging [the] their collective expertise [of a community school’s stakeholders, including the site based leadership team and community school coordinator,] to develop a shared vision [and], goals, and [create] participatory practices for distributing responsibilities

**[E.] D.** **“Community-based organization”** means a public or private nonprofit organization that provides [educational or related] services to individuals in the community.

**[F.] E.** **“Community school director or manager”** means a person who [oversees more than three community schools and] coordinates implementation of the community school framework across [all] three or more school sites.

**F.** **“Community school strategic plan”** means a guide for a community school to align its vision, resources, and practices to support student success and school transformation, including:

**(1)** a needs assessment and root cause analysis to identify challenges, strengths, and opportunities;

**(2)** an outline of strategic initiatives that address academic and nonacademic priorities and ensures alignment with the key practices of community schools;

**(3)** identification of roles and responsibilities;

**(4)** integration of measurable goals, progress-tracking, and multi-layered systems of supports; and

**(5)** funding strategies to support ongoing work and lasting outcomes.

**[G.]** **“Community school plan”** means a written plan that describes how a school will implement a community schools initiative.

**H.** **“Community wide leadership team”** means a formal group that is inclusive and reflective of the community and has cross sector representation that may include individuals or organizations representing school staff, students or youth, including students or youth with disabilities and their family, family members, business leaders, community members, and representatives from the local school board or governing council, the school district or charter school, teacher unions, nonprofit organizations, special education experts, and local and tribal governments. This group is not based on an individual school and focuses on developing, building, and sustaining a strategic direction for the system of community schools within a single county, municipality, or tribal jurisdiction.

**I.] G.** “Culturally and linguistically responsive” [means validating and affirming an individual’s home culture and language to create connections with other cultures and languages in various social contexts.] means honoring, reflecting, and integrating into a community school’s work the diverse cultural backgrounds and languages of the community school’s students and families.

**[J.] H.** “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] their respective school district or charter school governing [entity responsible for the local education agency] body.

**[K.]** “Eligible public school” means a public elementary or secondary school that has a student body where at least forty percent of students are eligible for free or reduced fee lunch pursuant to the Richard B. Russell National School Lunch Act, or has been identified as needing comprehensive or targeted support and improvement under the Elementary and Secondary Education Act of 1965, or otherwise identified by the state as in need of additional support.

**[L.] I.** “Evidence-based interventions” [means a strategy, practice, or program that has been proved effective through formal studies and research in producing positive results and improving outcomes for students.] means programs, strategies, or practices that have been proven effective through reliable research and data.

**[M.]** “Expanded and enriched learning time and opportunities” means opportunities that include before school, after school, weekend, summer and year round programs that include and accommodate students with disabilities, and 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.

**N.** “Four pillars of community schools” means the four research and evidence based strategies and best practices, as provided in Section 22-32-2 NMSA 1978, that support students, families, and communities in ensuring student success, and are required to be part of each community school framework: integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices..

**O.** “Integrated student supports” means actions or programs implemented to address non academic and out of school barriers to learning through partnerships with social and health service agencies and providers, which may include school wide positive behavioral supports and interventions, positive discipline practices, restorative practices, school based or school linked health care, Medicaid waiver and other case management services, and family stability supports.]

**J.** “Integrated systems of support” means a coordinated and culturally responsive network of personalized, data-informed resources and services designed to meet diverse student needs.

**[P.] K.** “Lead partner agency” means the agency that employs the community school coordinator and works collaboratively with the community school coordinator, the school principal, and the site-based leadership team to assess, plan, and carry out the community school framework.

**L.** “Multi-layered system of supports community schools self-assessment” means a reflective, data-informed tool used to evaluate the implementation of the key practices of community schools to support equitable outcomes for all students through progressively intensive, data-driven, academic, behavioral, and cultural supports.

**M.** “Needs assessment” means a comprehensive report developed by the site-based leadership team that incorporates data at the student, school, and community levels, and includes key practices of community schools.

**[Q.]** “Site based leadership team” means 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.]

**N.** “Site-based leadership team” means 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 and that guides collaborative planning, implementation, and oversight of the community school model.

[6.30.15.7 NMAC – N, 8/10/2021; A, 1/27/2026]

#### **6.30.15.8 COMMUNITY SCHOOLS INITIATIVE AND COMMUNITY SCHOOL FRAMEWORK:**

**A.** The community schools initiative shall include:

(1) a lead partner agency;

(2) an annual asset mapping process conducted by the community school coordinator [and informed by] in collaboration with the site-based leadership team; and

(3) a community school framework.

B. The community school framework shall:

(1) ensure the use of evidence-based strategies and best practices that support students, families, and communities in ensuring student success; and

(2) [the four pillars of community schools;] incorporate these key practices:

(a) powerful student and family engagement;

(b) collaborative leadership, shared power, and voice;

(c) expanded, culturally enriched learning opportunities;

(d) rigorous community-connected classroom instruction;

(e) a culture of belonging, safety and care; and

(f) integrated systems of support.

C. The community school framework may:

(1) allow broader use of public school facilities, including neighborhood events, community activities, school and community advocacy, and civic life;

(2) include community-based curriculum centered on local knowledge, service learning, and problem-solving regarding community initiatives and issues;

(3) provide public pre-kindergarten and other state- and federally funded early childhood services that:

(a) support working families and help ensure children enter kindergarten ready to learn;

(b) provide students, including students with disabilities, and working parents or caregivers full-day and after-school childcare;

(c) provide high-quality pre-kindergarten programs aligned with the department's early childhood learning standards;

(d) provide health, vision, dental, and other supports and services to children before school age;

(e) include strong partnership and alignment with early learning centers and early childhood providers; and

(f) provide transportation, including transportation that is accessible for students with disabilities.

[6.30.15.8 NMAC – N, 8/10/2021; A, 1/27/2026]

#### **6.30.15.9 COMMUNITY SCHOOL PERSONNEL:**

A. [The duties of a community school coordinator, at a minimum, shall include:] The community school coordinator shall meet the qualifications established by the department, including the following:

(1) implementing the community school framework;

(2) leading the asset mapping and needs assessment [process] processes, with a focus on addressing root causes of academic and non-academic barriers;

(3) facilitating communication between partners through a stakeholder and community-driven approach to problem solving;

(4) guiding data-informed continuous improvement;

(5) managing data collection for the community school, with a focus on transparency and ethical usage of data;

(6) aligning, leveraging, and coordinating resources for student and family success; [and]

(7) collaborating with school site leadership and staff;

(8) convening a site-based leadership team meeting at least twice per month to develop strategies for strong governance and continuous improvement within each community school, including reviewing implementation progress, analyzing data, addressing emerging needs, and improving alignment with evidence; and

(9) adhering to the duties described in the community school's grant application.

B. The lead partner agency of more than three community schools shall provide a full-time position that supports the community school coordinators at those public schools.

C. If a grantee receives funding under the community schools initiative grants program to implement the community schools initiative at three or more public school sites, the school district shall employ a community school director or manager. The community school director or manager shall adhere to the duties described in the

community school's grant application and shall meet the qualifications established by the department, including, but not limited to, the following:

- (1) ~~[oversee and coordinate]~~ coordinating the implementation of the community schools initiative at each community school;
- (2) ~~[support]~~ supporting and ~~[guide]~~ guiding community schools with the implementation of the community school strategy;
- (3) ~~[support]~~ supporting and ~~[guide]~~ guiding community schools with the asset mapping process, needs assessment, root cause analysis, and data collection; and
- (4) ensuring the lead partner agency employs a community school coordinator at each community school.

[6.30.15.9 NMAC – N, 8/10/2021; A, 1/27/2026]

**6.30.15.10 COMMUNITY SCHOOLS INITIATIVES GRANT PROGRAM:**

A. Eligible applicants may apply for funding to implement the community schools initiative.

~~[B. A school district is responsible for any indirect costs associated with the establishment and implementation of a community school within the school district.]~~

~~C.] B.~~ An eligible applicant that receives funds to transform a public school into a community school shall:

- (1) use a rigorous, transparent, equitable, and evidence-based evaluation system to measure the effectiveness of the implementation of the community schools initiative;
- (2) provide ongoing, high-quality professional development for staff that:
  - (a) aligns with the community school's core instructional program;
  - (b) facilitates and supports effective teaching and learning; and
  - (c) supports the implementation of school reform strategies and evidence-based interventions, programs, and practices;
- (3) give the community school sufficient operational flexibility in evidence-based programming, curriculum, staffing, budgeting, and scheduling to implement a comprehensive community school framework focused on improving:
  - (a) community school culture and climate;
  - (b) student academic achievement;
  - (c) student attendance;
  - (d) student behavior, including through the provision of positive discipline practices, restorative practices, and other positive behavioral supports and interventions for students;
  - (e) quality family engagement and collaborative leadership; and
  - (f) for high schools, graduation rates and readiness for college or career;

[6.30.15.10 NMAC – N, 8/10/2021; A, 1/27/2026]

**6.30.15.11 GRANT APPLICATION REQUIREMENTS AND PROCEDURES:**

A. The department is authorized to provide planning, implementation, and renewal grants to eligible applicants for the creation of a community schools initiative. ~~[The department shall prioritize awards for schools identified as needing comprehensive support and improvement and targeted support and improvement under the Every Student Succeeds Act.] The department may withhold grant funding if the corresponding documentation listed in Subsection E of this section is not received by the department.~~

B. Planning grants are a one-year, one-time award of up to \$50,000 for each ~~[eligible]~~ public elementary or secondary school, which shall use the grant to:

- (1) conduct an initial school and community needs assessment, root cause analysis, and asset map;
- (2) identify community supports, partners, and services through asset mapping; and
- (3) establish a diverse site-based leadership team.

C. To be considered for a planning grant, eligible applicants shall submit an application to the department and shall include a description of:

- (1) the initial site-based leadership team ~~[and community wide leadership team or]~~ and the process that will be put in place to establish the ~~[teams]~~ team;
- (2) the process and timeline for conducting ~~ana~~ needs assessment, root cause analysis, asset [map] mapping, and establishing a community school strategic plan for each eligible school; and

(3) if applicable, plans for hiring additional staff, 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.

D. Implementation grants are awards of up to \$150,000 each year for a period of three years for each eligible school to be used for the implementation of the community schools initiative.

E. To demonstrate intent and to be considered for an implementation grant, within six months of receiving a planning grant, eligible applicants shall submit an application with the following documentation:

[1] ~~evidence of an ongoing or completed needs and assets assessment for each eligible public school that includes:~~

~~(a) student demographic information and academic data disaggregated by subgroups of students as designated by the Every Student Succeeds Act;~~  
~~(b) access to and need for integrated student supports;~~  
~~(c) access to and need for expanded and enriched learning time and opportunities;~~  
~~(d) active family and community engagement information;~~  
~~(e) existing collaborative leadership and practices;~~  
~~(f) opportunities for partnerships with nonprofit organizations, faith and community-based organizations, institutions of higher education, healthcare institutions, businesses, advocacy organizations, and other community entities;~~

~~(2) community school funding information, including leveraging of federal, state, local, and private education funding and per pupil spending;~~

~~(3) community climate indicators, including housing instability, food instability, unemployment, poverty, health indicators, and environmental hazards; and~~

~~(4) evidence of an established community-wide leadership team and site-based leadership team for each eligible public school.]~~

~~(1) a complete community school strategic plan;~~

~~(2) evidence of hiring a full-time community schools coordinator (one full-time employee); and~~

~~(3) the multi-layered system of supports community schools self-assessment.~~

F. [Renewal grants are one year awards in an amount determined by the department for which eligible applicants may submit an application to the department at the conclusion of the initial three year implementation grant period.] To demonstrate intent and to be considered for a renewal grant, eligible applicants shall submit an application with the following documentation:

~~(1) a complete community school strategic plan;~~

~~(2) evidence of hiring a full-time community schools coordinator (one full-time employee);~~

~~(3) multi-layered system of supports community schools self-assessment; and~~

~~(4) financial sustainability plan.~~

G. To demonstrate intent and to be considered for community school certification, eligible applicants shall submit an application with the following documentation:

~~(1) a complete community school strategic plan;~~

~~(2) evidence of hiring a full-time community schools coordinator (one full-time employee);~~

~~(3) multi-layered system of supports community schools self-assessment;~~

~~(4) financial sustainability plan; and~~

~~(5) a complete certification application as determined by the department.~~

[G.] H. A school district or public school may use Title I Part A funds to support the community school framework.

[6.30.15.11 NMAC – N, 8/10/2021; A, 1/27/2026]

#### **6.30.15.12 DATA COLLECTION AND SUBMISSION:**

A. [Within 30 calendar days after the state fiscal year ends, awardees] Awardees of [an implementation] a grant shall submit data to the department in the format required by the department.

B. Uniform data collections measures and instruments are required to meet department guidelines.

[C.] Awardees are required to collect and submit data to the department in the following focus areas:

~~(1) community school culture and climate;~~

~~(2) student academic achievement;~~

~~(3) student attendance;~~

~~(4) student behavior;~~

~~(5) quality family engagement; and~~

~~(6) for high schools, graduation rates and readiness for college or career.~~

**D.] C.** Awardees are required to ~~[conduct an annual evaluation]~~ complete an annual strategic plan in the format required by the department ~~[and submit the evaluation to the coalition for community schools no later than July 31]~~. Awardees will be provided with information regarding the format for the ~~[annual evaluation]~~ strategic plan at least one month (30 days) prior to the deadline for submission ~~[or the July 31 deadline will be extended]~~.  
[6.30.15.12 NMAC – N, 8/10/2021; A, 1/27/2026]

#### **6.30.15.13 COALITION FOR COMMUNITY SCHOOLS:**

**A.** The department shall appoint ~~[a]~~ the members of the statewide coalition for community schools ~~[that is a statewide coalition of community school stakeholders]~~ from diverse backgrounds and organizations, ~~[which shall include:~~

~~(1) local community school content experts representing the northern, central and southern regions of the state;~~

~~(2) culturally and linguistically responsive content experts;~~

~~(3) tribal leaders representing the nations and pueblos of New Mexico;~~

**B.** The department may appoint:

~~(1) individuals with data analysis or research expertise and experience with the effective implementation of the community school framework;~~

~~(2) representatives from the behavioral health field with experience managing wrap around services or school based health centers;~~

~~(3) community school coordinators representing the northern, central, and southern regions of the state;~~

~~(4) educators representing the northern, central, and southern regions of the state;~~

~~(5) representatives from teacher unions;~~

~~(6) parents;~~

~~(7) school or district administrators representing the northern, central, and southern regions of the state;~~

~~(8) representatives from higher education institutions representing the northern, central, and southern regions of the state;~~

~~(9) a representative from a community based organization;~~

~~(10) a representative from the business community;~~

~~(11) an out of school time and afterschool content expert;~~

~~(12) special education and disability experts;~~

~~(13) individuals with expertise in transition services vocational rehabilitation for students with disabilities;~~

~~(14) a representative from an organization addressing housing instability;~~

~~(15) a representative from an organization addressing food instability; and~~

~~(16) others the department may deem appropriate.~~

**C.] B.** In collaboration with the department, the coalition ~~[may appoint]~~ shall annually elect a chair and vice-chair from amongst its membership ~~[and establish term limits for coalition members]~~.

**D.** The coalition shall notify the department if there is a vacancy in the coalition. The department shall appoint a replacement within 90 days of the notification.

**E.] C.** Responsibilities of the coalition include working with the department to develop coalition meeting schedules, agendas, and priorities, which shall include advocacy, recommendations, and advice addressing inequities and opportunity gaps and promoting and supporting the development of culturally and linguistically responsive, equity-driven community school practices.

**D.** The coalition shall conduct its activities in compliance with the Open Meetings Act.

~~(1) working with the department to develop a competitive grant procedure;~~

~~(2) assisting the department in reviewing applications for grants and making recommendations for awards;~~

~~(3) analyzing the annual evaluation on the effectiveness of implementation grant awardees and determine:~~

~~(a) eligibility for continued funding;~~

~~(b) need for capacity building at the community school to be provided by the coalition for community schools; and~~

\_\_\_\_\_ (e) need for technical assistance to be provided by the coalition for community schools.

\_\_\_\_\_ (3) providing advocacy, capacity building, and technical assistance to ensure equitable distribution of resources to all school districts in New Mexico; and

\_\_\_\_\_ (4) working with the department to develop coalition priorities, activities, meeting schedules, and agendas.]

[6.30.15.13 NMAC – N, 8/10/2021; A, 1/27/2026]

**6.30.15.14 SEVERABILITY:** In the event that any one or more of the sections of this rule, in whole or in part, should be held to be invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining sections of this rule shall not in any way be affected or impaired.

[6.30.15.14 NMAC - N, 1/27/2026]

**HISTORY OF 6.30.15 NMAC: [RESERVED]**