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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 1st Session, 2019**

<b>Bill Number</b>	<u>HB589/aHEC/aHAFC/aHFI</u>	<b>Sponsor</b>	<u>Thomson/Trujillo, C./ Garratt/Sariñana/Roybal Caballero</u>
<b>Tracking Number</b>	<u>.213342.2GLG</u>	<b>Committee Referrals</b>	<u>HEC/HAFC</u>
<b>Short Title</b>	<u>Community School, Early Childhood &amp; Pre-K</u>		
<b>Analyst</b>	<u>Terrazas</u>	<b>Original Date</b>	<u>2/20/19</u>
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**BILL SUMMARY**

Synopsis of House Floor Amendment 1

The House Floor Amendment 1 to House Bill 589, as amended by the House Appropriations and Finance Committee and the House Education Committee (HB589/aHEC/aHAFC/aHFI) adds language that clarifies community school initiatives may offer expanded and enriched learning time and opportunities in partnership with community-based organizations. The amendment replaces the term “child care” with “early childhood” where appropriate and indicates a school district is required to bear any “indirect” costs with the establishment and implementation of a community school within the school district.

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee Amendment to HB589, as amended by the House Education Committee (HB589/aHEC/aHAFC) would require a community school framework to include integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. HB589/aHEC/aHAFC clarifies that at the conclusion of an initial three-year grant period, applicants may apply for a renewal grant for one year in an amount determined by the Public Education Department (PED). Within six months of receiving a planning grant, eligible applicants would be required to provide documentation required by PED that the applicant intends to apply for an implementation grant. HB589/aHEC/aHAFC removes the \$5.1 million appropriation carried in the original bill.

Synopsis of HEC Amendment

The House Education Committee Amendment to HB589 (HB589/aHEC) changes the effective date of the bill from July 1, 2020, to July 1, 2019.

Synopsis of Original Bill

House Bill 589 (HB589) would expand the purpose of the Community Schools Act to address the cultural and linguistic needs of students from early childhood programs and voluntary public prekindergarten through high school graduation by partnering federal, state, local, and tribal governments with community-based organizations to improve the coordination, delivery, effectiveness, and efficiency of services, align and leverage community resources, and integrate funding streams. The bill would require a community school initiative to work with a lead partner agency, conduct an annual assessment of local community needs and assets, and implement a community school framework. PED would need to administer a newly created “community schools fund” to support the development and implementation of community school initiatives. Subject to the availability of funding, the bill would authorize PED to provide planning, implementation, and renewal grants to eligible community school initiative applicants. The provisions of the bill would go into effect July 1, 2020.

**FISCAL IMPACT**

The bill does not contain an appropriation.

The House Appropriations and Finance Committee Substitute for HB2 (HB2/HAFCS) includes \$62.5 million for extended learning time, \$2.7 million for extended learning time transportation, \$119.9 million for K-5 Plus, \$3.7 million for K-5 Plus transportation, \$39 million for the public prekindergarten fund, \$30.2 million for prekindergarten services for three- and four-year-olds, \$1.45 million for parent and family engagement, \$1.5 million for school-based health centers, and nonrecurring \$40 million for *Martinez* and *Yazzie* lawsuit compliance initiatives. In addition, House Bill 5 includes community schools as an allowable use of at-risk funding and HB2/HAFCS includes an additional \$113.2 million in at-risk funding.

PED indicates the bill would have a moderate impact on the department in FY20. Thereafter, PED notes fiscal implications would be minimal.

If a grantee were to receive funding to implement a community school initiative at three or more public school sites, a school district would need to employ a community school director or manager to oversee and coordinate implementation across all of the covered school sites.

**SUBSTANTIVE ISSUES**

HB589/aHEC/aHAFC/aHFI defines a community school initiative as the “implementation of the community school framework to provide comprehensive or targeted support and improvement activities pursuant to the federal Every Student Succeeds Act.” A community school is defined as “a public school that partners with families and the community, including tribal partners, nonprofit community-based organizations and local businesses, to provide well-rounded educational opportunities and supports for student success through the implementation of a community school framework.”

**Community school framework.** A community school framework would be required to employ research- and evidence-based strategies “that include culturally and linguistically responsive instruction, programs, and services and restorative practices that focus on building and maintaining relationships,” and must include integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and

practices. The framework may include the broader use of public school facilities in which school buildings become hubs for neighborhood events, activities, advocacy, and civic life; a community-based curriculum in which the content of instruction is centered on local knowledge, service learning, and problem-solving around community issues; and federally funded early childhood services and public prekindergarten that are high-quality, meet the needs of students and families, and provide health, vision, dental, and other supports and services to children before school age. However, if early childhood services and supports are indicated as a need for families, a community school site-based leadership team that includes the principal, coordinator, teachers, other school employees, families, and community partners, would be required to prioritize partnerships and integration with childcare providers located on and off the school campus.

**Community school grants.** Subject to the availability of funding, three kinds of grants would be awarded to community school initiatives that meet PED eligibility requirements and have demonstrated partnerships with the local community to establish, operate, and sustain the community school framework. The first grant is a one-year, one-time planning award of up to \$50 thousand for each eligible school to conduct an initial school and community needs assessment, identify community supports and services through asset mapping, and establish a site-based leadership team. The second grant is an annual implementation grant of \$150 thousand each year for each eligible school for a period of three years. At the conclusion of the initial three-year grant period, applicants would be able to apply for a renewal grant. A statewide coalition of community school participants, appointed by PED, would assist the department in reviewing applications for grants and making recommendations for awards.

The bill also notes school districts, public schools, and PED may use federal Title I funds to invest in community school initiatives.

**Lead partner agency and community school coordinator responsibilities.** HB589/aHEC/aHAFC/aHFI would require a lead partner agency, the primary agency that works collaboratively with a community school, to hire a full-time community school coordinator. The coordinator would be responsible for leading an annual needs and assets assessment, implementing the community school framework, facilitating communication between partners, guiding data-informed continuous improvement, managing data collection, and using the information collected to align, leverage, and coordinate resources for students and families. A lead partner agency overseeing more than three public schools would need to provide a full-time position to support the community school coordinators at such public schools.

## **ADMINISTRATIVE IMPLICATIONS**

PED would be required to promulgate rules and procedures to distribute funds through a competitive grant program developed and designed in partnership with the coalition for community schools. PED notes it would need to update the annual federal Title I application to include a module for how school districts can use such funds to enhance community schools and provide additional supports and services to students and families.

PED would need to appoint a “coalition for community schools,” a statewide coalition of community school participants responsible for providing advocacy, capacity building, and technical assistance to ensure equitable distribution of resources to all school districts and assist the department in reviewing applications for grants and making recommendations for awards.

PED notes the department would assess the community schools program at least once a year and make adjustments and decisions accordingly based on input from the coalition and data and information received at the state and school level.

## **OTHER SIGNIFICANT ISSUES**

After completing a systematic review of 143 community school research studies, the Learning Policy Institute (LPI), a national education research organization, found there is enough evidence to support the community school approach as an evidence-based intervention under the federal Every Student Succeeds Act. While not all community schools are the same, LPI found most community schools share four key community school pillars, integrated student supports, extended learning time and opportunity, family and community engagement, and collaborative leadership and practice. Each key pillar improves student outcomes, but research shows community schools are most effective when all four pillars are implemented in a comprehensive approach.

In New Mexico, there are 39 community schools across three school districts working with three lead partner agencies responsible for overseeing and supporting the implementation of community schools. There are 28 community schools in Albuquerque Public Schools partnered with the Albuquerque/Bernalillo County Community School Partnership, one community school in Las Cruces Public Schools partnered with the Las Cruces Partnership for Community Schools, and 10 community schools in Santa Fe Public Schools partnered with Communities in Schools of New Mexico. While community school performance is mixed in New Mexico, community school performance data reflect national research findings – the stronger a school aligns to the four key pillars identified by LPI, the stronger the school performs. Although some community schools that have implemented all four key pillars have demonstrated improved student achievement and growth, some schools that have been operating as community schools for many years have struggled to improve school performance and student outcomes, which appears to be linked to a school principal’s and community school coordinator’s tenure at a school. Community school stakeholders indicate principals and community school coordinators play a significant role in establishing and maintaining relationships with partners that can provide assistance or services that address students’ needs, hence strengthening the efficacy of the key pillars.

## **RELATED BILLS**

HB79, Community Schools Act Implementation, appropriates \$400 thousand to PED to implement the Community Schools Act.

HB134, Pre-K in Community Schools Act, similarly amends the Community Schools Act to indicate elementary schools may include prekindergarten and early childhood services and changes the requirements for applications for grants for community school initiatives.

HB145, After-School & Summer Enrichment Programs, appropriates \$2 million to PED for after-school and summer enrichment programs.

## **SOURCES OF INFORMATION**

- LESC Files
- Legislative Finance Committee (LFC)
- Public Education Department (PED)