

CITY of ALBUQUERQUE

SEVENTEENTH COUNCIL

COUNCIL BILL NO. R-06-73 ENACTMENT NO. _____

SPONSORED BY: Craig Loy

1 RESOLUTION
2 APPROVING AN INTER-GOVERNMENTAL AGREEMENT AMONG THE CITY OF
3 ALBUQUERQUE, COUNTY OF BERNALILLO, AND ALBUQUERQUE PUBLIC
4 SCHOOLS, TO FOSTER COMMUNITY SCHOOLS; MAKING AN
5 APPROPRIATION.

6 WHEREAS, the City of Albuquerque, County of Bernalillo, Albuquerque
7 Public Schools, and the Albuquerque Business Education Compact (ABEC)
8 jointly participated as members of a Task Force to clarify options and identify
9 steps required to implement Community Schools; and

10 WHEREAS, the Task Force obtained the services of local and national
11 experts in Community Schools through a contract with Las Palomas de Taos,
12 which experts carried out a study, interviewed local leaders, facilitated
13 meetings for the Task Force, and provided recommendations on implementing
14 Community Schools locally; and

15 WHEREAS, Community Schools address the reality that learning and
16 educational success including high school completion are impacted by such
17 factors as the character of family life, family income, stability, peer and family
18 drug and alcohol use, mental health, nutrition, housing, neighborhood crime
19 and gangs, and the educational level of family members and the importance
20 they place on learning; and

21 WHEREAS, in the Planned Growth Strategy, Bill No. F/S R-02-111
22 (Enactment No. 112-2002), the following policy was adopted by the City of
23 Albuquerque: "The City, to the extent possible, shall integrate its human
24 service activities, especially related to pre-school and school-aged children,
25 through a full partnership with the Albuquerque Public Schools, into a
26 Community Education model. Community Education is a strategy for serving

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1 the neighborhood by providing for the educational needs of all its members.
2 Community Education programs may include, among others, preschool
3 activities for children and parents, continuing and remedial education for
4 adults, cultural enrichment, and recreation. More broadly, Community
5 Education uses the local school as a catalyst for bringing neighborhood
6 resources, including those of governmental and private service agencies, to
7 bear on community problems. An objective of Community Education is the
8 greater realization of neighborhood residents' potential. In Community
9 Education, school facilities are used as community centers"; and

10 WHEREAS, the Community Schools study found that a large number of
11 Community Schools programs were identified within the Highland High School
12 Cluster including: Information and Referral to Social Services, Case
13 Management, Primary Health Care, Infant and Toddler Care, Preschool, Before
14 and After School Care, Mentoring, Community Service, Recreation, Leadership
15 Development, Career Counseling, Employment and Training, Tutoring and
16 Literacy, Community Mobilization, Housing / Clothing, Economic
17 Development, Parent and Community Education, Drug and Violence
18 Prevention, Character Education and Civic Engagement, Arts, Diversity,
19 Technology, Food and Nutrition, and Public Awareness; and

20 WHEREAS, school principals reported that children and family needs were
21 not being adequately met by these programs and that the schools with more
22 low income children reported fewer of the need areas being met sufficiently;
23 and

24 WHEREAS, while a large number of Community Education type programs
25 were reported by schools in the Highlands Cluster, there appeared to be
26 insufficient strategic planning to guide the allocation of resources at the
27 school sites, link the programs to increase their effectiveness, and to evaluate
28 the set of programs in a comprehensive way; and

29 WHEREAS, it is reasonable to conclude that services can be delivered
30 more efficiently and effectively through inter-agency collaboration within the
31 framework of a strategic plan at the school site; and

32 WHEREAS, the Task Force reviewed more than ten national and
33 international models of Community Schools; and

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1 WHEREAS, the Task Force concluded that: a “core” set of programs /
2 activities for all Community Schools should be identified; there is value in the
3 separate models of Community Schools in terms of a coherent developed
4 program, training materials, valuable experience in implementation, and
5 individuals who might be resources to assist our efforts; individual schools in
6 Albuquerque, through a community based process, should have the ability to
7 choose the Community Schools approach that they wish to follow (that would
8 be combined with the “core” program); and the list of Community Schools
9 models should be reduced in number and offer a wide continuum of
10 approaches that contains significant choice; and

11 WHEREAS, the attached Inter-Governmental Agreement was reviewed on a
12 number of occasions over several months by the Task Force members and
13 has been recommended for adoption by the members from the City of
14 Albuquerque, County of Bernalillo, Albuquerque Public Schools, and the
15 Albuquerque Business Education Compact (ABEC); and

16 WHEREAS, while APS principals and administrators must provide
17 leadership for the effort, the programs identified as part of Community
18 Schools suggests that Community Education mostly is within the more
19 traditional expertise areas of the Social Work, Public Health, Housing, and
20 Planning professions. Consequently, the ABC Community Schools program
21 cannot be “owned” by any one government or agency, but must have a true,
22 independent, collaborative structure.

23 BE IT RESOLVED BY THE COUNCIL, THE GOVERNING BODY OF THE CITY OF
24 ALBUQUERQUE THAT:

25 Section 1. The attached Community Schools Inter-Governmental
26 Agreement is approved.

27 Section 2. The Community Schools Partnership shall be formed potentially
28 consisting of the City of Albuquerque, County of Bernalillo, Albuquerque
29 Public Schools, and the Albuquerque Business Education Compact.

30 Section 3. The City of Albuquerque shall join the Community School
31 Partnership. Board members of the Community Schools Partnership from the
32 City shall consist of two City Councilors to be selected by the President of the
33 Council with the approval of the governing body and the City Executive of the

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1 City who may be the Mayor, or the Chief Administrative Officer, or his or her
2 designee. City Council board members cannot delegate their participation on
3 the Community Schools Partnership.

4 Section 4. The amount of one hundred and ten thousand dollars (\$110,000)
5 shall be appropriated within the FY/07 Budget to a new Community Schools
6 Partnership Activity Fund within the Partners with Public Education Program
7 Strategy of the Family and Community Services Department (General Fund -
8 Fund 110). The City shall not be obligated for any future contributions for
9 expenses of the Partnership or expenses otherwise envisioned under the
10 Agreement without express action by the City. The New Mexico Community
11 Foundation shall act as the fiscal agent for the Community Schools
12 Partnership.

13 Section 5. The Community Schools Partnership and Inter-Governmental
14 Agreement shall become effective upon the adoption of the Agreement by the
15 Albuquerque Public Schools and one additional government or governmental
16 agency identified in this Resolution. The City shall become a partner to the
17 Community Schools Partnership upon the adoption by the Partnership of
18 organizational documents approved by a majority of the partners and a
19 majority of the City's board member delegates to the Partnership. The funds
20 appropriated herein by the City shall be made available to the Partnership
21 upon the adoption by the Community Schools Partnership of organizational
22 documents that define the Partnership's obligation to use the funds in a
23 manner consistent with the Agreement and to account to the Partnership
24 members for expenditures.

25 Section 6. The City would like to recognize the important work that has
26 been performed by the office for Community Learning & Public Service (CLPS)
27 of the University of New Mexico's College of Education, especially that of the
28 UNM Service Corp. This program has been providing quality after school
29 programs, literacy education, enrichment activities, and community service at
30 12 sites located in schools and community centers. CLPS positively impacts
31 more than 1,200 young people each day. This program's valuable experience
32 should serve as a guide to the Community School Partnership and CLPS shall

1 be requested to participate as a member of a service providers committee to
2 the Partnership.

3 Section 7. No elected official who participated and materially contributed
4 to the Community Schools Task Force shall take a job or be compensated
5 under a contract with the Community Schools Partnership for a period of three
6 years from the initiation of the Partnership.

7 Section 8. Upon approval of the Partnership organizational documents as
8 provided herein, the Partnership shall consider the establishment of a Joint
9 Powers Agreement among the members of the Community Schools
10 Partnership and make a recommendation to the governing bodies of the
11 members of the Partnership. The City Council shall consider the
12 recommendation of the Partnership regarding the establishment of a Joint
13 Powers Agreement.

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ALBUQUERQUE, BERNALILLO COUNTY COMMUNITY SCHOOLS

Findings

Both the City of Albuquerque and the Albuquerque Public Schools have adopted strong and consistent policies for Community Schools that include the following elements:

- Fostering partnerships with schools within the neighborhoods and the larger community related to: academics, social services, stronger families, and healthier communities;
- Emphasizing whole child learning, addressing physical health, the social environment, emotional growth, and academics;
- Building community through improved local knowledge of school initiatives, increased awareness and use of community / social service agencies (including access to these services at the school site), greater use of school facilities, and strengthening community pride and engagement;
- Supporting family involvement in the schools and in learning;
- Promoting economic development and quality of life;
- Ensuring that “No Community Is Left Behind”.

The County of Bernalillo, Albuquerque Public Schools, the City of Albuquerque, and the Albuquerque Business Education Compact (ABEC) jointly participated in a study to clarify the options and the steps required to implement Community Schools within the APS system, which study was carried out in 2005 by Las Palomas de Taos consulting firm. High level elected officials and staff members served on the Joint Task Force guiding this effort.

The Community Schools approach recognizes that only about 11% of a child’s time until 18 years of age is spent in school and that conditions within the family, neighborhood, among peers, and the larger community affect young people’s motivation to learn and success in school. Learning is impacted by such factors as the character of family life, family income, stability, peer and family drug and alcohol use, mental health, nutrition, housing, neighborhood crime and gangs, and the educational level of family members and the importance they place on learning.

Principals at the elementary, middle, and high schools within the Highland High School cluster were interviewed to determine the range of programs offered at the schools that could be considered part of Community Schools.

- A large number of Community Schools programs were found within this cluster including: Information and Referral to Social Services, Case Management, Primary Health Care, Infant and Toddler Care, Preschool, Before and After School Care, Mentoring, Community Service, Recreation, Leadership Development, Career Counseling, Employment and Training, Tutoring and Literacy, Community Mobilization, Housing / Clothing, Economic Development,

Parent and Community Education, Drug and Violence Prevention, Character Education and Civic Engagement, Arts, Diversity, Technology, Food and Nutrition, and Public Awareness.

- Principals also were asked whether the needs addressed through these programs were being met adequately. In only one of the schools responding were more than half of the need areas being adequately met by programs (Wilson ES, 57% of the need areas). The schools with more low income children reported fewer of the need areas being met sufficiently.
- While a large number of Community Education type programs were reported by schools in the Highlands Cluster, there appeared to be insufficient strategic planning to guide the allocation of resources at the school sites, link the programs to increase their effectiveness, and to evaluate the set of programs in a comprehensive way. Consequently, it is reasonable to conclude that services can be delivered more efficiently and effectively through inter-agency collaboration within the framework of a strategic plan. It is noted that the value of establishing inter-agency collaboration has been recognized for at least 30 years, but has been difficult to achieve.
- The programs identified as part of Community Schools reinforces the perspective that Community Education mostly is within the more traditional expertise areas of the Social Work, Public Health, Housing, and Planning professions. It is, however, critical that educators and community leaders learn about the potential and techniques of Community Education.

Over 50 Community Schools leaders in Albuquerque were interviewed by the consultants. These respondents provided important guidance for implementing Community Schools, including the following.

- Partnership / Linkages – the need for carefully planned *structures and formal collaborative models* among participating agencies and organizations in the Community Schools effort, especially in light of past problems with making such collaborations work well.
- Roles – the importance of active support from the City Council and Mayor, Board of Education, and County Commissioners; leadership of principals; involvement of teachers and students; and new staff positions as a *community school coordinator / liaison at each community school* to support the principal.
- Sustainability – the imperative of adequate short and *long-term funding* for the Community Schools program, again, important in terms of past shortcomings to secure stable financial support.
- Capacity Development – *training* for principals, community school coordinators, teachers, social service agency providers, parents, students, neighborhood associations, and community members regarding the new Community Schools models, roles, and responsibilities.
- Facility Utilization – providing for greatly increased *access* to school facilities, recreational fields, and school sites especially in the evenings, during the weekends, and over the summer by social service agencies, parents, and the community at large.

- Poverty Issues – recognizing that poor academic performance is directly linked household poverty and that the broad *range of needs of low-income families and neighborhoods* are Community Schools priorities.

One finding from both the Community Schools leaders' survey and the principals' interviews was that principals are seen as the “de facto” leaders of the Community Schools effort and, while this work is understood by almost all principals to be critically important to the school's success, there must be organizational support for this expanded role. Principals cautioned the Task Force that it was not reasonable to expect them to assume this role without staff support, training, resources, and modification of their job descriptions to incorporate these functions.

The APS/City/County/ABEC Community Schools Task Force reviewed ten national and international models of Community Schools including:

- *Full Service Schools* in Minnesota, Iowa, Illinois, and Oregon,
- *Pathfinder Schools* in England,
- *Beacon Schools* in New York City and San Francisco,
- *Children's Aid Society Schools* in New York City,
- *Community Learning Centers* in Los Angeles and Sacramento,
- *Bridges to Success* in Indianapolis and Flint,
- *Community Education Centers / Family Resource Centers* in Kentucky and Missouri,
- *Alliance Schools* in Texas,
- *Community Leadership In Networks Community Schools* in England, Scotland, and Wales, and
- *School Development Program* in Connecticut and Virginia (Comer Schools / Yale University).

These Community Schools Models differed in several ways including: the emphasis differently placed on: the school staff and consultants, or social service agencies, or the community as initiator and activator of Community Schools. In addition, the models also varied in terms of their emphasis on *child* focused learning / teaching, or on *family / peer* impacts on learning, or on *neighborhood conditions* as they affect learning.

The Albuquerque Community Schools Task force, when asked to select a model that was most appropriate to use here, came to several conclusions:

- The Task Force should be responsible for identifying a “core” set of programs / activities for all Community Schools.
- There is value in the separate models of Community Schools in terms of a coherent developed program, training materials, valuable experience in implementation, and individuals who might be resources to assist our efforts.
- Individuals schools in Albuquerque, through a community based process, should have the ability to, and assisted in, choosing the Community Schools approach that they wish to follow (that would be combined with the “core” program). The

approach may be one of the Community Schools models identified or it may be a modification or combination of the models.

- The list of ten models should be simplified, reduced in number, and should offer a wide continuum of approaches to Community Schools that contains significant choice.

Based on the over ten years experience implementing Full Service Schools in Florida, it is desirable that Community Schools programs, such as social services, be physically located in the school facility instead of in stand-alone structures. Consequently, new school facility standards are needed to successfully carry out the ABC (Albuquerque, Bernalillo County) Community Schools program. The standards are needed for new schools and for upgrading existing facilities.

The Community Schools Task Force recognized that implementing Community Schools will require a significant commitment of staff and financial resources, by the Albuquerque Public Schools, the City of Albuquerque, the County of Bernalillo, the State of New Mexico, and private foundations. The estimated cost of implementing Community Schools was not precisely developed but some basic elements include:

- Keeping schools open in evenings, weekends, and during the summer for utilities, maintenance, wear and tear, and transportation: \$40,000 per elementary school, \$60,000 per middle school, and \$80,000 per high school.
- Community Schools coordinator and other staff support, training, minimal ancillary programs, and related costs for implementing Community Schools at each site: averages \$140,000 to \$220,000 per school; which amount includes the expense of keeping the school open year-round.
- Delivery of health, human service, and recreational services: \$800,000 to \$1,000,000 or more per school site. Annual costs range between \$500 per student to \$4,000 per student. The average cost is about \$1,100 per student per year. Most of these costs are assumed by the consultants to be included in the budgets of programs already being provided that would need to be reorganized consistent with the Community Schools approach.
- In addition, there are costs associated with a central Community Schools office, including staffing and consultant assistance. This is estimated as approximately \$400,000 to \$600,000 per year.

The range of funding if the Community Schools program is fully implemented at every APS school is between \$6.0 million (just to keep schools open to the public) to \$19.2 million (Community Schools staffing at all schools). The range of cost of all services delivered at schools sites may be between \$43 million and \$87 million or more for all APS schools. A significant, but as yet unknown, portion of this funding would be obtained by reprogramming existing budgets consistent with the Community Schools approach. The success of Community Schools requires stable, on-going commitments of financial resources by participating government agencies and foundations.

Inter-Governmental Agreement

Statement of Principles

- The Albuquerque Public Schools, City of Albuquerque, and the County of Bernalillo governments acknowledge the significance of the scope of the Community Schools effort, the impact on existing activities, and the necessary commitment of personnel and financial resources involved in implementing the effort, which will be called the ABC (Albuquerque, Bernalillo County) Community Schools program. We recognize the following:
 - Philosophy of Schools – Community Schools is a philosophy that should pervade the culture of the schools, not a program, or set of programs, appended to the on-going operation of a school.
 - Engagement of Community – Community Schools involves collaborative relations among the schools, human service, health, housing, and other agencies, businesses, and other organizations including neighborhood associations; and the engagement of parents and community members in a wide range of roles such as volunteers, observers, tutors, para-professionals, and in shared leadership.
 - Partnership – while APS principals and administrators must provide leadership for the effort, the programs identified as part of Community Schools suggests that Community Education mostly is within the more traditional expertise areas of the Social Work, Public Health, Housing, and Planning professions. Consequently, the ABC Community Schools program cannot be “owned” by any one government or agency, but must have a true, independent, collaborative structure.
 - Community / Principals / Teachers / Agencies - Commit to participate in strategic planning for Community Schools at the school sites.
 - Program Evaluation – Systematic evaluation will be incorporated throughout the Community Schools program design and implementation.
 - Commitment to Reorganize Working Relationships – The Community Schools consultants assumed that approximately 80% of the cost of human service delivery at the school sites would be through reprogramming existing service funding from local, state, federal, and foundation sources. The following list demonstrates that significant Community Schools program support already is provided by the following levels of government. Note that this is a partial list of programs.
 - City of Albuquerque - including the Middle School Initiative, High School mentoring, latchkey and playground programs, Comprehensive Child Development Centers (Early Head Start), High School Retention Grant, and Albuquerque Police Department officers in the schools program. The City also supports recreational and social service programs now located at other sites, such as parks, community centers, multi-service centers, City Art Museum, and Explora, that might be integrated with Community Schools.

- The Federal government - such as 21st Century Learning Centers; Head Start; Title 1 funding support for No Child Left Behind Act including English Language Learning, Limited English Proficiency, Special Education, and Minority Migrants programs; Title IV funding for violence and alcohol / drug prevention; Medicaid support for nurses and counselors; McKinney Act funding for education of homeless children; Child Abuse Prevention and Treatment Act programs, AmeriCorp program, and the Corporation for National Service Challenge Grant program.
- The County of Bernalillo – Middle School Initiative, before and after school programs at elementary schools, High School Retention Grant, family counseling programs, and adult and youth recreational programs.
- The State of New Mexico - including funds from the Public Education Department for violence and substance abuse prevention, the Department of Public Safety for violence prevention, and the Department of Health and the University of New Mexico for health care.
- Albuquerque Public Schools – such as funding for health assistants, social workers, counselors, educational assistants, contract psychologists, physical education instructors, and the music program.

These governments will be asked to achieve a rare level of program flexibility, coordination, and collaboration at school sites and across the APS district.

- Four Alternative Approaches to Community Schools. Separate school communities will be challenged to select a specific Community Education model (with the potential obligation to raise additional funding support if necessary for implementation) or to craft a more unique Community Education program based on the models. If the second course of action is taken, the community will be asked to base its decision on the approaches contained in the different models in terms of: (a) the focus or the outcome objectives desired and (b) the principal actors entrusted to achieve these outcomes. The initial Community Schools models selected by the Task Force include the following:
 - *ABC Basic Program* – The basic level of Community Schools implementation. School facilities are open to public in the evenings, weekends, and during the summer. A part-time staff person encourages existing service providers to meet periodically with the principal, teachers, and parents to coordinate services.
 - *ABC Service Agency Collaboration (i.e. Full Service Schools model)* – The model assumes that students can be inhibited from learning by peers, family, and neighborhood circumstances, which can be positively impacted by co-locating at the school site health, mental health, social,

family, and a wide range of other service agencies and by establishing a collaborative among these agencies. There is no Lead Agency and services are coordinated by the principal and site coordinator based upon a Community Schools strategic plan.

- *ABC School-Based Academic Achievement (i.e. School Development Program / Comer Schools model)* – This model is intensively focused on promoting optimal academic achievement and social development of children beginning at birth through 12th grade. Involves guidance and support for parents, early child care/education, training for child care providers, academically integrated before / after school and summer programs, health education and services, and referrals to social service agencies. There are 1,800 schools participating in this model coordinated by Yale University, which receive support from the U.S. Department of Education and private foundations.
 - *ABC Learning Community (i.e. Beacon Schools, Alliance Schools)*. Beacon Schools build “Communities of Learning” by focusing on holistic youth and family development, community development, support for the school’s educational goals, and increased parent and community involvement. In New York City, the Department of Youth and Community Development enters into a contractual relationship with a Community Based Organization (CBO) to run the Beacon program at the school. The base level of support at each school is \$450,000 per year which enables the CBO to plan, deliver services, contract with other agencies for services, and coordinate co-located agencies. A Community Advisory Council is formed including the Beacon director, principal, parents, youth, police department, and service providers. While less structured than the Beacon Schools approach, Alliance Schools also focus on developing a community-based constituency to work with school personnel to address the problems identified by the community.
- The ABC Community Schools program, as a priority, will establish relationships with APS schools designated as “Restructuring”, “Corrective Action” and “School Improvement” with regard to the federal No Child Left Behind Act.
 - New school facility standards will be established, both for new schools and for upgrading existing facilities, to carry out the ABC Community Schools program.
 - Key challenges for Community Schools are related to “structure” and “formal collaborative models” for inter-agency collaboration and with long-term funding support. At present, the Community Schools social service programs are funded by different levels of government and different agencies within those governments. They have their own operating rules and channels of authority. As a first step, different agencies at a school site can formalize their working relationships with informal “contracts”. In the long run, inter-agency collaboration may be most effectively done by unifying the channels of

authority and funding. Some long-term options for the organizational structure and funding of ABC Community Schools program include the following. These changes are likely to take place only after the Community Schools program has a successful track record and a high level of trust among the stakeholders has been created.

- Separate school-based programs are transferred administratively to Community Schools Office but program funding remains in separate governments' budgets. A Joint Powers Agreement (JPA) creates the inter-governmental Community Schools Office.
- School-based programs are moved to a Community Schools Agency and the agency is supported by dedicated funding sources, e.g. a percentage of New Mexico Gross Receipts Tax from the City, millage from County, line item in State of New Mexico budget, multi-year financial commitment from foundations, and so on. The State of New Mexico creates a separate ABC Community Schools governmental agency by recognizing the Joint Powers Agreement.

Year One of Implementation (July 1 2006 through June 30, 2007)

- Hire Community Schools Coordinator and Assistant, Set Up Support Office.
- Work tasks for Community Schools Central Office staff (which extending beyond Year One of implementation):
 - Provide leadership for Community Schools program.
 - Coordinate Task Force.
 - Conduct media relations.
 - Establish program for on-going training with the University of New Mexico.
 - Hire and manage consultant to help develop structure for inter-agency collaboration.
 - Organize the community education outreach.
 - Secure on-going funding and long-term funding commitments from partner agencies and foundations.
 - Expand the group of sponsoring government agencies to include New Mexico State government agencies, United Way, and others.
 - Hire consultant facilitators to initiate Community Schools program district-wide and to clarify the Community Schools models.
 - Integrate program evaluation throughout the implementation process.
 - Create contracts with local school partners (e.g. schools, businesses, neighborhood associations, civic organizations) and for inter-agency collaboration to implement the Community Schools program at school sites.
 - Begin to establish a formal JPA with all governments to establish Community Schools agency and establish long term funding commitments.

- Develop a Community Schools program evaluation process, perhaps in collaboration with the University of New Mexico, to be incorporated in the program implementation. The Community Outreach Consultant will assemble base-line information on all schools as the starting point of the evaluation.
- Carry Out a “Community Conversation” About Community Education. The community conversation will address the purpose and benefits of Community Schools, philosophy, different ABC Community Schools models, roles and responsibilities, the implementation process, potential costs, and other topics as needed. This work will be organized and carried out by the *Community Outreach Consultant* and the *Training Consultants on Community Schools Models*. It will occur at the following levels: District-wide, all High School Clusters, and individual schools if needed. Special attention shall be give to the APS schools designated as “Restructuring”, “Corrective Action” and “School Improvement” with regard to the federal No Child Left Behind Act. Groups to be involved include the following:
 - Senior Administrative Staff, Board Members, and Other Elected Officials.
 - Principals.
 - Teachers.
 - Staff members.
 - Parents, neighborhood organizations, residents.
 - Government and non-profit social service agencies.

The objectives of the “community conversation” are to: broadly inform, engage, and mobilize these parties in the ABC Community Schools program; inform the Task Force as to the elements of Community Schools that should be carried out district-wide at the start of the implementation phase; refine the implementation approach as outlined below; identify the High School clusters and/or schools in which the ABC Community Schools program would begin; and provide other valuable lessons.

- Identify effective human service agency collaboration models with assistance of consultant. Conduct joint planning with City, State, County, APS, and private agencies potentially participating in the Community Schools program at the school sites. Integrate planning effort with the “Value Options” Behavior Health programs redesign being carried out by the New Mexico Department of Health. Establish an acceptable formal model for inter-agency collaborations at school sites. Translate model into contract forms.
- Develop Community Schools facility standards with the help of a consultant consistent with the objective of maximum integration of Community Schools programs into the operation of the school. The standards would address newly constructed schools and upgrading existing facilities.
- Put in place, develop a project budget, and draft an MOU with the University of New Mexico (School of Education and Community and Regional Planning

Program of the School of Architecture and Planning) for an on-going Community Schools training program. The School of Education is creating a Leadership Academy for Community Schools. This Academy is intended to mobilize the University's sizeable resources including students, faculty, facilities, and other departments on behalf of youngsters, families, and communities. The Academy's work will be based on "university-assisted community schools" like the movement started by the University of Pennsylvania in Philadelphia. There will be a certificate program in educational leadership for Community Schools that all principals and senior APS management should attend. In addition, it is recommended that a joint Master's program with a focus on Community Schools be created between the School of Education and the Community and Regional Planning program. Specific ABC Community Schools training needs include:

- Community Schools coordinator training,
 - Strategic planning for Community Education / Community Development,
 - Training for principals, teachers, other staff members,
 - Roles of parents, neighborhood association members, and others involved in the ABC Community Schools program,
 - Collaborative roles for human service agency staff, and
 - Program evaluation.
- At the close of the Year One operations, the Community Schools Task Force will develop / approve the following:
 - An APS District-Wide Framework for Implementation, potentially including:
 - A Community Education policy statement,
 - Use of base line school evaluation data to inform the implementation plan,
 - An implementation plan to start, staff, and fund the *ABC Basic Program* in all APS schools.
 - A school-based implementation plan possibly including:
 - all schools within one or more High School Cluster (approximately 10 schools each),
 - identified clusters in which to begin implementation with fewer schools across the entire District.
 - A school-based Community Schools implementation process.
 - An implementation plan for all No Child Left Behind schools consistent with the approach above.
 - Finalize the Year Two financial plan and program as outlined below, addressing:
 - The Central Community Schools office,
 - Initiation of the *ABC Basic Program* in schools as selected by the Task Force,
 - Training partnership with the University of New Mexico,
 - Implementation of Community Schools models beyond the ABC Basic Program as determined by the Tasks Force.

- Develop funding requests for the FY/08 budgets of governments participating in the inter-governmental agreement and others. Coordinate with partners to raise funds.
- Estimated Year One Budget
 - Coordinator and assistant: \$220,000.
 - Community Outreach Consultants / Facilitators: \$70,000.
 - Training Consultants on Community Schools Models: \$70,000.
 - Consultant assistance on human service collaborations: \$25,000.
 - Consultant assistance on school facility standards: \$25,000.
 - Materials / Supplies / Printed materials / Equipment: \$30,000.
 - Total: \$440,000

Year Two of Implementation (July 1, 2007 to June 30, 2008)

- Review membership of Community Schools Task Force and expand if appropriate.
- Albuquerque Public Schools adopts facility standards for Community Schools. Integrate new facility standards into capital programs of the City of Albuquerque and the County of Bernalillo.
- Phase II Implementation. Based on the plan approved by the Community Schools Task Force, Community Outreach Consultants organize school community planning sessions at selected schools for school staff, community members, local business people, and neighborhood organizations to choose a Community Schools model from among the four choices. Contract with Training Consultants on Community Schools Models to inform the process. Community Outreach Consultants also inventory existing Community Schools programs operated at the selected schools.
- Full implementation of the selected Community Schools model begins in selected schools. Utilize Training Consultants on Community Schools Models to begin to implement program. Conduct Strategic Plan for each school at start of process. Build program evaluation into the Strategic Plan. Produce a financial and management plan for each school.
- Implement Community Schools training through UNM Leadership Academy for Community Schools, a partnership of the School of Education and the Community and Regional Planning Program of the School of Architecture and Planning. Integrate training into the Community Schools implementation program being carried out above. Training clients include:
 - Community Schools coordinators,
 - School site principals, teachers, other staff members,
 - Parents, community members, neighborhood association officers, etc.

- Human service agency staff,
- Others as needed.

- Begin Community Schools program evaluation at the school sites following a reasonable period after initiation of the effort. This may start at the end of Year Two or in Year Three. Perhaps obtain the assistance of the University of New Mexico in carrying out the evaluation.

- Estimated Year Two Budget for Central Community Schools office:
 - Coordinator and assistant: \$220,000.
 - Community outreach consultants / facilitators: \$100,000.
 - Training consultants on Community Schools models: \$100,000.
 - Strategic Planning facilitators: \$100,000.
 - Materials / Supplies / Printed materials / Equipment: \$50,000.
 - Training programs: \$30,000.
 - Total: \$600,000

- Conceptual Year Two Budget for Community Schools Implementation
 - *ABC Basic Program* in all schools: \$3 million (assuming 1/2 year operations)
 - Implementation of full Community Schools models in 20 schools (assuming ½ year implementation): \$1.09 million.
 - Cost for consultants to implement particular Community Schools model at school site to be funded separately based upon the initiative of the local Community Schools leadership team.

Community Schools Partnership. The Community Schools Partnership shall be formed potentially consisting initially of the City of Albuquerque, County of Bernalillo, Albuquerque Public Schools, and the Albuquerque Business Education Compact.

Effective Date. The Community Schools Partnership and Inter-Governmental Agreement shall become effective upon the adoption of the Agreement by the Albuquerque Public Schools and one additional government or governmental agency identified in this Resolution.

CITY OF ALBUQUERQUE

Bruce Pearlman
Chief Administrative Officer

Date

Millie U. Santillanes,
City Clerk

Date

COUNTY OF BERNALILLO

DONE this day of , 2006.

APPROVED AS TO FORM

County Attorney

BOARD OF COUNTY COMMISSIONERS

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ALBUQUERQUE BUSINESS EDUCATION COMPACT

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