

# The Community School Landscape in New Mexico

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## Overview

According to the U.S. Census Bureau, in 2016, approximately 21 percent of U.S. children under age 18 lived in poverty, compared with almost 30 percent of New Mexico children. Research has shown children who come from low-income families face a myriad of adversities that threaten healthy development and create obstacles to learning. These students are less likely to have access to high-quality learning environments than their more affluent peers whose parents can provide more resources, including books, computers, summer camps, and other enriching opportunities. Community schools offer an approach in which students from low-income families can access rich learning environments in and out of school. Given the high percentage of New Mexico students facing a multitude of nonacademic barriers to learning, such as adverse childhood experiences, poverty, and food insecurity, the community school approach offers education stakeholders a way to bridge schools with the communities they serve to tackle student barriers together.

While community schools have been part of the state’s public education system for many years, the number of community schools grew significantly over the last 10 years as national and local initiatives pushed for their implementation to ameliorate the challenges disadvantaged students face. By working with entities responsible for overseeing and supporting the implementation of the community school approach – referred to as lead partner agencies – three of the five largest school districts in the state increased the number of community schools from one in the 2006-2007 school year to 39 in the 2018-2019 school year. In Spring 2018, Legislative Education Study Committee (LESC) staff visited community schools spanning all grade levels in an effort to understand the community school approach and its impact on New Mexico schools and students. This report focuses on 29 schools in three school districts that had official partnerships with lead partner agencies during the 2017-2018 school year – 20 schools in Albuquerque Public Schools partnered with the Albuquerque/Bernalillo County (ABC) Community School Partnership, one school in Las Cruces Public Schools partnered with the Las Cruces Partnership for Community Schools, and eight schools in Santa Fe Public Schools partnered with Communities in Schools of New Mexico (CISNM) (see Table 1) – and examines the work such schools are doing to implement the community school approach.

**Table 1: Community Schools  
2017-2018**

Albuquerque Public Schools		
1	ES	Emerson
2		Inez
3		Kirtland
4		La Mesa
5		Manzano Mesa
6		Navajo
7		Pajarito
8		Valle Vista
9	MS	Garfield
10		Grant
11		Hayes
12		John Adams
13		Kennedy
14		Van Buren
15	Wilson	
16	HS	Atrisco Heritage Academy
17		Highland
18		Manzano
19		Rio Grande
20	West Mesa	
Las Cruces Public Schools		
1	MS	Lynn
Santa Fe Public Schools		
1	ES	Cesar Chavez
2		Francis X. Nava
3		Salazar
4	K-8	Aspen Community Magnet School
5		El Camino Real Academy Community School
6	MS	Edward Ortiz
7		Milagro
8	HS	Capital
<b>29 Total Community Schools</b>		

ES – Elementary School  
 MS – Middle School  
 HS – High School

Source: LESC Files

Research by the Learning Policy Institute found the community school approach meets the evidence-based standard for interventions under the federal Every Student Succeeds Act (ESSA) and shows promise in meeting the needs of low-achieving students in high-poverty schools, helping close the opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities. Nonetheless, it is an approach that requires extensive coordination and alignment between community and school stakeholders and resources. Community school experts emphasize schools should avoid undermining the potential effectiveness of community schools by focusing solely on out-of-school barriers to learning – though addressing such barriers is important, supports and services must be integrated with a rigorous strategy for addressing in-school barriers, including high-quality instruction. Existing community schools continue to face challenges that appear to impede effective implementation of the approach, which leads to less than desirable student outcomes.



## Community schools offer a place-based strategy that bridges the academic and social supports students need to succeed.

The community school approach represents a place-based strategy that recognizes the whole child and practices the belief that it takes a village to raise and educate a child. By extension, every community has unique living conditions that community schools must respond to as they strive to adequately meet students' needs. Despite their differences, community schools throughout the country have implemented similar strategies that help address the diverse needs of the students, families, and communities they serve.

According to the Coalition for Community Schools, community schools integrate academics, health and social services, youth and community development, and community engagement to improve student outcomes by organizing community resources to foster student success. Partnerships are cross-sector and include community-based organizations, labor unions, philanthropic organizations, businesses, faith-based groups, postsecondary institutions, and elected officials. These partnerships are often mobilized and managed by community school coordinators, who identify the needs of students and families, engage in meaningful conversations with local partners, and build a pool of resources to connect students and families to appropriate services. For example, a student at a community school could receive a dental checkup at the school-based health center during regular school hours and later participate in an after-school program provided by a local nonprofit organization, after which the student could pick up food to take home, while the student's grandparents visit the school's family resource room for a financial literacy class offered by a local university.

### Effective community schools implement four key pillars of support.

The Learning Policy Institute (LPI), a nonprofit education policy and practice research organization, completed a systematic review of 143 research studies of community schools and found most community schools share the following four key pillars of support:

- Integrated student supports;
- Expanded learning time and opportunities;
- Family and community engagement; and
- Collaborative leadership and practice.

Place-based strategies “focus on the whole set of issues a community faces and tackle those issues in tandem, taking advantage of the synergy achieved by addressing multiple issues at once.”

Source: U.S. Department of Education (2012)

According to the Coalition for Community Schools, a community school is a place and a set of partnerships between a school and other community resources with an integrated focus on academics, health and social services, youth and community development, and community engagement. The Coalition for Community Schools is an alliance of national, state, and local organizations focused on public and higher education, youth development, community planning and development, family support, health and human services, government and philanthropy, as well as national, state, and local community school networks.

***Integrated Student Supports.*** Integrated student supports, also referred to as “wraparound services,” provide human and health support services, including physical, dental, and mental health programs; housing assistance; and child nutrition programs. City Connects, an evidence-based intervention program focused on addressing out-of-school factors that create barriers to learning, partners with more than 700 community-based service agencies in Massachusetts, New York, Ohio, Connecticut, and Minnesota to provide students with early intervention, intensive intervention, and other personalized supports. In the 2016-2017 school year, City Connects worked with 1,162 partners to deliver more than 212 thousand services to students, 22.7 thousand of which were intensive or crisis intervention services, such as therapeutic mentoring, psychiatric services, and intensive care coordination.

***Expanded Learning Time and Opportunities.*** Expanded learning time and opportunities that complement the regular school day, but are not intended to replicate it, are offered before and after school, during weekends, and over the summer. Young Achievers Math and Science Pilot School, a community school in Boston, Massachusetts, focuses on creating a relevant and meaningful learning environment that empowers students to address issues in their community outside of regular school hours. The school has partnered with the YMCA of Greater Boston to offer a high-quality before- and after-school program. The program is offered during the school week to kindergarten through eighth grade students. It operates before school, from 7 a.m. to 8:30 a.m., and after school, from 4 p.m. to 6 p.m., and offers an array of academic supports, including science, technology, engineering, and math (STEM) and homework tutoring. Although parents and guardians are required to pay a fee, scholarships and financial assistance are available to parents to cover costs.

***Family and Community Engagement.*** Family and community engagement enables parents and community members to take a more active role in children’s education and in the school. Instead of attending school-sponsored events, parents may organize events or invite speakers while the school provides workspace or resources for meetings. This provides educational opportunities for parents and the community such as computer skills and adult basic education. Redwood City 2020, a school district in California, is implementing Socios for Success, a yearlong professional development series that helps strengthen the capacity of family members, educators and other school staff, and members of the community to improve community outreach. The initiative provides workshops where families learn about literacy and language acquisition strategies for at-home learning, information about English as a second language classes, and food and nutrition programs, among other topics.

***Collaborative Leadership and Practice.*** Collaborative leadership and practice operates on the premise that every stakeholder has experience and knowledge that helps move a collective goal forward. It improves schools by building and maintaining a strong sense of cooperation among students, parents, teachers, principals, and community partners to promote continuous professional learning and shared accountability. The Teachers College Community School in New York City, which was opened by the Teachers College at Columbia University and the New York City Department of Education, provides professional development for teachers, assists in the design and instruction of after-school programs, and participates in school governance, planning, and operations.

**Community schools can be used as an evidence-based strategy for school improvement, as required by the federal Every Student Succeeds Act.**

The Every Student Succeeds Act (ESSA) broadens the flexibility states, school districts, and schools have to address challenges in their education systems, though it still requires evidence-based interventions to justify receipt of federal funds. ESSA defines evidence-based interventions as being supported by “strong evidence,” “moderate evidence,” “promising evidence,” or evidence that “demonstrates a rationale.” At a minimum, for an intervention to show strong, moderate, or promising evidence, it must be supported by at least one well-designed and well implemented study with statistical controls for selection bias. In its analysis of 143 community school studies, LPI found there is enough evidence to support the community school approach as an evidence-based intervention under ESSA (see Table 2).

According to ESSA, for an evidence-based intervention to “demonstrate a rationale,” at a minimum, the intervention should include a well-specified “logic model” informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes. The intervention should also include an effort to study the effects of the intervention to inform stakeholders about the success of the intervention.

**Table 2: Overview of Student and School Outcome Studies Reviewed by Learning Policy Institute**

Scope of Study	Number of Studies
All four key community school pillars	24, including 3 research syntheses
Pillar one: Integrated student supports	27, including 6 research syntheses
Pillar two: Expanded learning time and opportunities	24, including 14 research syntheses
Pillar three: Family and community engagement	29, including 13 research syntheses
Pillar four: Collaborative leadership and practice	35, including 13 research syntheses
Cost-benefit analyses	4 studies
Total	143, including 49 research syntheses

Source: LPI

***Studies show community schools improve academic, behavioral, and social-emotional outcomes for students and schools.*** LPI found community schools improve student outcomes in attendance, academic achievement, and behavior, while students also report more positive school climates. Examples of findings include the following:

- Community schools operating for more than five years had fewer chronically absent students – students that missed 10 percent or more of total days enrolled – than non-community schools. For example, middle school students in Maryland who were enrolled in schools that had been implementing a community school model for five years or more were 48 percent less likely to be chronically absent when compared with nonparticipants.
- Community school programming leads to student academic gains. Middle school students who participated in academically oriented community school programming in Iowa, Maryland, and Washington showed average improvement of more than one-half of a course grade in math when compared with students who did not participate. Middle school students participating in an integrated student supports program significantly outperformed nonparticipants on standardized tests in mathematics and language arts and had higher grade point averages.

- Community schools improve school climate. In terms of social-emotional outcomes, middle school students in Iowa who participated in community school services were more than three times as likely to report an increase in the extent to which they respected other people’s feelings when compared with students who did not participate. Further, these students were 13.5 times more likely to believe someone other than their parent or guardian expects them to follow the rules. In Washington, students were 5.3 times more likely to report an improved sense that they learn a lot at school, 7.5 times more likely to report an increase in homework completion, and 5.2 times more likely to report an increase in having friends who want them to stay out of trouble.

More generally, schools offering integrated student supports saw significant improvements in attendance, behavior, social functioning, and academic achievement. Research on expanded learning time and opportunities showed this pillar was linked to positive academic and nonacademic outcomes, including improved student attendance and behavior. Family and community engagement was associated with positive student outcomes, including improved attendance and academic performance, as well as an increase in trust between students, parents, and staff. Collaborative leadership and practice can lead to improved student learning and well-being, as well as increased trust among teachers, family members, students, and community members.

The Partnership for the Future of Learning is a national network of leaders in education philanthropy, advocacy, research, policy, and practice that works with school districts, policymakers, and educators to increase teacher and school leader effectiveness. The Coalition for Community Schools and LPI are part of this partnership.

**As place-based strategies, community schools should reflect local needs and priorities.**

The Partnership for the Future of Learning notes it is important that all four key pillars are implemented in ways that fit each individual local context. To be effective, a community school must reflect the different physical, social, structural, and economic conditions of the community it serves. Community schools must engage students, families, staff, and community members to assess local needs and assets and design the four key pillars accordingly.

## Community schools have gained traction in three of the five largest school districts in New Mexico.

The number of community schools working with a lead partner agency has grown significantly in the past 10 years.

APS, LCPS, and SFPS and their respective lead partner agencies have promoted the growth of community schools in New Mexico from one in the 2006-2007 school year to 39 in the 2018-2019 school year (see Table 3). During the 2017-2018 school year, community schools in these three school districts served students in all grade levels. There were 11 elementary schools, 10 middle schools, two kindergarten through eighth grade campuses, and six high schools.

The Coalition for Community Schools indicates there may be more than 5,000 community schools across the country.

**Table 3: Number of New Mexico Community Schools by School District**

Partner School District	Lead Partner Agency	2006-2007	2017-2018	2018-2019
APS	ABC Community School Partnership	1	20	28
LCPS	Las Cruces Partnership for Community Schools	0	1	1
SFPS	Communities in Schools of New Mexico	0	8	10
Total		1	29	39

Source: LESC Files

Almost 17 percent of APS, LCPS, and SFPS students attended community schools during the 2017-2018 school year.

Almost 22 thousand APS, LCPS, and SFPS students attended 29 community schools partnered with a lead partner agency during the 2017-2018 school year, including 17 percent of APS students and nearly 40 percent of SFPS students (see Table 4).

**Table 4: Community Schools and Student Enrollment by School District**

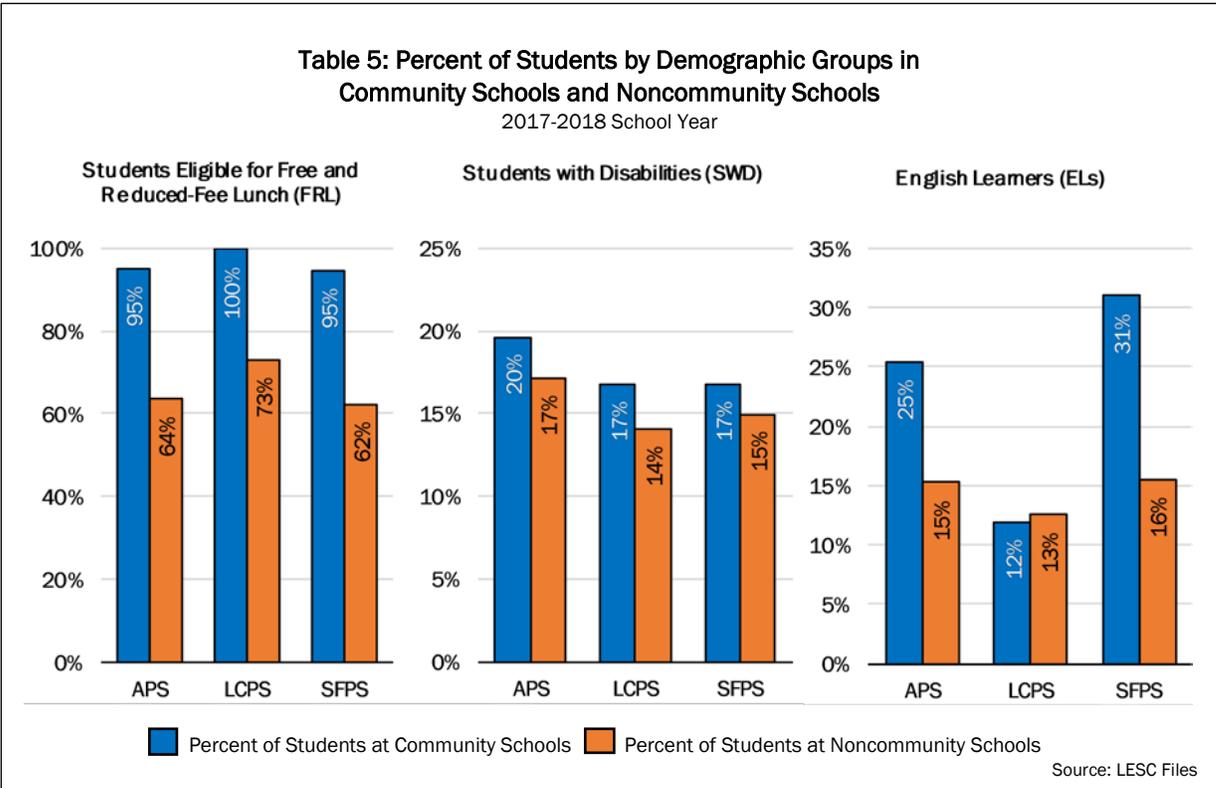
FY18 First Reporting Date (October 10, 2017)

School District	Total Number of Schools	Number of Community Schools	Percent of Community Schools in School District	Total Student Enrollment	Student Enrollment in Community Schools	Percent of Student Enrollment in Community Schools
APS	142	20	14.0%	91,110	15,814	17.4%
LCPS	40	1	2.5%	24,751	689	2.8%
SFPS	31	8	25.8%	13,448	5,331	39.6%
Total	213	29	13.6%	129,309	21,834	16.9%

Source: PED and LESC Files

APS, LCPS, and SFPS community schools serve higher rates of economically disadvantaged students, English learners, and students with disabilities compared with other schools in the same school districts.

Nationally, the community school approach is typically implemented in schools serving a higher proportion of at-risk students as a strategy to ameliorate the challenges low-income students face. Data by demographic groups shows that is also true in New Mexico. APS, LCPS, and SFPS community schools serve higher rates of economically disadvantaged students, students with disabilities, and English learners compared with other schools in the same school district, with the exception of English learners in LCPS (see Table 5). During the 2017-2018 school year, SFPS community schools served almost twice as many English learners than other schools in the school district.



**Lead partner agencies have played a key role in the development of community schools in the APS, LCPS, and SFPS.**

Community school lead partner agencies are organizations that oversee and lead the work of developing and sustaining a community school. The ABC Community School Partnership, the Las Cruces Partnership for Community Schools, and CISNM serve as the lead partner agencies for APS, LCPS, and SFPS, respectively, acting as intermediaries between the community schools they oversee and local partner organizations. The three lead partner agencies hire community school coordinators to serve as liaisons between individual community school sites and their respective partners.

***Lead partner agencies employ community school coordinators to facilitate the implementation of community schools in APS, LCPS, and SFPS.*** APS, LCPS, and SFPS community schools rely on their respective lead partner agencies to hire and train community school coordinators responsible for facilitating the implementation of the community school approach at the school level, which aligns with community school best practices. According to the Coalition for Community Schools, coordinators are key because they facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families, and community members a school serves. Further, the Coalition for Community Schools suggests community school coordinators are “community organizers” who serve as a bridge between the school and community.

***Community school coordinators administer surveys to identify the strengths and needs of the communities schools serve.*** APS, LCPS, and SFPS community school coordinators administer a strengths and needs assessments at the beginning of every school year to create a profile of a community school’s needs and identify the resources available to address those needs (see Appendix B). The Institute for Educational Leadership (IEL), a nonprofit nonpartisan education research organization, and the Coalition for Community Schools indicate the data gathered from this kind of assessment should be used to inform the direction of the school.

The Community Schools Act requires community school initiatives to implement all four key community school pillars, but does not prescribe how to carry them out. Community school initiatives, as required by the act, need to identify local needs and assets to guide the partnerships, supports, and services community schools require. Though offering a variety of resources is helpful, community schools are more effective if resources reflect local needs and priorities. Further, it is important that community schools establish a culture of continuous improvement, which requires regular evaluation of existing structures, supports, and services through local needs and assets assessments. Community schools do not operate in static environments, therefore stakeholders must make a concerted effort to regularly collect and analyze data to determine whether established systems are working and, if not, make adjustments.

## **New Mexico law recognizes community schools as a strategy to ensure student success.**

The Community Schools Act was enacted in 2013 to provide schools with a strategy to organize community resources to ensure student success while addressing the needs of the whole student. It establishes requirements for the creation of community schools, identifies specific mandatory strategies, sets forth eligibility criteria to seek grants, and specifies how grant funds may be used (see Appendix A). Laws 2019, Chapter 198 (House Bill 589) amended the Act to require community school initiatives to implement a framework aligned with community school best practices,

The Community Schools Act requires lead partner agencies to employ community school coordinators to:

- Implement the community school framework;
- Lead the needs and assets assessment;
- Facilitate communication between partners as a stakeholder- and community-driven approach to problem-solving;
- Guide data-informed continuous improvement;
- Manage data collection; and
- Align, leverage, and coordinate resources for student and family success.

The Community Schools Act requires a community school initiative to develop a comprehensive understanding of local needs and assets and of community resources through an annual assessment. The assessment must be conducted by the community school coordinator and informed by the site-based leadership team, and that relates to the effective alignment and delivery of programs and services within the community school.

APS, LCPS, and SFPS community school stakeholders emphasized no two community schools are alike.

New Mexico’s ESSA plan recently added evidence-based community school models as an option for chronically underperforming schools to select as a more rigorous intervention to improve educational outcomes for students.

and specifically requires the framework to include strategies aligned with the four key community school pillars. The Community Schools Act requires PED to appoint a statewide “coalition for community schools,” which must include local community school content experts, culturally responsive content experts, and tribal leaders. The coalition is required to provide advocacy, capacity building, and technical assistance to ensure equitable distribution of resources to all school districts in New Mexico.

The Legislature also appropriated \$2 million to PED in FY20 to support the development of community schools for the first time since the Community Schools Act was enacted. As required by the act, PED is responsible for promulgating rules and procedures to distribute funds through a competitive grant program developed and designed in partnership with the statewide coalition for community schools. PED is authorized to provide two kinds of grants. The first grant is a one-year, one-time planning award of up to \$50 thousand for each eligible public 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 can apply for a renewal grant for one year in an amount determined by PED. As of June 2019, the coalition for community schools has convened four times to discuss the rule required by the Community Schools Act, grant applications, and the community school needs assessment.

The next three sections of the report provide a profile of the ABC Community School Partnership, the Las Cruces Partnership for Community Schools, and CISNM, which have served as lead partner agencies for APS, LCPS, and SFPS between 18 months and 13 years. During that time, each lead partner agency has developed and sustained its own capacity, but also faced challenges that prospective community schools and lead partner agencies can learn from.

## The ABC Community School Partnership

The ABC Community School Partnership is an interagency initiative committed to improving student outcomes in the Albuquerque region by helping schools implement the community school strategy. It was created in 2007 through a joint powers agreement (JPA) between Albuquerque Public Schools (APS), Bernalillo County, the City of Albuquerque, United Way of Central New Mexico (United Way), and a local partnership of business, education, and local government entities called the Albuquerque Business Education Compact. The partnership's mission is to help students graduate ready for college, career, and life. It seeks to increase parent involvement, student academic achievement, and overall community quality of life through the creation and support of cooperative and collaborative working relationships with schools and the business community, social service agencies, government agencies, faith-based organizations, civic groups, neighborhood associations, and postsecondary institutions.

Community school coordinators, whom are employed, trained, and supported in their development by the ABC Community School Partnership, are responsible for aligning resources and improving the delivery of services to students, families, and communities through school sites.

The ABC Community School Partnership combines the resources of each party to the JPA with resources of other public and private organizations. The City of Albuquerque and Bernalillo County are the major funders of the partnership. Representatives from its founding partners, the Albuquerque Hispano Chamber of Commerce, and the University of New Mexico make up the partnership's board, which is responsible for administering programming and funds dedicated to the partnership for school-based community school programs.

***The impetus for the partnership.*** In 2005, Bernalillo County, APS, the City of Albuquerque, and the Albuquerque Business Education Compact created a task force to determine how best to implement community schools in APS. The task force participated in a study carried out by a consulting firm to help guide its effort. Interviews with principals at Highland High School and its feeder schools conducted by the firm revealed there were multiple programs operating within this cluster of schools, including parent and community education, character education and civic engagement, and before- and after-school care. A lack of structure, though, led to duplicated and unaligned efforts. The task force concluded the best way to align systems and improve delivery of services was through "interagency collaboration within the framework of a strategic plan at the school site."

### School District

Albuquerque Public Schools

### First Year of Implementation

2007

### Partner Community Schools in the 2017-2018 School Year

#### Elementary Schools

- Emerson
- Inez
- Kirtland
- La Mesa
- Manzano Mesa
- Navajo
- Pajarito
- Valle Vista

#### Middle Schools

- Garfield
- Grant
- Hayes
- John Adams
- Kennedy
- Van Buren
- Wilson

#### High Schools

- Atrisco Heritage Academy
- Highland
- Manzano
- Rio Grande
- West Mesa

### Partner Community Schools Added in the 2018-2019 School Year

#### Elementary Schools

- Adobe Acres
- Eugene Field
- Hawthorne
- Lew Wallace
- Los Padillas
- Whittier

#### Combined Elementary and Middle School

- George I. Sánchez Collaborative Community School

#### Middle School

- Washington

**ABC Community School Partnership Board of Directors**

**Chair**

- Alicia Manzano, Albuquerque Mayor's Office, Director of Communications

**Bernalillo County**

- Steven Michael Quezada, Commissioner, District 2
- Maggie Hart Stebbins, Commissioner, District 3
- Vince Murphy, Deputy County Manager

**Albuquerque Public Schools**

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- Peggy Muller-Aragon, School Board, District 2
- Raquel Reedy, Superintendent

**City of Albuquerque**

- Diane G. Gibson, City Councilor, District 7
- Trudy Jones, City Councilor, District 8

**United Way of Central New Mexico**

- Dr. Angelo Gonzales, Chief Strategy Officer

**Albuquerque Hispano Chamber of Commerce**

- Sam Garcia, President, Competitive Benefits Administrators

**University of New Mexico**

- Dr. Viola Florez, Professor and PNM Endowed Chair

This led to the creation of the ABC Community School Partnership, which supported the first community school in Albuquerque in 2007.

To fund startup costs and initial operations for the partnership, APS, the City of Albuquerque, Bernalillo County, and the Albuquerque Business Education Compact each made what were meant to be a one-time contribution of \$100 thousand. It was the partners' intent to obtain additional funding from other sources that aligned with their mission to improve overall quality of life in the communities they served through community school implementation. However, APS, the City of Albuquerque, Bernalillo County, and other entities that later joined the partnership continue to provide funds for this initiative.

**Community school pillars in APS community schools.**

APS community schools worked with or received donations from over 140 state and local agencies or organizations, businesses, and community members to address a variety of students' academic and nonacademic barriers.

**Integrated student supports.** During the 2017-2018 school year, 95 percent of APS community schools addressed food insecurity on their own or with the help of the Roadrunner Food Bank, a local nonprofit organization that seeks to end hunger in New Mexico. While several community schools stocked on-site food pantries with donations from school staff, families, and community members, 75 percent of APS community schools partnered with the Roadrunner Food Bank, allowing them to extend their reach and serve over 1,200 households (see Table 6), including 930 households served through a mobile food pantry on a biweekly or monthly basis, 30 households served through an on-site food pantry that can be accessed at least once a week, and 280 elementary school students were given backpacks filled with dairy products, grains, fruits, and protein every week. Although there is no cost to participate, schools must submit an application and, if accepted into the program, provide reports, administer surveys, and meet certain criteria. Applicants must show evidence of support from the principal or other administration staff and are required to have a coordinator and alternate coordinator responsible for working with the food bank to administer the program. Depending on which delivery model and food types they choose, schools may be responsible for placing orders with the food bank, may require volunteers to distribute food, or may need a refrigerator in which to store produce. Most community schools selected a mobile food pantry for which no storage space is needed.

**Table 6: Number of Schools Partnered With The Roadrunner Food Bank 2017-2018**

	Community Schools
Schools	20
Schools Partnered	15
Percent of Schools Partnered	75%

Source: New Mexico Roadrunner Food Bank

In addition to providing food assistance, 90 percent of APS community schools gave students access to a clothing bank, typically stocked with donations from local businesses or organizations, school staff, parents, and the community. Most clothing banks were on site, making shirts, pants, shoes, formal wear, and, in some cases, hygiene packs available to students throughout the school day. To make this work, schools have an extra classroom or space on campus and need at least one individual, which could be a community school coordinator if available, to seek donations and organize the space. West Mesa High School, for example, relied on two regular parent volunteers to maintain, sort, and organize the clothing bank. Wilson Middle School took a different approach and partnered with Locker #505, a nonprofit organization that provides appropriate school clothing to kindergarten through 12<sup>th</sup> grade students in Bernalillo County. School staff refer students to Locker #505, and a parent or guardian is responsible for taking the student to the clothing bank.

Through a partnership with Goodwill Industries, APS offers a community clothing bank. APS school staff can complete a clothing bank request for any student in the school district using an online form, which requires a student's identification number and their clothing needs.

Locker #505 gives each student a minimum of two sets of clothing, new socks, and new underwear. If needed and available, each student also receives shoes and a jacket or coat. Students may visit the clothing bank once in the fall and once in the spring.

Seven APS community schools addressed student health through school-based health centers (see Table 7). School-based health centers are comprehensive primary healthcare centers located in elementary, middle, and high schools that provide physical, behavioral, and, in some cases, oral healthcare services. Most school-based health centers are targeted to students in low-income communities. While some school-based health centers only serve students, others extend their services to community members. For example, Atrisco Heritage Academy High School's school-based health center is open to students, faculty and staff, students' families, students from other schools and school districts, and community members. Sponsored by the University of New Mexico's Health Sciences Center, the school-based health center at Atrisco Heritage Academy High School offers primary, behavioral, and reproductive healthcare; immunizations; and lesbian, gay, bisexual, and transgender support. Without leaving the school, students have access to routine physicals, sports physicals, immunizations, prescriptions, health education, limited laboratory testing, nutrition education and weight management, and vision, hearing, and blood pressure screenings. It is open Monday through Friday, from 7 a.m. to 5 p.m., year-round.

**Table 7: Number of Schools With School-Based Health Centers (SBHCs) 2017-2018**

	Community Schools
Schools	20
Schools with SBHCs	7
Percent of Schools with SBHCs	35%

Source: New Mexico Alliance for School-Based Health Care

APS is developing the implementation of restorative justice practices in five community schools. Restorative justice, an alternative best practice disciplinary strategy, is considered an integrated student support because it aims to provide students with the tools they need to repair harm from conflicts with others. Restorative justice convenes all individuals involved in a conflict to engage in a discussion with the intent of repairing harm on all sides. It shifts the focus of discipline from punishment to learning. In 2017, APS received a \$4.3 million grant from the U.S. Department of Justice and U.S. Department of Education (USDE) to fund restorative justice programs at 12 middle schools over four years, including training and stipends for school staff. Of the 12 middle schools selected, five were community schools – George I. Sánchez, Grant, Hayes, Kennedy, and

Research shows students of color and students with disabilities are more likely to be suspended from school compared with peers in other groups. Further, when students get expelled or suspended, they miss instruction and may become increasingly detached from the academic environment.

Washington. APS launched the restorative justice initiative at Kennedy and George I. Sánchez during the 2018-2019 school year and will launch it at Grant, Hayes, and Washington during the 2019-2020 school year. APS hired staff and collected initial data during the 2017-2018 school year at these schools. APS is considering ways to replicate restorative justice practices at every school in 2020 and plans to evaluate the program's progress and outcomes through focus groups, surveys, and school discipline data. The restorative justice program offers multiple approaches, including the following:

- Community group conferences, in which offenders and victims, support advocates, parents, community members, and a trained facilitator discuss incidents, harms caused, and reparative actions; and
- Restorative agreement meetings in which conflicting parties make written agreements about how to improve their relationships and achieve desired outcomes.

The ABC Community School Partnership board also holds its own “Shark Tank,” similar to the television show, which gives high school students an opportunity to persuade board members to fund their clubs or projects using City of Albuquerque funds. Students from the Highland High School culinary team, which placed in the top five teams at the Family, Career, and Community Leaders of America Nationals in 2017, applied and received funding from the ABC Shark Tank to start a catering service that cooks for schools that host homework diners – a program that started in New Mexico and is now replicated in at least 15 other states.

***Expanded learning time and opportunities.*** APS community school coordinators documented receiving over \$900 thousand in federal, state, and local funds, grants, and donations from individuals and other local resources to offer extended learning time and opportunities to students. Funds helped pay for over 14 clubs, including robotics, science, and dance clubs. Van Buren Middle School, for example, received \$1,250 for the Manos Hands-On Science and Engineering Program run by Sandia National Laboratories. The program is offered at no cost to Hispanic students enrolled in sixth through eighth grade to introduce them to math, science, and engineering concepts to spark students' interest in pursuing careers in STEM. Students are transported via bus from their school to the National Hispanic Cultural Center. The ABC Community School Partnership also has programmatic oversight of a \$1.4 million grant from the City of Albuquerque for after-school programming that includes academic, recreational, and physical fitness activities. Navajo Elementary School, for example, received \$118 thousand for programming by the Boys and Girls Club, a national nonprofit organization with local chapters that provides after-school programs.

In addition to offering prekindergarten programs, Emerson and Manzano Mesa elementary schools, offered child development centers through the City of Albuquerque. The city's child development centers are open to children ages 4 and 5 of working or student parents who meet income guidelines. The centers are open from 7 a.m. to 5:30 p.m.

Expanded learning time opportunities available through the state include K-3 Plus and prekindergarten. In summer 2017, three APS community schools offered K-3 Plus – Emerson, Kirtland, and Valle Vista elementary schools – which requires schools to add 25 instructional days before the beginning of the school year for schools serving high numbers of economically disadvantaged or low-performing students. According to preliminary 2017 K-3 Plus award data, 63 percent of kindergarten through third grade students at Emerson Elementary School, 62 percent of students at Kirtland Elementary School, and 30 percent of students at Valle Vista Elementary School participated in the program. K-3 Plus has demonstrated positive impacts on student achievement and promise in closing achievement gaps when the program runs for 25 days and students have the same teacher for K-3 Plus as they do for the regular school year.

Four of the elementary community schools – Emerson, Navajo, Pajarito, and Valle Vista elementary schools – offered prekindergarten through state-funded programs administered by PED that target 4-year-olds residing in socio-economically disadvantaged communities. Based on 2019 kindergarten enrollment data, approximately 57 percent of students at Emerson Elementary School, 60 percent of students at Navajo Elementary School, 63 percent of students at Pajarito Elementary School, and 59 percent of students at Valle Vista Elementary School participated in prekindergarten during the 2017-2018 school year. Altogether, these schools served 114 half-day students and 40 full-day students in five classrooms.

***Family and community engagement.*** Community schools organized various functions, events, and workshops in an effort to integrate themselves with the communities they serve. Community schools held family literacy nights, job fairs, and financial literacy courses, among other events, for students and families. Kennedy Middle School, for example, received nearly \$7,000 to put together a health and wellness fair. Pajarito Elementary School partnered with Abriendo Puertas, a nonprofit evidence-based comprehensive training program that contains 10 interactive sessions to engage Latino parents in developing leadership skills for transforming their family, school, and community. The sessions draw from real-life experiences, incorporate data about local schools and communities, and focus on helping Latino parents understand their role in the development of and long-term impact on their children’s educational outcomes. Some community schools, like Kirtland Elementary School, offer English classes to adults.

Further, 13 APS community schools offered Homework Diner, a weekly program that runs from October to April in which students and parents can meet with teachers in their school cafeteria for a hot meal and receive additional instructional support. The program began as a five-week pilot program in the spring of 2012 at Manzano Mesa Elementary School with a \$500 grant from the W.K. Kellogg Foundation intended to support the school’s work as the first community school in APS. The program helped meet the levels of parent involvement the grant required. Schools in other states have replicated the program. According to school officials, student attendance, homework performance, and classroom behavior have improved due to the increase parent involvement through Homework Diner.

All but one APS community school had a family resource center through which students and families have access to the available supports and services – the one community school without a family resource center was setting one up for the 2018-2019 school year. Community schools typically use the family resource center as the place to store clothing, food, and school supplies, and a meeting space for student and adult workshops that occur outside of regular school hours. Some community schools have computers available for parents to create resumes, apply for jobs, or access other resources. Community school coordinators or parent volunteers are often there to help.

The community school coordinator at Kirtland Elementary School in APS partnered with Encuentro, a local nonprofit organization that seeks to strengthen immigrant parents, families, and communities in New Mexico, to empower parents by providing financial literacy and small business courses. The coordinator also worked with Central New Mexico Community College (CNM) to recruit women in the community for their early childhood and child development certificate programs. CNM noticed there were many women with childcare experience who could not become certified because of language barriers and as a result offers courses in Spanish. To ensure individuals can take advantage of these courses, CNM provides affordable childcare for participating parents’ children.

***Collaborative leadership and practice.*** APS community schools have site-based teams scheduled to regularly discuss community school matters, including student progress and determine what the council can do or who they can partner with to address barriers to student learning. APS community school coordinators are responsible for establishing and managing these councils at their school sites include individuals who are representative of the community in their community school council meetings, such as school administrators and staff, parents, students, family liaisons, elected officials, and community partners. Community school coordinators may also be members of the school’s instructional council as part of a collaborative effort to improve and support teaching and learning in the school district.

# APS Community Schools Data Profile

## APS Student Ethnicities

	Community Schools	Noncommunity Schools
Hispanic	76%	61%
Caucasian	10%	25%
Native American	7%	6%
African American	5%	4%
Asian	2%	3%

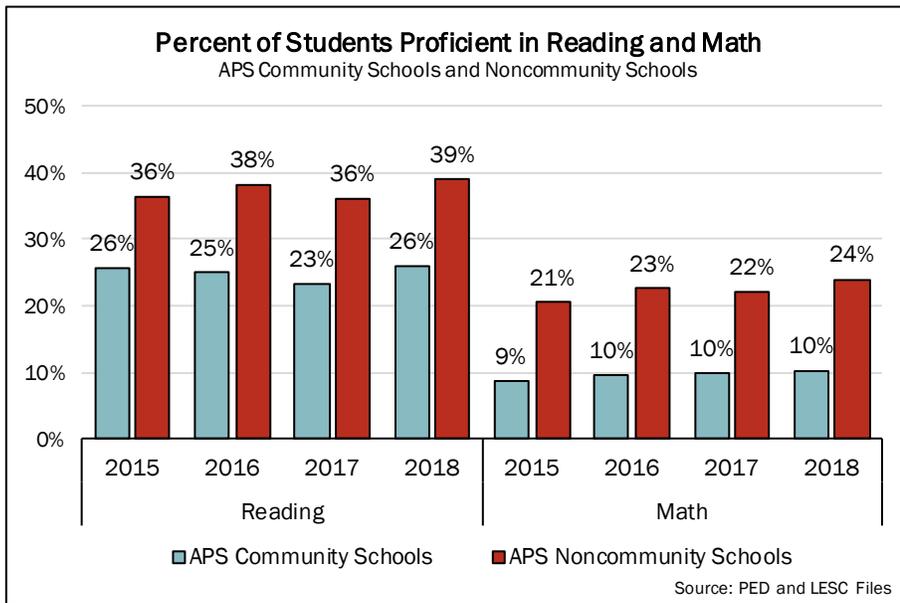
Source: PED and LESC Files

## Habitual Truancy Rate

	2014-2015	2015-2016	2016-2017	2017-2018
APS Community Schools	8%	12%	20%	10%
APS Noncommunity Schools	6%	6%	11%	7%

Source: PED and LESC Files

Note: Habitual truancy is defined as the percent of students who had 10 or more unexcused absences.



## School Grades at APS Community Schools

School	Community School since...	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Atrisco Heritage Academy HS	2014-2015	B	C	C	C	C	C
Emerson Elementary	2012 or earlier	C	C	D	D	F	D
Garfield Middle	2015-2016	C	D	F	D	D	F
Grant Middle	2012 or earlier	C	D	F	F	C	C
Hayes Middle	2015-2016	D	D	F	F	F	D
Highland High	2015-2016	B	C	D	D	F	F
Inez Elementary	2015-2016	C	B	C	B	C	C
John Adams Middle	2015-2016	C	C	B	D	F	F
Kennedy Middle	2015-2016	D	D	D	F	F	F
Kirtland Elementary	2012 or earlier	C	D	D	D	F	F
La Mesa Elementary	2012 or earlier	F	D	D	D	F	D
Manzano High	2016-2017	A	B	C	D	C	C
Manzano Mesa Elementary	2012 or earlier	C	B	B	B	B	B
Navajo Elementary	2017-2018	D	D	F	F	F	F
Pajarito Elementary	2012 or earlier	D	D	D	D	F	D
Rio Grande High	2017-2018	B	C	D	C	C	C
Valle Vista Elementary	2017-2018	C	D	A	D	F	D
Van Buren Middle	2013-2014	C	D	D	F	F	D
West Mesa High	2013-2014	B	C	C	D	C	C
Wilson Middle	2012 or earlier	C	D	D	F	F	F

Note: School grades in blue show school was a community school that year.

Source: LESC Files

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## The Las Cruces Partnership for Community Schools

The Las Cruces Partnership for Community Schools is an interagency partnership created to support the development of community schools by establishing a community school initiative that combines the resources of the City of Las Cruces and Las Cruces Public School (LCPS) with the resources of other public and private organizations. It was formalized in the summer of 2018 through a JPA between the City of Las Cruces and LCPS. On December 7, 2018, the Las Cruces City Council announced stakeholders are in the process of creating the board, which is expected to begin conducting meetings by fall 2019. The partnership's mission is to scale, support, and sustain a network of high-quality community schools to promote student achievement, positive conditions for learning, and the well-being of families and communities.

The Las Cruces Partnership for Community Schools views a community school as a place and set of strategic partnerships between the school and other community resources that promote student achievement, positive conditions for learning, and the well-being of families and communities. A community school maintains a core focus on children, while recognizing that children grow up in families and families are an integral part of communities. A community school builds an integrated strategy that enhances academics and student well-being through enrichment, health and social supports, family engagement, and youth and community development. A community school is anchored by the work of a full-time community school coordinator and expanded school hours, and provides a base for parent and community advocacy on behalf of their children, school, and community. The Las Cruces Partnership for Community Schools board will be responsible for administering programs within the scope of the community school initiative for which it obtains funding.

The Las Cruces Partnership for Community Schools will be primarily funded by the City of Las Cruces and LCPS. The mayor of Las Cruces estimates the city could dedicate between \$50 thousand and \$70 thousand to the program annually.

***The impetus for the partnership.*** The community school initiative in LCPS was led by the SUCCESS Partnership, an education initiative founded in 2013 comprised of over 100 cross-sector organizations in Doña Ana County, including nonprofits, education advocates, health and service providers, and business representatives. Supported by nonprofit organizations like Ngage New Mexico and the National Education Association, the partnership formed to improve prenatal to career-readiness outcomes with the goal of transforming each of LCPS's 41 school sites into community schools.

In April 2016, the LCPS Board of Education signed a resolution supporting community schools in Las Cruces. In January 2017, Lynn Middle School (LMS) was chosen as the first school in the school district to become a community school. The board committed to involving local resources to support the development of community

**School District**  
Las Cruces Public Schools

**First Year of Implementation**  
2017

**Partner Community School in the 2017-2018 School Year**

- Lynn Middle School

### Board of Directors

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#### Members

- Terrie Dallman, Vice President, LCPS Board of Education
- Maria Flores, Board Member, LCPS Board of Education
- Dr. Wendi Miller-Tomlinson, Associate Superintendent for Curriculum and Instruction, LCPS

schools and use them to “help close the persistent and destructive opportunity gaps” and “reverse the growing inequality in our society.”

### **Community school pillars in LCPS’ community school.**

Lynn Middle School partnered with over 14 local public organizations to provide students with various supports and services.

Lynn Middle School is working with Ben Archer Health Center to open a school-based health center. In April 2019, the community school opened the school district’s first school-based dental clinic through a partnership with the Doña Ana Community College Dental Hygiene Program. Services include oral health screenings, dental cleanings, fluoride treatment, dental sealants, nutritional counseling related to oral health, and oral hygiene instruction.

***Integrated student supports.*** During the 2017-2018 school year, Lynn Middle School addressed food insecurity by partnering with the Roadrunner Food Bank. Together, Lynn Middle School and the food bank served 75 families on a monthly basis and 40 students were given backpacks filled with food on a weekly basis. The school also has a partnership with a local nonprofit organization that provides food aid in Doña Ana County, Casa de Peregrinos, to provide students with a snack bar at which students can get free healthy snacks, including granola bars, fresh fruits and vegetables, and peanut butter. The snack bar equipment, including a refrigerator, was provided by the organization. Additionally, the community school partnered with New Mexico State University (NMSU) to provide classes on how to prepare quick and nutritious meals to youth and adults with limited resources.

The school also has a clothing bank where students, families, and teachers can get clothing they need.

Beginning January 2019, the Boys and Girls Club of Las Cruces began facilitating a do-it-yourself science, technology, engineering, and math (DIY STEM) after-school program every Wednesday. DIY STEM is a hands-on, activity-based STEM curriculum that connects middle school students with science themes they encounter regularly. The program has five modules, including energy and electricity, engineering design, food chemistry, aeronautics, and science of sports.

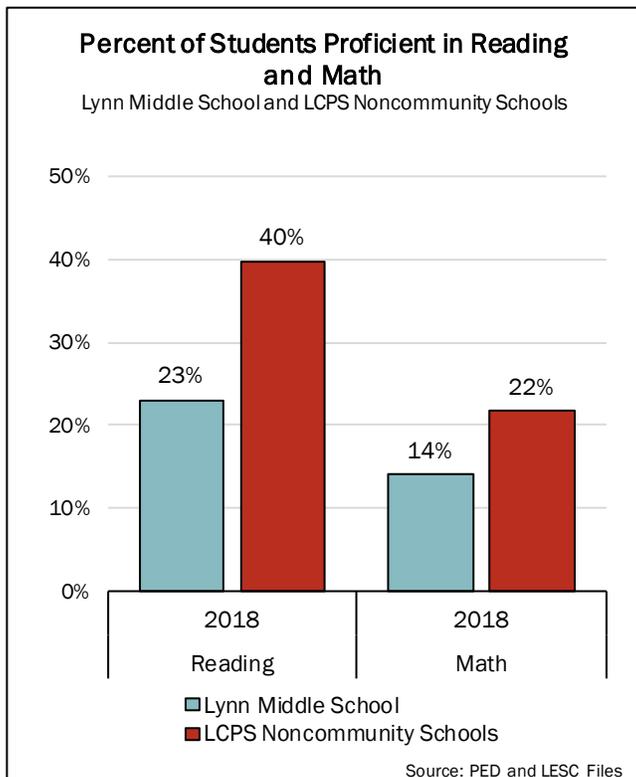
***Expanded learning time and opportunities.*** Lynn Middle School provided programs and activities outside of regular school hours through its partners. For example, the school partnered with the Boys and Girls Club to offer after-school programming on Monday and Fridays and a summer camp. Lynn Middle School also works with the HAZLO Foundation, a program that helps students develop life and academic skills, such as woodwork, music recording, and three-dimensional printing, by working with mentors on real-world projects that students propose.

***Family and community engagement.*** Lynn Middle School partnered with the Las Cruces Children’s Reading Alliance, a local nonprofit organization seeking to advance children’s literacy in Doña Ana County, to offer the organization’s First Teacher or “Primer Maestro” program. The six-week program, which was created for families who are bilingual or monolingual in Spanish, engages parents to help them succeed in preparing their children to enter kindergarten by teaching parents how children learn and develop, how talking, playing, and reading with children develops skills, and to learn the skills children need before entering kindergarten.

***Collaborative leadership and practice.*** The principal of Lynn Middle School works closely with the community school coordinator and the school district’s community school director. According to Lynn Middle School stakeholders, decisions that impact the implementation of the community school approach have been made by engaging and collaborating with individuals that work in the school and individuals the school serves. The community school coordinator is considered part of the school’s administrative team.

During the 2016 fall semester, over 100 volunteers and community school stakeholders contacted more than 1,000 stakeholders and conducted over 80 surveys in an effort to engage the community and ensure Lynn Middle School would reflect local needs and priorities.

## LCPS Community Schools Data Profile



### LCPS Student Ethnicities

	Lynn Middle School	Noncommunity Schools
Hispanic	75%	75%
Caucasian	19%	16%
Native American	1%	2%
African American	3%	5%
Asian	2%	2%

Source: PED and LESC Files

### LCPS Habitual Truancy Rate

	2014-2015	2015-2016	2016-2017	2017-2018
Lynn Middle School	2%	3%	3%	4%
LCPS Noncommunity Schools	3%	3%	4%	8%

Source: PED and LESC Files

Note: Habitual truancy is defined as the percent of students who had 10 or more unexcused absences. Lynn Middle School became a community school during the 2017-2018 school year.

### School Grades at LCPS Community School

School	Community School since...	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Lynn Middle School	2017-2018	B	D	F	F	F	D

Note: School grades in blue show school was a community school that year.

Source: LESC Files

## Communities in Schools of New Mexico

Communities in Schools (CIS National) is a national nonprofit organization that seeks to help students stay in school by connecting students and families with the resources they need. New Mexico became the organization's 26<sup>th</sup> state affiliate in 2012 after joining efforts with a group of Santa Fe volunteers that were doing similar work. CIS National's mission is to surround students with a community of support, empowering them to stay in school and achieve in life. It is premised on the idea that community schools entail engaging, culturally relevant, and challenging curriculum; high quality teaching; wraparound supports and opportunities; positive discipline practices; authentic parent and community engagement; and inclusive school leadership.

CIS employs, trains, and supports full-time site coordinators at each of its partner schools. CIS coordinators work with volunteers, partners, and the community to provide students supports in three different tiers – school wide services, targeted programs, and individualized support (see Figure 1). School wide supports are services and resources available to all students in a school that are designed to foster a positive school climate and address school-level risk factors. They are short-term interventions that are provided on an as-needed basis. Group targeted programs are services and resources typically provided in a group setting to students with common needs. Students who receive individualized supports are case-managed by coordinators. Students are case managed and provided direct services which could include academic tutoring, mentoring, goal setting, crisis intervention, pregnancy prevention services; life skills, and credit retrieval to track and assess student progress.

Communities in Schools of New Mexico (CISNM) carries out its work with help from its national and local network of public and private organizations, foundations, and individuals that make donations, in-kind contributions, or volunteer. Through this combination of resources, CISNM is able to hire and train site coordinators, implement the CIS National model at high-needs schools, and mobilize partners to provide resources. This process begins with CISNM conducting an assessment of the community to determine the need for CISNM, followed by CISNM partnering with school district leadership to identify where CISNM can have the greatest impact. The CISNM board of directors sets all policies based on CIS National's total quality system, which is a set of standards and policies designed to strengthen the CIS National model. CISNM is responsible for developing community partnerships, fundraising, marketing, public relations, managing and developing CISNM sites, ensuring the provision or brokering of quality youth programming services, and data collection, evaluation, and reporting.

**School District**  
Santa Fe Public Schools

**First Year of Partnership**  
2012

**Partner Community Schools in the 2017-2018 School Year Elementary Schools**

- Cesar Chavez
- Francis X. Nava
- Salazar

**Combined Elementary and Middle Schools**

- Aspen Community Magnet School
- El Camino Real Academy Community School

**Middle Schools**

- Milagro
- Edward Ortiz

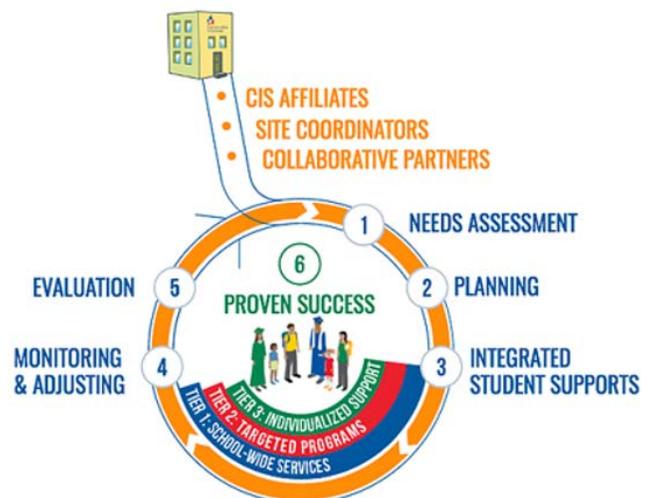
**High School**

- Capital

**Partner Community Schools Added in the 2018-2019 School Year Elementary Schools**

- Sweeney
- Ramirez Thomas

Figure 1: Communities in Schools Model



Source: Communities in Schools

**CIS of New Mexico  
Board of Directors**

**President**

- Carl Luff, Registered Investment Advisor, White & Luff Financial, Inc.

**Vice President**

- William Feinberg, President, Dorsar Investment Company

**Treasurer**

- Steve Gaber, Retired, Community Volunteer and Philanthropist

**Secretary**

- Timothy Mitchell, Retired

**Members**

- Dr. Carmen Gonzales
- Barbara Gudwin, Former President, SFPS Board of Education
- Joyce Idema, Former President and Public Relations Director, Santa Fe Opera
- Dion Silva, President, Los Alamos National Bank, Santa Fe
- Edward Tabet-Cubero, Independent Consultant
- Rachel White, Santa Fe Parent and Wildlife Biologist

**Advisory Board Members**

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- Catherine Allen, Founder, The Santa Fe Group
- Robert Apodaca, Owner and Consultant, Motiva Corporation
- Talitha Arnold, Pastor, United Church of Santa Fe
- Anne Bingaman, Head, Antitrust Division, U.S. Department of Justice
- Ron Hale, Coordinator, New Mexico Alliance of Health Councils
- Owen Lopez, Former Executive Director, McCune Charitable Foundation
- Nancy Wirth, Founding President, Cornerstones Community Partnerships

**Honorary Members**

- Bill and Georgia Carson, Founders, CIS of New Mexico and Salazar Partnership
- Anne Fullerton, Counselor, Founding Member of Salazar Partnership
- Dr. Charles Smith, Former CEO, Teaching Health Care Center
- James Snead, Retired Attorney

*The impetus for the partnership.* In 1998, then principal of Salazar Elementary School, Vickie Sewing, reached out to the United Church of Santa Fe for help. Bill and Georgia Carson, retired educators from Chicago, responded to that call and mobilized local resources and volunteers to provide wraparound services for students. For more than 10 years, the Salazar Partnership – later renamed Santa Fe For Students – focused on improving student literacy by donating books and providing tutors and mentors to students. In an effort to expand their reach to more schools in Santa Fe, Mr. Carson contacted CIS National in the spring of 2011 to form a partnership. After meeting with Mr. Carson and other Santa Fe For Students members, CIS National recognized the group as “a viable community organization,” noting CIS National partnerships are most effective when there is an already-established group working toward a similar goal. Since the 2012-2013 school year, CISNM has partnered with 10 schools in Santa Fe and hopes to partner with schools across the state.

**Community school pillars in SFPS community schools.**

During the 2017-2018 school year, CISNM received support from over 60 organizations and businesses and over 280 individuals to provide students in Santa Fe with various supports and services that address students’ academic and nonacademic barriers.

*Integrated student supports.* During the 2017-2018 school year, all eight SFPS community schools addressed food insecurity by partnering with the Food Depot, a local nonprofit organization that seeks to end hunger in nine counties in Northern New Mexico – Colfax, Harding, Los Alamos, Mora, Rio Arriba, San Miguel, Santa Fe, Taos, and Union (see Table 8). With the food bank’s help, all community schools stocked on-site food pantries, and five community schools sent kids home with backpacks filled with child-friendly food that did not require adult preparation to eat, including cereal bars, tuna snack packs, and fruit cups. Over 1,200 students and family members accessed community school food pantries and, each week, over 850 students received backpacks filled with food. While there is no cost for schools to participate, the food bank requires schools to have school personnel, or CISNM coordinators, to administer the program. The Food Depot indicated certain protocols need to be followed and having a staff member responsible for the program’s administration ensures consistency in the coordination and delivery of food. SFPS community schools rely on CISNM coordinators to obtain and distribute food to students.

**Table 8: Number of Schools Partnered With The Food Depot 2017-2018**

	Community Schools
Schools	8
Schools Partnered	8
Percent of Schools Partnered	100%

Source: The Food Depot

In addition to addressing food insecurity, all SFPS community school students had access to clothes through an on-site clothing bank, typically located in the CISNM coordinator's office, to help them meet each school's dress code, replace a torn or soiled item during the school day, or to dress for a special event. CISNM also has a winter coat drive to ensure students can stay warm throughout the cold season. The clothing, which is provided by CISNM, school staff, and community donors, is administered by each school's CISNM coordinator and, in some cases, volunteers.

One SFPS community school, Capital High School, provides primary care and behavioral health services through its school-based health center, referred to as a teen health center. The school-based health center provides year-round confidential and non-confidential primary care services, such as sports physicals, Monday through Friday from 8:30 a.m. to 4:30 p.m. Behavioral health services are provided Monday through Thursday from 8 a.m. to 4 p.m. during the school year.

Families of children who are enrolled in a community school partnered with CISNM can apply for emergency financial assistance during a financial crisis, such as risk of eviction, utility shut-off, car repair, or medical bills. Families can receive up to \$350 every two years. This service is used at the CISNM site coordinator's discretion when they become aware of a situation.

Additionally, all CISNM community school coordinators receive training in trauma-informed care. Trauma-informed care encompasses strategies that address behavioral problems and is intended to decrease disciplinary referrals as well as increase adult support and self-awareness and resiliency. Since 2014, CISNM community school coordinators in Santa Fe have received training on practical behavioral interventions and the concepts of self-regulation, behavior, and trauma-informed care from the Southwest Family Guidance Center and Institute, a counseling agency that offers a variety of behavioral health services for children, youth, and their families. CISNM coordinators use this training in their work with students and in determining appropriate referrals to other service providers, such as social workers and counselors. LPI notes trauma-informed care is common in schools that serve students from low-income families, refugees, homeless families, and other populations that have likely experienced trauma. Research indicates traumatic childhood experiences are associated with behavioral problems and longer term health problems.

During the 2017-2018 school year, a CISNM coordinator at El Camino Real Academy implemented restorative justice practices to address school infractions and help students recognize there are healthy ways to handle conflict. The coordinator trained teachers by having them participate in a restorative justice "circle" and getting them to practice relevant skills.

SFPS founded the Adelante Program in 2003 to provide opportunities for the academic achievement of children and youth in Santa Fe who are experiencing homelessness. Based on the federal McKinney-Vento Homeless Assistance Act, the program provides services that are bilingual and include advocacy, tutoring, evening programs, case management, and providing material aid, such as school supplies and clothing.

According to the U.S. Department of Health and Human Services, trauma-informed care is designed to address the consequences of trauma on the individual and facilitate healing. Trauma-informed care encompasses strategies that address behavioral problems, such as aggression, hyperactivity, impulsivity, and withdrawal, as well as longer-term health problems, like alcoholism, drug abuse, depression, cancer, and heart disease.

A restorative justice circle emphasizes healing and learning through a collective group process, aiming to repair harm done and assign responsibility by talking through the problem.

CIS coordinators at Capital High School work with SFPS middle schools to give eighth-grade students an opportunity to experience the high school atmosphere and culture and learn about different career pathways the high school offers. The program, referred to as the “Jaguar Connection,” is an effort to help students prepare for college or career by giving them an opportunity to prepare for what’s next after high school, beginning with a smooth transition between middle school and high school.

***Expanded learning time and opportunities.*** CISNM community schools implemented a number of academic support programs for students outside of regular school hours. All of the community schools employed a CISNM volunteer tutor program in which volunteer tutors were matched with struggling students and provided academic assistance through individual and small group sessions during and after school. Tutors and their students met at least one hour a week. Some community schools offered a peer tutoring program, overseen by CISNM coordinators, in which younger students in lower grades who need additional academic support are matched with an older student. CISNM coordinators implementing this program provide training to student tutors to empower them and help them connect with the students they tutor. CISNM coordinators also helped coordinate other after-school programs and activities, including soccer and student council, which give students an opportunity to develop leadership skills by organizing and carrying out school activities and community service projects.

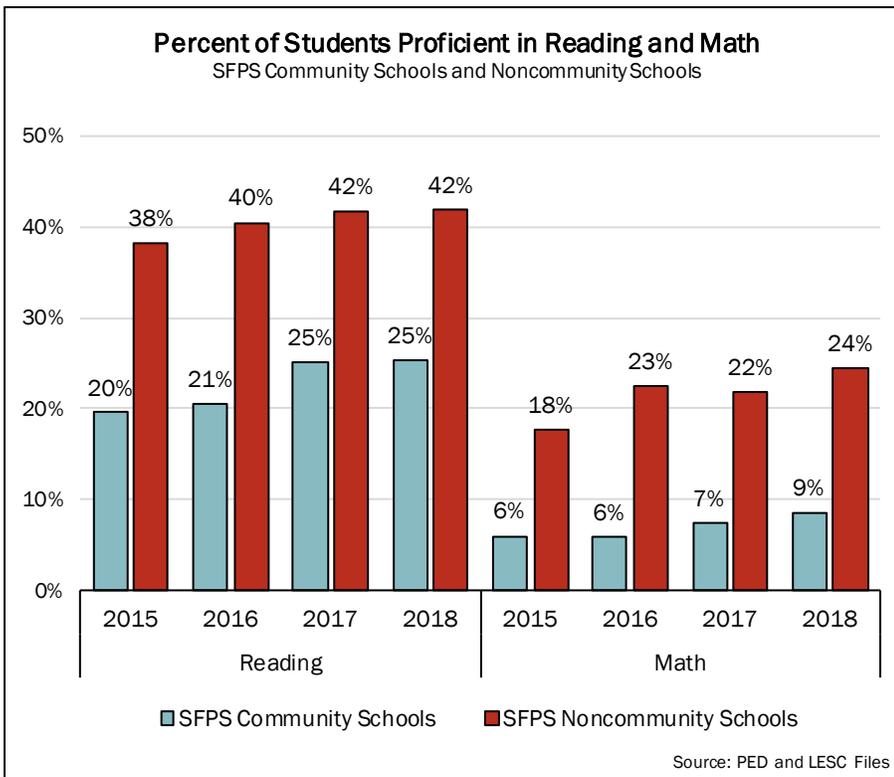
In summer 2017, all five eligible SFPS elementary community schools – Cesar Chavez, Francis X. Nava, and Salazar elementary schools, Aspen Community Magnet School, and El Camino Real Academy – participated in K-3 Plus. According to preliminary 2017 K-3 Plus award data, 25 percent of kindergarten through third grade students at Cesar Chavez Elementary School, 34 percent at Francis X. Nava Elementary School, 36 percent of students in Salazar Elementary School, 21 percent of students in Aspen Community Magnet School, and 26 percent of students in El Camino Real Academy participated in the program. Using FY19 kindergarten enrollment data, 34 percent of students at Cesar Chavez Elementary School, 91 percent of students at Francis X. Nava Elementary School, and 46 percent of students at El Camino Real Academy were enrolled in prekindergarten during the 2017-2018 school year. Altogether, these schools offered prekindergarten to 57 full-day students in four classrooms.

***Family and community engagement.*** CISNM coordinators held various activities and events to engage parents in their schools. Some community school coordinators held monthly meetings with school administrators and school wellness teams, during which parents were welcomed to share concerns or ideas with school staff that could improve student outcomes or increase collaboration between parents and the school. Some community schools partnered with CISNM-supported parent and teacher organizations to improve parent and teacher relationships and build trust. One SFPS community school, Cesar Chavez Elementary School, offered a Parent Academy, an SFPS program that offers a variety of free classes and workshops for parents in English and Spanish. Classes include citizenship exam preparation, computer basics, and English lessons. Workshops include providing information about the Adelante Program, immigration information sessions, teaching parents how to support their children through behavior techniques, and improving parents’ understanding of bullying and peer pressures.

***Collaborative leadership and practice.*** According to CISNM, community school coordinators participate in school teams or committees to discuss how to best support students. Community school coordinators are scheduled to meet regularly with “school support teams” to discuss student progress and make plans to address students’

learning barriers. CISNM coordinators are also part of “school wellness teams,” which SFPS requires for all schools. School wellness teams are scheduled to meet weekly or on an as-needed basis and include nurses, counselors, social workers, and principals. CISNM coordinators also meet with attendance committees, student assistance teams, and professional learning communities, as well as assist in individual education plan (IEP) meetings. One community school, El Camino Real Academy, held biweekly meetings designed for school staff to discuss students’ social, emotional, academic, attendance, and basic needs. During these meetings, teachers were given information about how trauma impacts students.

## SFPS Community Schools Data Profile



### SFPS Student Ethnicities

	Community Schools	Noncommunity Schools
Hispanic	83%	67%
Caucasian	7%	23%
Native American	2%	3%
African American	3%	3%
Asian	5%	5%

Source: PED and LESC Files

### SFPS Habitual Truancy Rate

	2014-2015	2015-2016	2016-2017	2017-2018
SFPS Community Schools	21%	26%	20%	34%
SFPS Noncommunity Schools	28%	27%	21%	27%

Source: PED and LESC Files

Note: Habitual truancy is defined as the percent of students who had 10 or more unexcused absences.

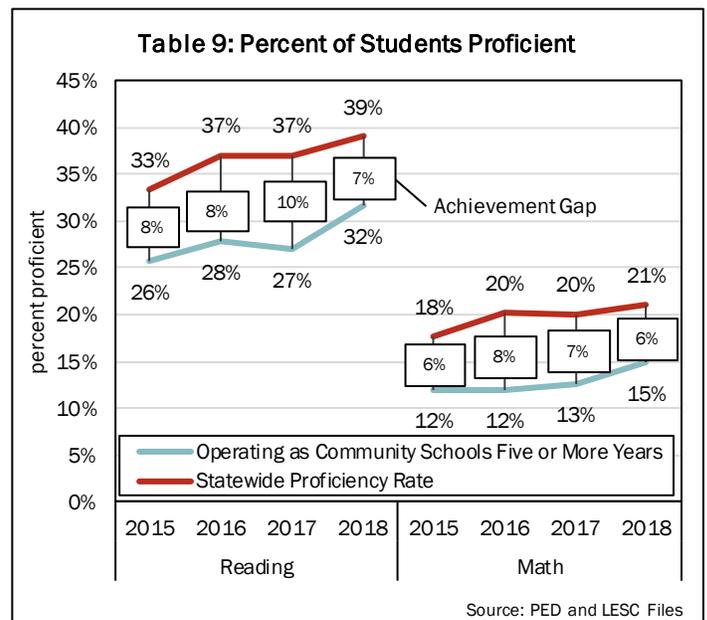
### School Grades at SFPS Community Schools

School	Community School since...	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Aspen Comm. Magnet School	2014-2015	F	D	D	D	D	D
Capital High	2014-2015	B	D	C	D	C	C
Cesar Chavez Elementary	2012 or earlier	F	D	B	F	D	F
Edward Ortiz Middle	2014-2015	D	D	F	F	F	F
El Camino Real Academy	2012 or earlier	D	D	D	D	F	F
Francis X. Nava Elementary	2015-2016	D	D	B	D	C	D
Milagro Middle	2017-2018						F
Salazar Elementary	2012 or earlier	D	F	F	C	D	D

Note: School grades in blue show school was a community school that year.

Source: LESC Files

Across the country, the community school approach is often used as a school turnaround strategy in underperforming schools serving high numbers of at-risk students. In fact, New Mexico’s ESSA plan recently added evidence-based community school models as an option for chronically underperforming schools to select as a more rigorous intervention to improve educational outcomes for students. Further, in the recent district court ruling in the consolidated *Martinez* and *Yazzie* lawsuit, the judge gave the executive and Legislature nine months to “take immediate steps” to ensure New Mexico schools have the resources necessary to give at-risk students the opportunity to obtain a uniform and sufficient education that prepares them for college or career. The judge and the plaintiffs indicated that to accomplish this task, students’ academic and nonacademic barriers must be addressed, and pointed to strategies that align with the community school approach as one of multiple potential solutions. However, while the percent of students proficient in schools operating as community schools for five or more years increased 6 percentage points in reading and 3 percentage points in math between 2015 and 2018, statewide proficiency increased at the same rate – leaving the achievement gap stagnant over a four-year period (see Table 9). While community schools have also increased their graduation rates, the gains do not keep pace with the statewide growth in graduation rate. This appears attributable to the fact that New Mexico community schools do not appear to be implementing all four key pillars with fidelity, which the research shows to have the largest positive impact on student outcomes.



In the consolidated *Martinez* and *Yazzie* lawsuit ruling, the judge highlighted the persistence of a significant achievement gap and the fact student outcomes continue to be low for at-risk students and rejected the state’s argument that the court should focus on student growth rather than static student proficiency. The Legislature recently appropriated \$2 million to PED to scale up the community school approach in the state and PED seems poised to continue requesting funding for this initiative in future years. PED should consider existing community school initiative challenges and areas for improvement to inform its community school grant process and its efforts to support community school grantees, including requiring grantees to implement the community school approach with fidelity to all four key pillars.

### Assessing community school effectiveness.

Community school experts, including LPI and the Coalition for Community Schools, note there are short- and long-term indicators that can be used to evaluate community schools’ effectiveness, including behavioral outcomes, social-emotional

outcomes, and academic outcomes. Attendance, discipline, student engagement in learning, and family and community engagement are considered leading indicators, or measures that show growth before others. Student health, social-emotional competence, school climate, and community safety, in addition to academic success, are considered long-term indicators of success. Leading indicators can be used to assess the effectiveness of new community schools while long-term indicators can be used to assess the effectiveness of schools that have operated as community schools for five or more years.

### **Leading Indicators**

LPI and the Coalition for Community Schools suggest improvements in behavioral outcomes, including attendance, discipline, and behavioral health, and social-emotional outcomes, such as student engagement in learning, and family and community engagement are predictive of longer-term successes such as improved test scores and narrowing of the achievement gap. From the perspective of LPI and the Coalition for Community Schools, the organizations suggest it is only reasonable to assume that long-term results will look substantially different for students or institutions with sustained exposure to the community school approach. They suggest attendance gains are expected to come first and changes in longer term results can take five to 10 years. Because of this timeline, the report suggests multiple measures should be used to assess the success of a community school approach.

***Attendance.*** LPI found that fully implementing all four key pillars can lead to improved attendance. Attendance, in particular, is often viewed by community school experts as a leading indicator of effective community school initiatives because students need to be in school to benefit from the supports and services they receive as a result of the community school approach. LESC staff was unable to evaluate attendance data of the 29 community schools due to data quality issues. Data provided by PED that is reported by school districts in the Student and Teacher Accountability Reporting System had a large number of inaccurate data points that spanned multiple years, making it impossible to analyze. During the 2017 legislative session, PED staff acknowledged attendance data reported by school districts and charter schools was often inaccurate.

***Discipline.*** Data reviewed by LPI found the community school strategy can be associated with reduced disciplinary incidents, such as office referrals, suspensions, and expulsions, though effects were largest for well-implemented community school programs. Again, significant variation in discipline reporting practices by school districts in the state made it impossible to evaluate how the community school approach in New Mexico has impacted student behavior.

***Assessment of Leading Indicators.*** Given that leading indicators can provide data needed to determine whether implementation of a community school initiative is likely to have positive outcomes on student achievement when fully implemented, PED should require consistent data reporting for attendance and discipline to evaluate the impact of the community school approach, particularly in the early stages of implementation. PED should require consistent attendance and discipline data for all initiatives as this will provide policymakers data to evaluate the progress of the initiative, but more importantly, will provide community schools with the data

they need ensure they are implementing a community school with fidelity to the four key pillars. Additionally, community school initiatives that do not receive grant funding from PED should consider doing the same.

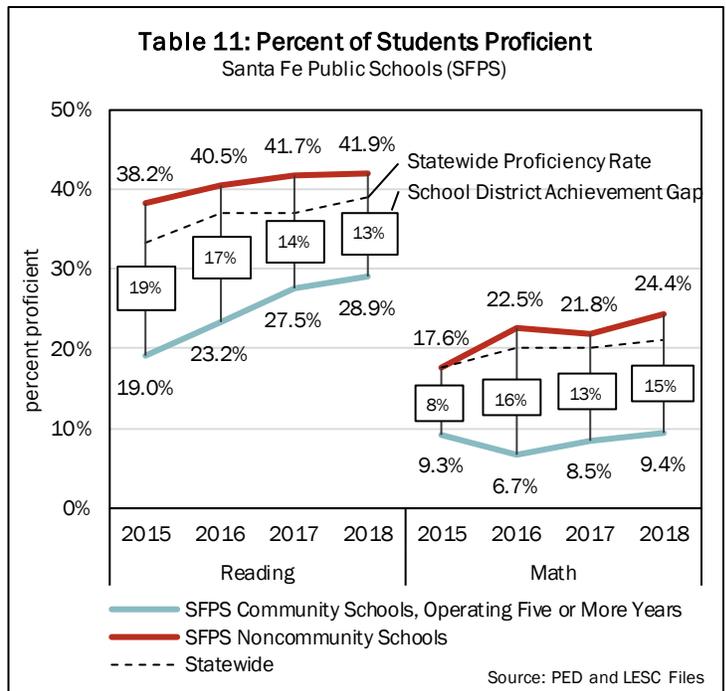
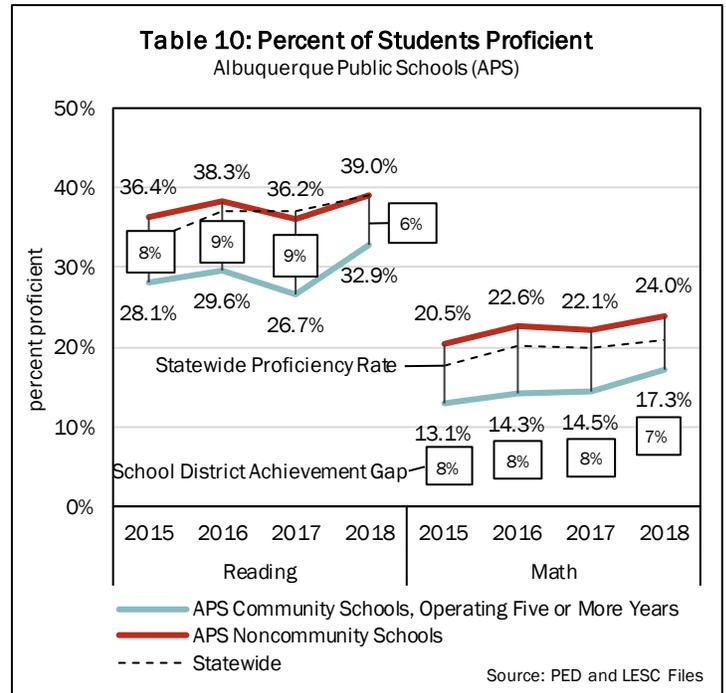
### Long-Term Indicators

Community school experts suggest community schools should see progress toward more long-term intended outcomes for students who experience sustained exposure to a high-quality community school, such as academic achievement, social-emotional competence, student health, and school climate by the third to fifth year of implementation.

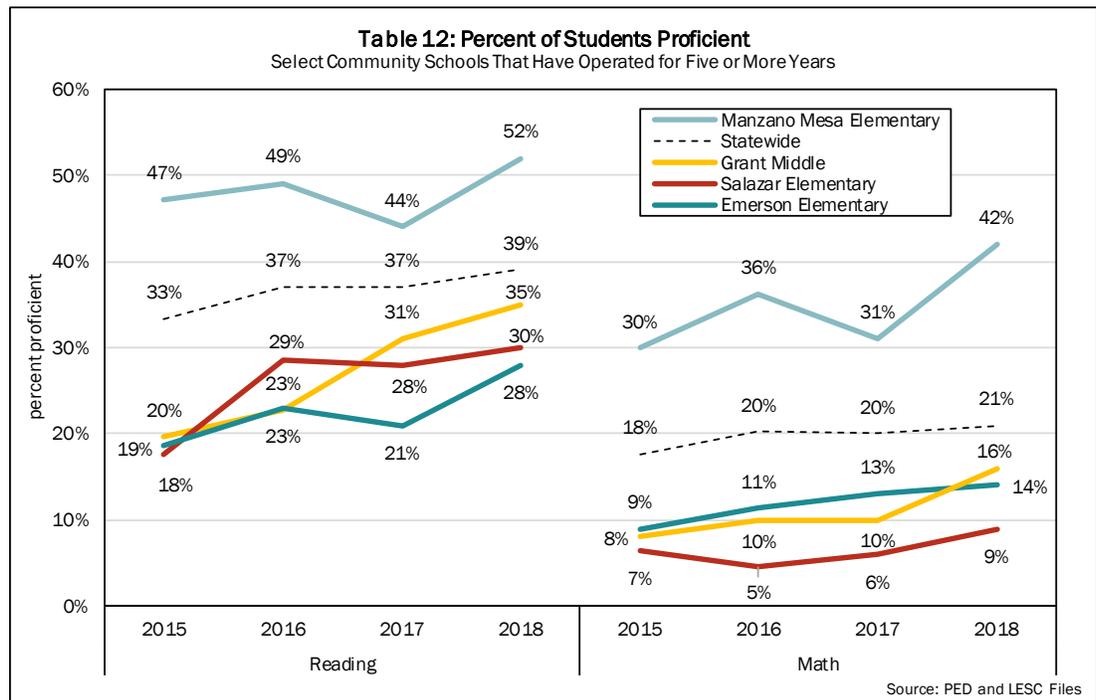
**Student Achievement.** LPI notes the evidence base provides a strong argument for using community schools to meet the needs of low-achieving students in high-poverty schools and to help close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities. This is primarily because the community school approach, when implemented with fidelity, addresses out-of-school barriers to learning and provides high-quality expanded learning time and opportunities.

The achievement gap in reading for students attending community schools in both APS and SFPS is narrowing, however, the achievement gap in math is only narrowing for students attending APS community schools (see Table 10 and Table 11). In APS, the achievement gap in reading for students who have attended schools that have been community schools for five or more years narrowed by 2 percentage points from 8 percentage points in FY15 to 6 percentage points in FY18. In SFPS, students who have attended schools that have been community schools for five or more years saw the reading achievement gap narrow by 6 percentage points from 19 percentage points in FY15 to 13 percentage points in FY18. However, community schools in APS and SFPS are not making the same progress in closing the achievement gap in math, with the gap in math widening for students at SFPS community schools.

Though progress in closing the achievement gap is slow for these schools, there are a number of schools that are seeing gains in both reading and math proficiency. For example, the percent of students at Grant Middle School in APS proficient



in reading and math increased 15 percentage points and 8 percentage points, respectively, between FY15 and FY18 (see Table 12). During the same time frame, the percent of students at Emerson Elementary School in APS proficient in reading and math increased 9 percentage points and 6 percentage points, respectively. PED should consider working with these schools and APS and SFPS to identify specific strengths and practices that may have contributed to these gains and use that information to inform and guide community school grantees during the planning and implementation year.



***Social-Emotional Outcomes.*** Social-emotional learning allows students to develop the knowledge, skills, attitudes, and behaviors to become self-aware, manage emotions, make responsible decisions, and work effectively and ethically. Social-emotional learning is a bedrock of the community schools approach. The first pillar of the community school approach – integrated student supports – often impacts social-emotional outcomes more than other pillars. Integrated student supports offer a method of incorporating a broad range of individually tailored services to systemically address the comprehensive needs of students and families. Additionally, LPI states the importance of promoting stable and nurturing adult relationships cannot be overstated, particularly in terms of preventing long-term damage from traumatic experiences. Parents are the first and most important adults in a child’s life and are most in control over a child’s exposure to adverse childhood experiences.

The impacts of the first pillar, however, are more difficult to assess. Social-emotional competency assessments take several forms, including self-report survey questionnaires, observation protocols and ratings scales, and performance-based assessments. Each method has its advantages and limitations, and no single method is inherently preferable or superior. However, certain methods are preferable for different classifications of social-emotional competencies, different developmental levels, and even different purposes of assessments. PED should consider a community

school's needs assessment as they support the adoption of social-emotional assessments.

***Student Health.*** Research shows there is a strong connection between student health and academic outcomes, such as grades, standardized tests, and graduation rates. According to the Center for Disease Control and Prevention (CDC), healthy students are better on all levels of academic achievement – academic performance, behavior, and cognitive skills and attitudes. However, risky behaviors, such as physical inactivity, unhealthy dietary behaviors, tobacco use, alcohol use, and other drug use are consistently linked to poor grades and test scores and lower educational attainment. The CDC cites evidence that dietary behaviors and physical activity have a positive impact on academic achievement. Student participation in the school breakfast program is associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance. Students who are physically active tend to have better grades, school attendance, cognitive performance, and classroom behaviors.

A school health assessment can help provide direction for school health improvement efforts. A school health assessment is a systematic collection, review, and analysis of information about school health-related policies and programs for the purpose of improving students' health and educational outcomes. School health assessments give schools a snapshot in time of programs and policies that address student and staff health. The use of an assessment and action planning process provide a coordinated framework for school improvement and wellness efforts. This structure can help schools avoid duplication, refine purpose, and coordinate various initiatives across the whole school. The CDC provides a free school health assessment that enables elementary, middle, and high schools to identify strengths and weaknesses of health and safety policies and programs. It can help schools develop an action plan for improving student health, which can be incorporated into the school improvement plan. PED should consider requiring community school grantees to use a school health assessment to determine the community school's impact on student health.

***School Climate.*** School climate is a broad, multifaceted concept that involves various aspects of a student's educational experience. The USDE suggests a positive school climate is the product of a school's attention to fostering safety, promoting a supportive academic, disciplinary, and physical environment, and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community from prekindergarten to higher education. The American Institutes for Research developed a web-based administration platform for the USDE, ED School Climate Surveys (EDSCLS), that provides a set of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents or guardians. The platform allows states, school districts, and schools to collect and process data, to which the USDE does not have access, and provides user-friendly reports in real-time free of charge. PED should require community school grantees to administer school climate surveys at all grade levels to gauge the community school's impact on each student's educational experience. Although USDE's platform is only available for middle schools and high schools, PED should use those surveys to develop a high-quality school climate survey for elementary schools.

***Assessment of Long-Term Indicators.*** Considering schools do not work in static environments and the only consistent thing is change, community schools must pay attention to long-term indicators to ensure their efforts are appropriately adjusting to the changing needs and assets of the students, families, and communities they serve. While leading indicators give community schools data about whether their efforts are working, long-term indicators let community schools know if they are achieving intended results – those that ultimately result in improved student achievement and closing of the achievement gap. PED should require community school grantees to collect and report consistent data for social-emotional indicators and student health indicators. PED should work with each grantee to identify and require an appropriate SEL competency assessment for each community school. PED should consider requiring community school grantees to use a high-quality school climate survey as another measure for assessing community school effectiveness. This will provide policymakers data to evaluate the progress of the initiative, but more importantly, will provide community schools with the data they need ensure they are implementing a community school with fidelity to the four key pillars. Additionally, community school initiatives that do not receive grant funding from PED should consider doing the same.

#### **Community school implementation.**

The actual composition of services that community schools provide and the level of impact community schools make on student academic and nonacademic outcomes vary for a number of reasons, including funding, high-quality instruction, school leadership, and stakeholder commitment.

***Funding.*** Community schools often rely on lead partner agencies to employ a community school coordinator. During site visits, interviews, and focus groups, APS, LCPS, and SFPS community school stakeholders noted that without a lead partner agency and a coordinator, it is challenging to implement and scale the community school approach. A number of APS, LCPS, and SFPS school leaders indicated they would have liked to lead a community school sooner, but had to wait for a lead partner agency to step in; and lead partner agencies had to ensure they garnered enough funds before they established new partnerships.

***High-Quality Instruction.*** Effective implementation requires attention to several factors. Though it is important to implement all four key pillars, community schools must align the pillars with teaching and learning goals. The Partnership for the Future of Learning suggests community school stakeholders avoid undermining the potential effectiveness of community schools by only focusing on addressing out-of-school barriers to learning. While such supports help provide students' basic needs, they must be closely linked to a comprehensive strategy for addressing in-school factors, especially improvements to teaching, learning, and school climate. PED should require community school grantees to maintain a rich academic focus by ensuring each community school's plan integrates regular school day programming with out-of-school learning opportunities.

The second key community school pillar, expanded learning time and opportunities, ties directly with high-quality instruction because it provides an avenue through which students can receive additional support for their learning – effective programs

are not just about having a place to watch children before and after school and during summer breaks, as important as those may be. According to the Partnership for the Future of Learning, the effectiveness of expanded and enriched learning time and opportunities depends on the quality of the program and implementation. Community schools should focus additional time on student learning and align activities with the school's learning goals. For students to receive the greatest benefit, policies lengthening school days or years should add at least 300 hours, or a 25 percent increase over existing class time. Out-of-school programs, including after-school and summer offerings, must provide additional time to accommodate both academic and enrichment activities. According to Legislative Finance Committee, research has found positive effects of extended learning time, especially for students in minority groups, who have performed poorly on standardized tests, and who are eligible for free or reduced-fee lunch. Expanded learning time and opportunities is the pillar that has the largest impact on student achievement and it remains unclear to what extent community schools offer expanded learning time and opportunities and whether students have sustained access to expanded learning time and opportunities.

ExpandED, a nonprofit organization dedicated to expanding access to enriching education experiences, found that by sixth grade, children from middle- and high-income families receive 6,000 more hours of family reading time, weekend day trips, prekindergarten, summer camp, and after-school activities than children living in poverty.

***Principal Tenure.*** Community schools that maintained a three- to six-year partnership with the ABC Community School Partnership or CISNM had, on average, a different principal or coordinator by the third year of implementation. This is problematic because, according to the New Teacher Center, it takes an average of five years for a principal to fully establish a vision, improve teaching staff, and design and implement policies and practices that positively impact a school's performance. Additionally, research shows school leadership has one of the greatest impacts on student learning, second to classroom instruction. Education Commission of the States indicates high rates of turnover often leave inexperienced principals at the head of high-need schools. Such turnover ultimately delays the consistent implementation of the community school approach, particularly the fourth key community school pillar – collaborative leadership and practice. Collaborative leadership and practice relies on leadership to create structures and activities that support relationships with students, parents, teachers, and community partners who must be engaged to sustain a community school. PED should work with schools implementing a community school initiative to identify and remove barriers that lead to high principal turnover.

***Stakeholder Commitment.*** For community schools to be successful, there needs to be a supportive infrastructure at the system and school district level. According to the Partnership for the Future of Learning, individual community schools are more likely to be successful and sustained when there is strong support and infrastructure in place. For example, schools that are part of an intentional community school initiative to be scaled both vertically, from prekindergarten to high school and college or career, and horizontally, across a school district or county, receive more funding, resources, and capacity-building. Though not easy, implementing the community school approach requires extensive coordination and collaboration among all community school stakeholders.

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## Appendix A: Community Schools Act

1 AN ACT  
 2 RELATING TO PUBLIC SCHOOLS; PROVIDING FOR A COMMUNITY SCHOOL  
 3 FRAMEWORK; INCLUDING EARLY CHILDHOOD SERVICES AND VOLUNTARY  
 4 PUBLIC PRE-KINDERGARTEN; ADJUSTING COMMUNITY SCHOOL  
 5 APPLICATION REQUIREMENTS; CREATING A FUND.  
 6  
 7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:  
 8 SECTION 1. Section 22-32-2 NMSA 1978 (being Laws 2013,  
 9 Chapter 16, Section 2) is amended to read:  
 10 "22-32-2. PURPOSE.--The Community Schools Act is  
 11 enacted to provide a strategy to organize the resources of a  
 12 community to ensure student success while addressing the  
 13 needs, including cultural and linguistic needs, of the whole  
 14 student from early childhood programs and voluntary public  
 15 pre-kindergarten through high school graduation; to partner  
 16 federal, state and local and tribal governments with  
 17 community-based organizations to improve the coordination,  
 18 delivery, effectiveness and efficiency of services provided  
 19 to students and families; and to coordinate resources, in  
 20 order to align and leverage community resources and integrate  
 21 funding streams."  
 22 SECTION 2. A new section of the Community Schools Act  
 23 is enacted to read:  
 24 "DEFINITIONS.--As used in the Community Schools Act:  
 25 A. "community school" means a public school that

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1 partners with families and the community, including tribal  
2 partners, nonprofit community-based organizations and local  
3 businesses, to provide well-rounded educational opportunities  
4 and supports for student success through the implementation  
5 of a community school framework;

6 B. "community school coordinator" means a  
7 full-time person employed by the lead partner agency who  
8 works within a community school as part of the site-based  
9 leadership team;

10 C. "community school framework" means a set of  
11 strategies implemented in a community school that include  
12 culturally and linguistically responsive instruction,  
13 programs and services and restorative practices that focus on  
14 building and maintaining relationships;

15 D. "community schools initiative" means the  
16 implementation of the community school framework to provide  
17 comprehensive or targeted support and improvement activities  
18 pursuant to the federal Every Student Succeeds Act;

19 E. "elementary school" may include early childhood  
20 services and pre-kindergarten;

21 F. "lead partner agency" means the agency that  
22 employs the community school coordinator and works  
23 collaboratively with the community school coordinator, the  
24 school principal and the site-based leadership team to  
25 assess, plan and carry out the community school framework;

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1           G. "site-based leadership team" means an  
2 interdisciplinary, school-based leadership team that includes  
3 the school principal, the community school coordinator,  
4 teachers, other school employees, families, community  
5 partners, tribal partners, nonprofit organizations, unions  
6 and neighboring community residents that guides collaborative  
7 planning, implementation and oversight; and

8           H. "statewide coalition" means a group of  
9 community schools, members of their site-based leadership  
10 teams, foundations, businesses and other organizations,  
11 including unions, cultural and linguistic experts and tribal  
12 leaders, who have joined together to advocate for and support  
13 the development of community schools across New Mexico in  
14 alignment with an evidence-based community school framework."

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

17           "COMMUNITY SCHOOL FRAMEWORK--COMMUNITY SCHOOL  
18 COORDINATOR.--

19           A. The community school framework shall ensure the  
20 use of research- and evidence-based strategies and best  
21 practices that support students, families and communities in  
22 ensuring student success and shall include:

23                   (1) integrated student supports that address  
24 non-academic and out-of-school barriers to learning through  
25 partnerships with social and health service agencies and

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1 providers that may include school-based or school-linked  
2 health care, case management services and family stability  
3 supports coordinated by a community school coordinator and  
4 that are culturally and linguistically responsive to the  
5 needs of students and their families;

6 (2) expanded and enriched learning time and  
7 opportunities, including before-school, after-school,  
8 weekend, summer and year-round programs, that provide  
9 additional academic support, enrichment activities and other  
10 programs that may be offered in partnership with community-  
11 based organizations to enhance academic learning, social  
12 skills, emotional skills and life skills and are aligned with  
13 the school's curriculum;

14 (3) active family and community engagement  
15 that:

16 (a) values the experiences of people  
17 from diverse backgrounds as empowered partners in decision  
18 making and encourages partnerships with parents or caregivers  
19 to develop and promote a vision for student success;

20 (b) offers courses, activities and  
21 services for parents or caregivers and community members; and

22 (c) creates structures and  
23 opportunities for shared leadership; and

24 (4) collaborative leadership and practices  
25 that build a culture of professional learning, collective

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1 trust and shared responsibility using strategies that at a  
2 minimum include a site-based leadership team and a community  
3 school coordinator.

4 B. The community school framework may include:

5 (1) broader use of public school facilities  
6 in which school buildings become hubs for neighborhood  
7 events, activities, advocacy and civic life;

8 (2) community-based curriculum in which the  
9 content of instruction is centered on local knowledge,  
10 service learning and problem-solving around community issues;  
11 and

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

14 (a) support working families and help  
15 ensure that children come to kindergarten ready to learn;

16 (b) provide students and working  
17 parents or caregivers with full-day and after-school child  
18 care;

19 (c) provide high-quality pre-  
20 kindergarten programs that are aligned to early childhood  
21 professional and curricular early learning standards;

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

25 (e) include strong partnerships and

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1 alignment with early learning centers and child care  
2 providers that may include transportation or coordination to  
3 meet the broader early childhood community needs.

4 C. The lead partner agency shall employ a  
5 community school coordinator to:

- 6 (1) implement the community school  
7 framework;
- 8 (2) lead the needs and assets assessment;
- 9 (3) facilitate communication between  
10 partners as a stakeholder- and community-driven approach to  
11 problem-solving;
- 12 (4) guide data-informed continuous  
13 improvement;
- 14 (5) manage data collection; and
- 15 (6) align, leverage and coordinate resources  
16 for student and family success."

17 **SECTION 4.** Section 22-32-3 NMSA 1978 (being Laws 2013,  
18 Chapter 16, Section 3, as amended) is amended to read:

19 "22-32-3. COMMUNITY SCHOOLS INITIATIVES--SCHOOL  
20 IMPROVEMENT FUNCTIONS--REQUIREMENTS.--

21 A. A community schools initiative may be created  
22 in any public school in the state and may be created as a  
23 consortium of public schools.

24 B. A community schools initiative shall include  
25 the following:

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1 (1) a lead partner agency, including a  
2 public or private agency or community-based organization, to  
3 help coordinate programs and services;

4 (2) an annual assessment that is a  
5 meaningful and collaborative inquiry process to develop a  
6 comprehensive understanding of local needs and assets and of  
7 community resources that is conducted by the community school  
8 coordinator and informed by the site-based leadership team  
9 and that relates to the effective alignment and delivery of  
10 programs and services within the community school; and

11 (3) the community school framework.

12 C. A lead partner agency for more than three  
13 public schools shall provide a full-time position that  
14 supports the community school coordinators at those public  
15 schools.

16 D. Where early childhood services and supports are  
17 indicated as a need, a community school site-based leadership  
18 team shall prioritize strong partnerships and integration  
19 with early childhood providers located both on and off the  
20 public school campus, including transportation to meet  
21 community needs."

22 SECTION 5. Section 22-32-4 NMSA 1978 (being Laws 2013,  
23 Chapter 16, Section 4, as amended) is amended to read:

24 "22-32-4. COMMUNITY SCHOOLS INITIATIVES--INDIRECT  
25 COSTS--GRANTS--SCHOOL DISTRICT, GROUP OF PUBLIC SCHOOLS OR



1 PUBLIC SCHOOL DUTIES--REQUIREMENTS.--

2 A. A school district shall bear any indirect costs  
3 associated with the establishment and implementation of a  
4 community school within the school district.

5 B. Subject to the availability of funding, grants  
6 for community schools initiatives are available to a school  
7 district, a group of public schools or a single public school  
8 that has demonstrated partnerships with the local community  
9 to establish, operate and sustain the community school  
10 framework and that meets department eligibility requirements.

11 C. The department shall promulgate rules and  
12 procedures to distribute funds through a competitive grant  
13 program developed and designed in partnership with the  
14 coalition for community schools.

15 D. Applications for grants for community schools  
16 initiatives shall be in the form prescribed by the department  
17 to support a continuum of community school development.

18 E. A school district, a group of public schools or  
19 a single public school that uses funds under this section to  
20 transform a public school into an evidence-based community  
21 schools initiative shall:

22 (1) use rigorous, transparent, equitable and  
23 evidence-based evaluation systems to assess the effectiveness  
24 of the implementation of the community schools initiative;

25 (2) provide ongoing, high-quality

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1 professional development that:

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

4 (b) facilitates effective teaching and  
5 learning; and

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

8 (3) give the community school sufficient  
9 operational flexibility in programming, curriculum, staffing,  
10 budgeting and scheduling so that the community school can  
11 fully implement a comprehensive community school framework  
12 designed to focus on improving the community school climate,  
13 student academic achievement, attendance, behavior, family  
14 engagement and, for high schools, graduation rates and  
15 readiness for college or a career.

16 F. If a grantee receives funding to implement the  
17 community schools initiative at three or more public school  
18 sites, the school district shall employ a community schools  
19 director or manager to oversee and coordinate implementation  
20 across all of the covered school sites and ensure the  
21 employment of a community school coordinator by the lead  
22 partner agency at each school site.

23 G. A school district or public school may use  
24 Title I funds for its community schools initiative and the  
25 department may use Title I funds to invest in community

1 schools statewide.

2 H. The department is authorized to provide  
3 planning, implementation and renewal grants to eligible  
4 applicants as follows:

5 (1) a one-year, one-time planning grant of  
6 up to fifty thousand dollars (\$50,000) for each eligible  
7 public school to conduct an initial school and community  
8 needs assessment, identify community supports and services  
9 through asset mapping and establish a site-based leadership  
10 team; and

11 (2) annual implementation grants of one  
12 hundred fifty thousand dollars (\$150,000) each year for a  
13 period of three years for each eligible school; and

14 (3) at the conclusion of the initial  
15 three-year grant period, applicants may apply for a renewal  
16 grant for one year in an amount determined by the department.

17 I. Eligible applicants shall provide satisfactory  
18 documentation required by the department that the applicant  
19 intends to apply for an implementation grant within six  
20 months of receiving a planning grant.

21 J. Eligible applicants shall submit an application  
22 for an implementation or renewal grant to the department for  
23 each eligible community school through the grant  
24 authorization process."

25 SECTION 6. A new section of the Community Schools Act

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1 is enacted to read:

2 "COALITION FOR COMMUNITY SCHOOLS.--The department shall  
3 appoint a "coalition for community schools" that is a  
4 statewide coalition of community school participants, which  
5 shall include local community school content experts,  
6 culturally responsive content experts and tribal leaders.  
7 The coalition shall provide advocacy, capacity building and  
8 technical assistance to ensure equitable distribution of  
9 resources to all school districts in New Mexico. The  
10 coalition shall assist the department in reviewing  
11 applications for grants and making recommendations for  
12 awards."

13 SECTION 7. A new section of the Community Schools Act  
14 is enacted to read:

15 "COMMUNITY SCHOOLS FUND--CREATED--ACCOUNTABILITY.--

16 A. The "community schools fund" is created as a  
17 nonreverting fund in the state treasury. The fund consists  
18 of appropriations, gifts, grants and donations. The  
19 department shall administer the fund, and money in the fund  
20 is appropriated to the department to distribute grant awards  
21 to support the development and implementation of community  
22 schools initiatives.

23 B. The department shall ensure that the money  
24 expended from the community schools fund is used for the  
25 purposes stated in the Community Schools Act and shall not be

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1 used to correct for previous reductions in program services."

2 SECTION 8. EFFECTIVE DATE.--The effective date of the  
3 provisions of this act is July 1, 2019. \_\_\_\_\_

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# Appendix B: APS, LCPS, and SFPS needs assessments

## APS community schools needs assessment.



### DISCOVERING OPPORTUNITY

**I could use help with:**

- Housing Assistance
- Utility Assistance
- Clothing/Shoes
- Seeing a Doctor
- Health Care Insurance
- Dental Care
- Vision Care
- Family Counseling
- Food
- Child Care
- Parenting Skills
- Payday Loans
- Other \_\_\_\_\_

**My Community needs help with:**

- Family Activities
- Sports & Recreation
- Homework/Tutoring
- Community Clean Up
- Parent Involvement
- Adult Education
- Job Readiness
- Transportation
- Addiction Services
- Other \_\_\_\_\_

**I want to learn more about:**

- GED classes
- Going to/Paying for College
- Trade Schools
- Find a job/Better job
- Computer Classes
- English Language Classes
- Volunteer Opportunities
- Managing Money
- Community Center
- Other \_\_\_\_\_

**Please circle the checkboxes where you can help your community.**

### ABOUT YOU!

NAME \_\_\_\_\_ PHONE \_\_\_\_\_

**Email** \_\_\_\_\_

**What age range do you fall in?**

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

**# Of people you live with:** \_\_\_\_\_

How do you self-identify (sex)? \_\_\_\_\_

What is your race? \_\_\_\_\_

Zip Code: \_\_\_\_\_

What school does your student(s) attend? \_\_\_\_\_

**Best time to reach you?**

- Any time
- Weekends
- No Contact Please
- Morning
- Afternoon
- Evening

**Would you like to be contacted to participate in a focus group regarding your responses?**

Yes! \_\_\_\_\_ No thank you \_\_\_\_\_  
I would like to know more before deciding \_\_\_\_\_

What is your relation to the student(s)? \_\_\_\_\_



LCPS community schools needs assessment questions.

*Student survey questions.*

**Lynn Middle School Student Survey**

Our school is becoming the first COMMUNITY SCHOOL in Las Cruces. That means more programs will be coming to our school and students will have a strong voice in what we want for our school. By answering the following questions, you will be letting people know what the community should focus on at Lynn. Please be honest, we want to hear your voice. Your answers are confidential so do NOT put your name anywhere on the survey. No one will know exactly how you answered. We will combine your answers with those of other students so no one can be identified. You do NOT have to answer a question if you do not want to, but we hope you will answer as many questions as you can.

<b>Information about you</b>							
What grade are you in?	6th Grade	7th Grade	8th Grade				
What is your gender?	Girl	Boy	Prefer not to say				
What is your racial or ethnic background? Please check each box that is true for you.	Hispanic or Latino	White (Not Hispanic/Latino)	African American	American Indian / Native American	Asian	Other (please specify) or Not Sure	
<b>Information about you and your school</b>							
	<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>Always</b>			
Students in my school get along with one another.							
Teachers in my school treat students with respect.							
Teachers in my school listen to me.							
I feel comfortable talking to teachers in my school.							
<b>Schoolwork</b>							
	<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>Always</b>			
I could use more help with reading.							
I could use more help with math.							
I could use more help with science.							
	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Neither agree or disagree</b>	<b>I don't know</b>	
The school provides learning materials (e.g. textbooks, handouts) that reflect my cultural background, ethnicity, ancestry, and identity.							
My teachers often connect what I am learning to life outside the classroom.							

		No time	30 minutes or less	One hour	More than an hour	I don't get much homework	
	How much time do you spend doing homework each day after school?						
		Parents	Grandparents or other guardians	Other relatives (brothers/sisters, aunts/uncles, etc.)	Friends	Teachers	After-school programs
		Tutor	No one	Other			
	Who helps you with your homework when you need it? Please check each box that is true for you.						
		Yes	Sometimes	No			
	Do you have a place to do your homework?						
		Parents	Grandparents or other guardians	Other relatives (brothers/sisters, aunts/uncles, etc.)	Friends	Teachers	After-school programs
		Tutor	No one	Other			
	Who asks you about how things are going at school? Please check each box that is true for you.						
	What is one thing you would change about Lynn Middle School that would help you do well in school?						
<b>Absences</b>							
When you miss school, for which reasons do you miss? Drag items to the best box for you and arrange by level of importance within each box.							
		Almost always	Often	Sometimes	Never		
	I miss school because I am sick.						
	I miss school because my parent needs me at home.						
	I miss school because I don't always have a way to get to school.						
	I miss school because I do not feel safe at school.						
	I miss school because I do not feel safe on my way to or from school.						
	I miss school because I need to watch my younger siblings.						
	I miss school because I need to help my grandparent.						
	I miss school because I don't want to go to school.						
	Why else do you not come to school? Please describe why.						

<b>Bullying</b>							
<p>Bullying happens when someone hurts, scares, or offends others repeatedly, on purpose. Examples of bullying are:</p> <ul style="list-style-type: none"> <li>- Hitting, shoving, or physically harming someone.</li> <li>- Spreading bad rumors about people.</li> <li>- Keeping certain people out of a group or getting others to "gang up" on them.</li> <li>- Teasing people in a mean way.</li> </ul> <p>The first part is about others being bullied. The second part is about you being bullied. Your answers should be about this school year (since this past August until now).</p>							
		<b>Almost never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost always</b>		
	I see students at this school teased or picked on.						
	I see students at this school hit, shoved, or physically harmed.						
	Cyberbullying (bullying using the internet, like Facebook, Snapchat, or Instagram) is a problem for students from this school.						
	I see students bullied on the way to or from school.						
	I see other types of bullying at this school.						
	Adults at this school pay attention to bullying and do something to stop it.						
	Your experiences.						
	I am called names, teased, or picked on at school.						
	I am hit, shoved, or physically harmed at this school.						
	I am cyberbullied by students from this school.						
	I am bullied on my way to or from school.						
	I am bullied in other ways at this school.						
	Please write any additional comments you have about bullying at this school.						
<b>School &amp; Home</b>							
	<b>[Students are required to move a 'slider' to indicate how happy there are.]</b>						
	How happy do you feel at school?						
	How happy do you feel at home?						
		<b>Being at home</b>	<b>Being at school</b>	<b>Both about the same</b>	<b>I don't know</b>		
	Which do you enjoy more? Choose one.						

		Yes	No	Maybe			
	Do you know where to go at school if you need to talk to someone if you are having a problem at home?						
	Do you feel comfortable talking to someone at school if you are having a problem at home?						
	Do you know where to go at school if you need to talk to someone if you are having a problem at school?						
	Do you feel comfortable talking to someone at school if you are having a problem at school?						
	Do you have a trusted adult in your life who believes in you and will stand up for you?						
	Do you have a safe zone teacher?						
		Yes	No				
	Do you participate in after-school programs and/or activities at Lynn? These include clubs, sports, or any after-school program/activity at Lynn.						
		Nothing interests me.	I don't feel safe at school.	I don't have transportation home afterwards.	I feel like I don't fit in with the kids that go to after-school programs and events.	I have too much homework.	I have sports or activities elsewhere.
		I have responsibilities at home.	Other (please specify).				
	Why don't you participate in after-school programs/activities? Please check each box that is true for you?						
Of the following types of activities for students at Lynn, which would you think would be important to have at this school? Drag items to the best box for you and arrange by level of importance within each box.							
		REALLY important.	Somewhat important.	Not that important.			
	Skateboarding and bicycling on campus.						
	Physical education equipment that isn't broken or damaged - new equipment.						
	6th and 7th grade school sanctioned sports - supported the same way 8th grade sports are.						

		<b>REALLY important.</b>	<b>Somewhat important.</b>	<b>Not that important.</b>			
	Adventure weekends - outings where students could go on outdoor adventures or weekends.						
	A safe place to talk, like a room with punching bags to relieve stress and a person that students can talk to.						
	More computers and iPads.						
	Students get a vote on some school issues.						
	Baseball and softball teams.						
	Movie Theater.						
	Performing Arts (Ballet Folklorico, Mariachi, etc.)						
	Health and mental health resources.						
	Dodge-ball.						
	There is a student court for some disciplinary issues.						
	Swimming.						
	Student-led group to stop bullying/Student bully watch.						
	Big brothers and big sisters.						
	Students serve as representatives on teacher committees.						
	Student helpers - a way students can help teachers and administrators during the school day.						
	Soccer.						
	More field trips.						
	Have student town halls / meetings / assemblies where students can share their voice on student issues.						
	What is not listed above that you feel is important.						
		<b>Yes</b>	<b>No</b>	<b>Maybe</b>			
	If dinner was served at Lynn, would you eat at the school?						
	What questions do you have for Lynn teachers or principals?						

**Staff survey questions.**

**Lynn Middle School Staff Survey**

Welcome to the Lynn Middle School Staff Survey! Thank you for participating in this survey. The purpose of this survey is to better understand the needs of staff, students, and families at Lynn as we work towards building a strong Community School. Your honest input is valuable and important. This survey is completely anonymous, no one can be identified from their responses, and results will only be presented in aggregate form. This survey should take approximately 15 minutes. Thanks again for taking the time to complete this survey!

<b>Demographic information</b>							
1	What is your role at Lynn Middle School?	Certified Staff	Classified Staff				
2	Number of years doing this work	0-4	5-9	10-14	15-19	20 and higher	
3	Number of years at Lynn Middle School	0-4	5-9	10-14	15-19	20 and higher	
4	If you are certified staff, answer questions 5 through 9						
<b>Please indicate your level of agreement with the following statements:</b>							
		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Does not apply
5	I think it is important to consider my students' cultural backgrounds in my planning/curriculum.						
6	I actively consider my students' cultural backgrounds in my planning/curriculum.						
7	Our school places importance in our students' cultural backgrounds in planning/curriculum.						
8	Our school actively considers our students' cultural backgrounds in planning/curriculum.						
9	I have a good understanding of what "culturally relevant curriculum" means or looks like.						
10	Share any thoughts you have on culturally relevant curriculum at Lynn.						
<b>High Quality Teaching and Collaboration</b>							
11	Educators at Lynn emphasize critical thinking and problem solving.						
12	my instruction emphasizes critical thinking and problem solving.						
13	Educators spend time planning together at Lynn.						
14	Educators spend time analyzing students work together at Lynn.						
15	Our school has a shared idea of what "high quality teaching" looks like.						
16	Share any thoughts you have on high quality teaching at Lynn.						

		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Does not apply
<b>Positive School Climate</b>							
17	I am comfortable engaging in dialogue with administration about school issues.						
18	I am comfortable engaging in dialogue with peers about school issues						
19	I am comfortable engaging in dialogue with parents about school issues.						
20	My input is sought when decisions are made about the work I do.						
21	I am empowered to make decisions about my job.						
22	I enjoy coming to work most days.						
23	We have a positive school culture at Lynn.						
24	There is a sense of community at Lynn.						
25	Share any thoughts you have on inclusive school leadership at Lynn.						
<b>Positive School Discipline</b>							
26	Positive discipline practices are important.						
27	I actively try to implement positive discipline practices in my classroom.						
28	Our school places importance on using positive discipline practices.						
29	Our school actively works to implement positive discipline practices.						
30	I have a good understanding of what "positive discipline" means or looks like.						
31	This school provides me with enough resources to reach even the most difficult students.						
32	Share any thoughts you have on positive discipline practices at Lynn and/or resources that could help you assist difficult students.						
<b>Family Engagement</b>							
33	I believe that family engagement with the school is important.						
34	I have strong, positive relationships with my students' families.						
35	I work to find ways to overcome barriers to family engagement.						
36	Our school places importance on family engagement.						

		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Does not apply
37	Our school works to find ways to overcome barriers to family engagement.						
38	Most Lynn families have a positive connection with the school.						
39	Share any thoughts you have on family engagement at Lynn.						
<b>Overall Student Well-being</b>							
40	In general, our school is meeting the mental health needs of students.						
41	In general, our school is meeting the physical health needs of students.						
42	In general, our school is meeting the academic needs of students.						
43	Share any thoughts on how students well-being could be improved at Lynn.						
<b>Overall Staff Well-being</b>							
44	In general, our school is meeting the mental health needs of staff.						
45	Our school is meeting the professional development needs of our staff.						
46	Our school supports good work/life balance.						
47	I have a good work/life balance.						
48	Our school supports the physical well-being of staff.						
49	Share any thoughts on how staff well-being could be improved at Lynn.						
<b>Of the following types of support for students, staff, and families at Lynn, how should each be prioritized? Drag items to the appropriate box and arrange by level of priority within each box.</b>							
	<b>High Priority</b>	<b>Medium Priority</b>			<b>Low Priority</b>		
	Mental Health Services for students.	Mental Health Services for students.			Mental Health Services for students.		
	Mental Health Services for staff.	Mental Health Services for staff.			Mental Health Services for staff.		
	Mental Health Services for the community.	Mental Health Services for the community.			Mental Health Services for the community.		
	Access to healthcare, such as vaccinations, vision, and dental services for students.	Access to healthcare, such as vaccinations, vision, and dental services for students.			Access to healthcare, such as vaccinations, vision, and dental services for students.		
	Access to healthcare, such as vaccinations, vision, and dental services for staff.	Access to healthcare, such as vaccinations, vision, and dental services for staff.			Access to healthcare, such as vaccinations, vision, and dental services for staff.		
	Access to healthcare, such as vaccinations, vision, and dental services for the community.	Access to healthcare, such as vaccinations, vision, and dental services for the community.			Access to healthcare, such as vaccinations, vision, and dental services for the community.		
	Resources and classes for parents to support their parenting, such as tools to help with discipline at home.	Resources and classes for parents to support their parenting, such as tools to help with discipline at home.			Resources and classes for parents to support their parenting, such as tools to help with discipline at home.		

	<b>High Priority</b>	<b>Medium Priority</b>	<b>Low Priority</b>
	Resources and classes for parents to help them further their education or learn skills like financial management, technology, or language.	Resources and classes for parents to help them further their education or learn skills like financial management, technology, or language.	Resources and classes for parents to help them further their education or learn skills like financial management, technology, or language.
	Bringing more community members, such as local artists, to come to Lynn and interact with students.	Bringing more community members, such as local artists, to come to Lynn and interact with students.	Bringing more community members, such as local artists, to come to Lynn and interact with students.
	Developing a supervised after-school lab with access to technology where students can do structured activities or just hang out in a safe space.	Developing a supervised after-school lab with access to technology where students can do structured activities or just hang out in a safe space.	Developing a supervised after-school lab with access to technology where students can do structured activities or just hang out in a safe space.
	Develop a system to post things that staff, students, and families need donated that the business community could sponsor, such as material rewards or academic success or classroom supplies.	Develop a system to post things that staff, students, and families need donated that the business community could sponsor, such as material rewards or academic success or classroom supplies.	Develop a system to post things that staff, students, and families need donated that the business community could sponsor, such as material rewards or academic success or classroom supplies.
	Support in developing curriculum that reflects community issues and creates direct links to the community. This could include math lessons about local payday lending, science lessons about local substance abuse issues, community service projects, local field trips, etc.	Support in developing curriculum that reflects community issues and creates direct links to the community. This could include math lessons about local payday lending, science lessons about local substance abuse issues, community service projects, local field trips, etc.	Support in developing curriculum that reflects community issues and creates direct links to the community. This could include math lessons about local payday lending, science lessons about local substance abuse issues, community service projects, local field trips, etc.
	Direct lessons and campaigns to teach empathy, civility, and character to prevent bullying and develop compassion.	Direct lessons and campaigns to teach empathy, civility, and character to prevent bullying and develop compassion.	Direct lessons and campaigns to teach empathy, civility, and character to prevent bullying and develop compassion.
	Support for students in planning for their futures, including preparation for high school and beyond.	Support for students in planning for their futures, including preparation for high school and beyond.	Support for students in planning for their futures, including preparation for high school and beyond.
	Support with discipline issues, including restorative justice interventions.	Support with discipline issues, including restorative justice interventions.	Support with discipline issues, including restorative justice interventions.
	Training for staff for coping with mental illness and trauma among students and families.	Training for staff for coping with mental illness and trauma among students and families.	Training for staff for coping with mental illness and trauma among students and families.
	Distributing clothing and food for families in need.	Distributing clothing and food for families in need.	Distributing clothing and food for families in need.
	Supporting families with housing and utility assistance.	Supporting families with housing and utility assistance.	Supporting families with housing and utility assistance.
	Childcare assistance for families.	Childcare assistance for families.	Childcare assistance for families.

	<b>High Priority</b>	<b>Medium Priority</b>	<b>Low Priority</b>
	Spaces or structures to increase communication at Lynn between teachers, social workers, and administration so teachers can better respond to out of school challenges facing students.	Spaces or structures to increase communication at Lynn between teachers, social workers, and administration so teachers can better respond to out of school challenges facing students.	Spaces or structures to increase communication at Lynn between teachers, social workers, and administration so teachers can better respond to out of school challenges facing students.
	What is not listed above that you feel is a priority?	What is not listed above that you feel is a priority?	What is not listed above that you feel is a priority?
	Thank you for taking time to complete the Lynn Staff Survey! After clicking the submit button, you will be redirected to a new page, giving you the opportunity to join a committee.	Thank you for taking time to complete the Lynn Staff Survey! After clicking the submit button, you will be redirected to a new page, giving you the opportunity to join a committee.	Thank you for taking time to complete the Lynn Staff Survey! After clicking the submit button, you will be redirected to a new page, giving you the opportunity to join a committee.

*Family survey questions.*

**WELCOME TO THE LYNN MIDDLE SCHOOL FAMILY ENGAGEMENT SURVEY!**

The purpose of this survey is to understand the needs of families at Lynn Community School. Your opinion will help teachers and principals at this school understand what is being done well, and areas in which there may be room for improvement.

Your answers are private so do NOT put your name anywhere on the survey. We will combine your answers with those of other families so no one can be identified. You do NOT have to answer a question if you do not want to, but we hope you will answer as many questions as you can.

What grade(s) is your student(s) at this school in? (If you have more than one student in this school, mark all grades that apply.)

- Grade 6     Grade 7     Grade 8

Which race/ethnicity are you? (Choose all that apply.)

- Hispanic/Latino (Any race)     White Not Hispanic/Latino     Black or African American  
 American Indian or Alaskan     Asian     Other \_\_\_\_\_

Wrap-Around Services

Of the following types of support for students and families at Lynn, how should each be prioritized?

Types of Support	High Priority	Medium Priority	Low Priority
Mental Health Services for students and families.			
Childcare assistance.			
Access to healthcare, such as vaccinations, vision, and dental services for students and families.			
Distributing clothing and food for families.			
Housing and utility assistance for families.			
Support for students in planning for their futures, including preparation for high school and beyond.			
Offer classes to teach empathy, civility, and character to prevent bullying and develop compassion.			
Resources and classes for parents/families to help them further their education.			
Resources and classes for parents/guardians to support their parenting.			
High quality before and after-school programs.			

What is not listed that you feel is a priority?

What (if any) after-school programs and/or activities does your child participate in at Lynn?

- Clubs    
  Sports    
  Tutoring    
  Other \_\_\_\_\_    
  None

If "none" why doesn't your child participate in after-school programs/activities? Please check each box that is true for your child.

- They do not have transportation afterwards.  
 They have sports/activities elsewhere.  
 They are not interested in any of the programs/activities.  
 They have responsibilities at home.  
 They have too much homework.

Other:

### Quality Education

How much do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
<b>Culturally Relevant Curriculum</b>						
<b>The school curriculum includes my child's:</b>						
Race/Ethnicity						
Language						
Culture						
<b>High Quality Teaching and Learning</b>						
Teachers believe my student can achieve her or his potential.						
This school does a good job adjusting to my student's needs.						
This school has prepared my student well for the next grade level, or if applicable, for college.						
<b>This school offers excellent instruction in:</b>						
Language Arts						
Math						
Science						
Social Studies						
My student is given the chance to take subjects other than math, language arts, and science (such as art or music).						
I feel like my child is cared for at school.						

### Discipline

I feel that children are disciplined fairly at this school:

- Yes     No     I don't know

Feel free to explain your response and share any general ideas you have regarding discipline:

### Parent and Community Engagement

How much do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
The school considers me an essential part of my child's education.						
I am encouraged to share my concerns with administrators and teachers.						
The school communicates with me regularly.						

### Shared Leadership

This school asks for parent/guardian input when making decisions at this school:

- Yes     No     I don't know

I would like to be involved in making decisions at this school:

- Yes     No     Maybe

Thank you for taking this survey!

SFPS community schools needs assessment questions for students, parents, and staff.



**Needs Assessment  
Student Survey**

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: : \_\_\_\_\_

1. What's your favorite thing about coming to school?
  
2. What's your least favorite thing about coming to school?
  
3. Are there programs or classes that you wish you could take, but aren't offered?
  
4. Do you feel safe at School?
  
5. Is there someone at school that you can go to when you need help with homework?  
When you are feeling upset? When you don't have everything you need to be  
successful at school and outside of school?
  
6. Is there anything currently missing here at your school?
  
7. What do you need to succeed here at school? At home?





Date: 08/16/2018

Hello Parents and Guardians! *Communities in Schools of New Mexico* is here at Ramirez Thomas Elementary ready to support your children, your family, and your school community by providing you with opportunities for activities and enrichment and connecting you with important services you need to keep your family happy and healthy.

By filling out this brief survey – which is completely anonymous and confidential – you will help us know what is important for us to focus on at our school. Thank you for taking the time to help Ramirez Thomas be the best it can be!

Ramirez Thomas Site Coordinator

1. How long has your child/children been at Ramirez Thomas?
2. What do you like about Ramirez Thomas?
3. What can we do better?
4. How can the school team (site coordinator, counselor, nurse, teachers, principal) support your child?
5. What activities and/or support services would you like to see at Ramirez Thomas?
6. How can we involve YOU (parents and families)?

Would you attend parent support or parent education and support dialogues? \_\_\_yes \_\_\_ no  
 If yes, please indicate the time of day that is most convenient for you, and check all you would attend!

\_\_\_ Mornings before school (7:30)      \_\_\_ Mornings after school has started (8:00)  
 \_\_\_ Afternoons before dismissal (2:00)      \_\_\_ Afternoons after dismissal (3:00)      \_\_\_ Evenings

- |  |  |   |
|--|--|---|
| <input type="radio"/> How to help your child with homework                       | <input type="radio"/> How to tell when your child is sick and when to see a doctor | <input type="radio"/> Medicaid Support and how to get affordable health insurance |
| <input type="radio"/> Developmental needs of kids                                | <input type="radio"/> Basic First Aid  | <input type="radio"/> Immigration support   |
| <input type="radio"/> Age-appropriate strategies for communicating with children | <input type="radio"/> Nutrition and Fitness for your family                        | <input type="radio"/> Parent Resources Fairs                                      |
| <input type="radio"/> Influencing your child's behavior                          | <input type="radio"/> English Classes  | <input type="radio"/> Computer Classes  |
|  |  | <input type="radio"/> Other suggestions? _____                                    |

Needs Assessment Process-Parent Survey. 8/2018

## Appendix C: APS Community School Partners and Programs, Services, or Donations by Community School Key Pillar

Schools	Pillar 1: Integrated Student Supports	Pillar 2: Expanded Learning Time and Opportunities	Pillar 3: Family and Community Engagement	Pillar 4: Collaborative Leadership and Practice
<b>Elementary Schools</b>				
Emerson	SW Family Guidance & Counseling; Roadrunner Food Bank; APS - Title 1 First Nations - Family health; Blue Cross Blue Shield - Community health	Encuentro - ESL; First Nations - Mentoring; UNM College of Education; APS Sandia National Laboratories; Catholic Charities	APS; Bernalillo County - Health; Boys & Girls Club - After school program; Siemer Foundation (ABC); Big Brothers, Big Sisters - Family support services; Sagebrush Community Church	
Inez	Albuquerque Center for Spiritual Living - Food, tutoring, volunteering, holiday supports, gift cards; Adorabella Salon - Haircut vouchers; DeWolff College - On-site haircuts; Donations to Fundraiser to benefit Rocketfuel; Kim's Nails and Spa; Wright's Indian Art; Gamestop; Chili's; Salon 123; Great Clips; Longhorn Steakhouse; Hinkle Family Fun Center; Rocky Mountain Gold; Noble House Fine Jewelry; The Divine Eye Tattoo; Shadow of Comfort Tattoo; Cake Fetish; Acton Academy students; Community volunteers; Bernalillo County; Albuquerque Police Department - Christmas gifts and clothing; Community volunteers - School supplies, backpacks, personal care items, groceries; Albuquerque Modern Dentists - Toothbrushes	Children's Choice - Before- and after-school programming; Spread Love ABQ - Rocket fuel & Science Expo; Community Volunteers - Mission to Mars scholarship; Mind Research Network - Science Expo; Lil' Green Thumbs; Enrichment Teacher; Duke City Bridge Club	Elephant bar - Food for family night; Snow Heights Neighborhood - community garden support; Community volunteers - family literacy and fun night; Parents Reaching Out - Family literacy night; Community volunteer - Bicycles	
Kirtland	Kirtland Korner Learning Center; Roadrunner Food Bank - Mobile food pantry; Community volunteers - emergency funds; La Montañita Co-op - Weekend backpacks; Lowe's - Eagle nest garden; Cornerstone Church - Hope free store; Savers - Emergency assistance; ABC Community School Partnership - Homework diner	ABC Community School Partnership - SCI out of school; APS Title 1 - EDAP academic out of school; Global Warming Express; Kid's Cook - Weekend backpacks, cooking club, community health worker	Encuentro - Adult financial class and adult small business class; APS Title 1 - Adult ESL class; Adult Education Workshops	

Schools	Pillar 1: Integrated Student Supports	Pillar 2: Expanded Learning Time and Opportunities	Pillar 3: Family and Community Engagement	Pillar 4: Collaborative Leadership and Practice
	APS Clothing Bank; Locker 505; Assistance League – Emergency shoes; Humble Fish – Thanksgiving baskets; Kirtland Air Force Base – Shoes, clothes, toys, school supplies, holiday support; Big Brothers, Big Sisters – Fundraising for family emergencies			
La Mesa	Roadrunner Food Bank – Monthly food pantry and food packs; Community volunteers – Mobile food bank; Texas Roadhouse – Thanksgiving food baskets; New Beginnings Crest View Church – Weekend food packs; UNM Pediatricians on Wheels – Health classes for students and families; Bernalillo County – Giving tree gifts; Casa Fortaleza – Sexual assault counseling; The Hopkins center – Counseling, clothing and shelter; Locker 505 – Clothing	La Mesa Arts Academy – Art classes out of school time; APS Title 1 EDAP – Small and large group tutoring NMSU ICAN – Nutrition classes; UNM Comadre a Comadre – Women’s health; Parent Project INC – Parenting classes; Community volunteer – Gardening club	Sprout’s – Food for special events; Costco – Food and paper products for events; Community volunteers – Field trips, events; Sharon’s Catering to go – Family night food catering	
Manzano Mesa	ABC Community School Partnership – Homework Diner; APS Clothing; Bank/Transition Services – Clothing; Mira Dental – Dental exams; Roadrunner Food Bank – Mobile food pantry; McDonald’s – Lunch lotto; Rotary Club; Costco – Backpack program; Parent volunteers – Coat drive; Talin Market – Food donation	APS grant – Mentoring; Children’s Choice – After-school clubs; PBS Kids – Homework Diner; iPads; Parent Volunteers – Book drive; Sandia National Laboratories – Science club	Community volunteers – Mobile food pantry and watch dogs; Community volunteers – Mentoring program; Kiwanis-K – Kids student council; Local Businesses – Meerkat awards and fifth-grade promotion	
Navajo	Assistance League – Uniform assistance; APS Title 1 OST tutoring; Disciples MC – School supplies	Boys & Girls Club – After-school grant; National Dance Institute of NM – Dance program	Parent Volunteers – Uniform exchange/clothing bank/fundraiser	

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	and jackets; Albuquerque Central Seventh-Day Church – Student activity fund donation; Bernalillo County – Christmas gifts; Zapata Club – Shoes and socks		Peter Piper Pizza – student attendance/ fundraiser; Walmart – Food/ school supplies/ bikes; Pepsi – Pepsi products; Dion’s Pizza, Papa Murphy’s Pizza, Pizza 9 – Gift cards to students and families	
Pajarito	APS Clothing Bank/ Transition Services – Clothes and school supplies; Cornerstone church – Emergency furniture/ food boxes; Roadrunner Food Bank – Mobile food pantry and monthly student backpacks	ABC Community School Partnership – CSI club; Presbyterian – Yellow vest for staff duties; APS Title 1 – Drama club; UNM START Grant – Science/Art club; APS Food & Nutrition services – Snacks/ meals	Partnership for Community Action Encuentro – Adult financial class/ small business class; Explora – Museum family memberships	UNM-START: Supporting, Transforming, Action, Reciprocity, Together Community Volunteers
Valle Vista				
<b>Middle Schools</b>				
Garfield	Roadrunner Food Bank – Onsite pantry; St. George’s Greek Orthodox Church – Christmas adoptions and attendance matters program; The Cellular Connection TCC – Thanks4Giving and Pi day; Wendy’s-attendance matters program; UNM North Valley Clinic – Immunization clinic at registration; Mira Dental – dental services; VisionWorks – Vision services	Harwood Art Center; APS Soccer League; Achieve Grant – Robotics; Kiwanis – Builders Club; ABC Community School Partnership; APS Title 1	UNM Continuing Education – Personal growth and enrichment classes; The Albuquerque Astronomical Society – STAR party	Harwood Art Center; Parent Volunteers; Teacher Volunteers;
Grant				
Hayes	APS – Annual health fair; Enlace Comunitario - Who we are, strong communities; APS Title 1 – Homeless project; UNM Counseling Services – Counseling; AVID - Tutoring; Mission: Graduate – Donations; Bike ABQ – Volunteer	Boys & Girls Club; Harwood Art Center; The DEA Foundation – Dance Club; Bible Club; APS Title 1; Kid’s Cook; Big Brothers, Big Sisters; Global One to One; Ride ABQ – Bus passes; Love Inc. – Guest speaker; Hero’s Dance Club	Roadrunner Food Bank – School pantry; The Kindness Project of ABQ – Wrapping party; Highland University – Make a difference day; Hinkle Family Fun Center – Attendance campaign; Mazda Quality Dealership – Attendance campaign; Donations from Starbucks; Trader Joe’s; Farmers Insurance;	

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	Ann Pickard Loop Neighborhood – Donations; Mira Dental – Dental services		Krispy Kreme; Albertson’s Market; Chick-Fil-A; Sherwin Williams; Dunn Edwards; Einstein Brother’s Bagels; House of Soccer; Parent Volunteers; IHDC – Community activities; APD – Volunteer	
John Adams	Roadrunner Food Bank – Mobile food pantry and panther pantry; Elk’s Lodge – Weekend backpacks, volunteers; Community volunteers – Support mobile food pantry; APS Foundation – Mentoring; APS Title 1 Homeless Project	ABC Community Partnership	Albuquerque Solid Waste Department – School garden and recycling project	Envision Your Future
Kennedy	Roadrunner Food Bank – Mobile food pantry; Einstein Brother’s Bagels – Mobile food pantry; Rebel Donuts – Mobile food pantry Community volunteers – Mobile food pantry and student food bags; Whole Foods; Copper Pointe Church; P. F. Chang – Thanksgiving	ABC Community School Partnership	Larry H. Miller Toyota; Southwest Hyundai; At Home – STEAM night; Groundstone; Sadie’s; Melloy Nissan; Sweet Tomatoe’s; Rich Ford Mark’s Casa Chevrolet – Literacy Night; Whole Foods; Albertson’s Market; McDonald’s; Flying Star; Walmart; Roller King; Henry Schein – Dental Supplies; Community Volunteers – Health and Wellness Fair; More Furniture for Less – Parent/ Family room	Krispy Kreme; Einstein Brother’s Bagels; Albertson’s Market; Whole Foods; Donut Mart; Starbucks; Community volunteers
Van Buren	Roadrunner Food Bank – Monthly mobile food pantry; Copper Pointe Church – Turkey baskets; Assistance League – Uniforms and shoes; The Jolly foundation – Homework diner food; Pizza 9 – Student recognition; Kiwanis; Goody2shoes, student/ community support; UNM – School based health center	ABC Community School Partnership – After-school program; Sandia National Laboratories – MANOS student STEM program; NM PBS SciGirls after-school club	Adult Education: Enlace Comunitario; APS-ELS; NM Immigrant Law Center; Presbyterian; Centro Savila; ICAN (NMSU); UNM Comadre a Comadre; Haircuts workshop; Proyecto de Education Sexual	

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	Goodwill – Good deeds drive; Sagebrush community church – leadership shirts; Presbyterian – Mobile farmer’s market vouchers; Chick-Fil-A attendance initiatives; First Nations – Mentoring program; Copper Pointe Church – PE shirts			
Wilson	First Nations – Mentoring, tutoring, school-based health center; Roadrunner Food Bank – Mobile food distribution and site-based food pantry; United Way – Opportunity fund SWOP/ Feed the Hood – Wildcat blooms garden; Fidelity Investment Group – Day of service for wildcat diner; ABC Community School Partnership – Wildcat Family/ Homework Diner	ABC Community School Partnership – CSI funding; Watchdogs; UNM Men of Color Initiative – Young men of color; Office of African American Affairs – Inner Beauty Summit; NM Youth Soccer Association	YMCA – Adults financial class	
<b>High Schools</b>				
Atrisco Heritage Academy	APS Clothing Bank/ Transition services – Emergency clothes/ shoes/ etc.; APS Title 1 Homeless Project – School supplies, transportation/ clothes/ snack bags/ food; Feeding the Pack – AHA Family Center; UNMH Atrisco Clinic – Health/ mental wellness; Savers – Clothing; APS Food and Nutrition Services – Snack for OST programs	APS Community School Partnership; Shark Tank – Art Club, Computer Club, Archery Club, Jaguar Fitness, Girls in STEM; Enlace Comunitario; LNEsc – Upward Bound	Roadrunner food bank – Food pantry and CHI backpacks; RMCI – Family center; Walmart – Events; Peppermint Dental – Events; Albertson’s Market – Events; Cricket Wireless – Events; Whataburger – Events; Savers – Emergency clothing	Starbucks – AHA events; Community volunteers – Community School Council
Highland	UNM School-Based Health Center; UNM Truman Health Services – Health	Copper Pointe Church; LULAC National Educational Service Center – Upward Bound	Fidelity Investment Group – College and career diner; Roadrunner Food Bank	Smith’s Food and Drug; Michael Douglas Coffee; Einstein Brother’s Bagels

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	educator; Lutheran Family Services	Enlace Comunitario-Mentorship Project Makers-College and Career Diner ABC Community Partnership Robert T Keeler Foundation UNM College of Education American Gamers Super Computer Challenge	- Mobile food pantry and student backpack; A Better U Beauty and Barber Academy - College and career diner; Universal Therapeutic Massage Institute - College and career diner; Starbucks - Staff and student appreciation	
Manzano	Homework Diner; UNM Clinical Studies; APS Title 1 Homeless Project; Crossroads Counseling; Special Education; UNM SBCH	Department of Workforce Solutions; New Horizons Computer Learning; Health Action Universal; Therapeutic Massage Institute; Community volunteers - Tutoring	CHI St. Joseph's Children; Lutheran Family Services; UNM Clinical Studies; Wiseminds; UNM continuing education; A Better U Beauty and Barber Academy; Community Volunteers; Homework Diner; Storehouse - Food pantry	NHS Activities/ Student Senate; Key Club; DECA
Rio Grande	Job Fair/ Student Activities; Job Corps; New Mexico Workforce Connections; NM Division of Vocational Rehabilitation; Roadrunner Food Bank	APS - Job fair; NM National Guard - Job fair; Sheraton hotels - Culinary arts; U.S. Army - Job fair/ student activities; U.S. Marines - Job fair/ student activities; U.S. Navy - Job fair/ student activities; Albuquerque READS - Job shadow; Davis Law - Job shadow; Explora Museum - Job shadow; Junior Achievement/ Mission: Graduate - Job shadow; Lovelace Hospital - Job shadow; SW Carpenters Union Training Center - Job shadow; Shoman Services - Job shadow; Saltey Dogg Metal Fabricators - Job shadow; Bueno Foods - Job shadow; CNM - student activities	Valley Fence; Sunny Fence; Herrera Coaches; Coyote Concert; Albertos Tire Pros; Abuelita's Restaurant - Basketball; Albertson's Market; Alliance Data; AMC Movie Theater; Bank of America; Bernalillo County; Consumer Direct Care Network NM; DD's; Dions' Pizza; Dollar Tree; Domino's Pizza; Excel Staffing Company Goodwill; Interim Healthcare; Kelly Services; Metro One Loss Prevention Group; Panda Express; Pizza 9; Resource Management (Manufacturing Workforce Specialist); Sally's Beauty Supply; Santa Ana Star Casino; Service Master Clean Janitorial Services Specialty Cleaning; Smith's Price Rite; State Farm; Subway; Taco Cabana; Verizon;	Community Volunteers Student Volunteers Mission: Graduate

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		UNM student activities	Walmart; Whataburger – Job Fair/ Student Activities; Farmer’s Insurance – Food pantry/ student activities; Nusenda Credit Union – Parent center/ job fair/ student activities/ financial literacy; Starbucks – Teacher appreciation/ student activities; La Placita; Graphic Connections; First Choice Clinic – Student activities	
West Mesa	Target; Kohl’s; Quality Inn and Suites – Mustang clothing bank; Roadrunner Food Bank – Mobile food pantry; Community volunteers; United Way Family Resource Center; Legacy & Calvary Church – Snack packs; Calvary Church – School supplies; YDI-RAMP – Turkey baskets; Starbucks; Einstein’s Brothers Bagels; Albertson’s Market – Jump Start; Starbuck’s; Krispy Kreme; McDonald’s – Student Senate; Subway; Burger King; Old Navy; Barber shop; Bernadette’s Hair Salon; Sonic; Walmart – Attendance Challenge; Community volunteers – Career Fair and Family night donations	ABC Community School Partnership - Shark tank/ CSI; Community volunteer – Attendance initiative	Roadrunner Food Bank – Food pantry volunteers; YDI-RAMO – Turkey basket volunteers; Parent volunteers – Family resource center volunteers; Stevie Maestas – Career fair and family night	