

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

TAOS COMMUNITY SCHOOLS CONTINUUM

FEDERAL FULL-SERVICE COMMUNITY SCHOOLS PROGRAM FISCAL YEAR 2022

TABLE OF CONTENTS

APPLICATION NARRATIVE	2
DESCRIPTION AND BACKGROUND	2
NEED FOR PROJECT	10
QUALITY OF PROJECT DESIGN	18
Absolute and Competitive Preference Priorities	18
Goals, Outcomes, and Objectives.....	20
Four Pillars of Community Schools	33
Food Sovereignty Program.....	57
TCS Continuum Evaluation.....	63
Project Timeline: Years 1-5.....	65
QUALITY OF PROJECT SERVICES	66
ADEQUACY OF RESOURCES	70
QUALITY OF THE MANAGEMENT PLAN.....	78
QUALITY OF THE PROJECT EVALUATION	87
Appendix A: ESSA Evidence-Based Strategy Research	103
Appendix B: Non-LEA Organizations Partnering with the TCS Continuum Project	108

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

APPLICATION NARRATIVE

DESCRIPTION AND BACKGROUND

Taos Municipal Schools District (TMSD) in Taos County, NM proposes to plan, develop, implement, operate, and study five full-service community schools in the district: Enos Garcia Elementary School (EGES), Ranchos Elementary School (RES), Arroyos Del Norte Elementary School (ADNES), Taos Middle School (TMS), and Taos High School (THS). The Taos Community Schools Continuum project seeks to plan and develop a continuum of services and supports between all five schools to enhance student success, strengthen families and communities, and build capacity between collaborating community schools in this rural, high-poverty region over five years (2022-27). Taos Municipal Schools District and our partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) and to receive Title I services under section 1115(b) of the ESEA.

According to Annie E. Casey's 2020 KidsCount Data Book, New Mexico currently ranks 50th in the nation for Education; 50th for Overall Child Well-Being; and 48th for Family and Community. 61% of 3- and 4-year-olds are not in school, 80% of fourth graders are not proficient in reading, 80% of eighth graders are not proficient in math, and 37% of high school students don't graduate on time—that's more than double the national average. Taos County tracks closely to the state for most indicators, and even worse for others; according to New Mexico's Indicator Based Information System, 34% of students in Taos County are classified as habitually truant (nearly twice the state rate). Taos also demonstrates higher rates of risk factors such as children in poverty, teen binge drinking, teen birth rates, teen suicide rates, and children without health insurance than in the state or nation. In 2019, according to New Mexico Department of Health, 10% of children in Taos County grade 9-12 had attempted suicide.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Parents and caregivers are under-resourced and under-supported; teachers and social workers are constantly under intense pressure.

The COVID-19 pandemic amplified these risk factors in our community across the board. In 2019, approximately 5000 Taos County residents of all ages – 15.2% of the county’s population – were hungry or food-insecure. According to the Food Depot, a New Mexico affiliate of Feeding America and in partnership with USDA, 25.6% of children in Taos County are food insecure in 2022. In TMSD, the number of children experiencing homelessness averaged 75 in 2019; since then, that number has more than doubled, with 90 additional children currently residing in storage units or tents, with grandparents, in motels, or couch-surfing in non-familial settings.

In 2015, in an effort to address community concerns about the state of children, schools, and education in Taos, the Taos School Zone was formed as a special project of the Taos Community Foundation. The mission of this collective impact initiative was to bring nonprofits, schools, teachers, and caregivers together to achieve better outcomes for kids. The Taos community has an extremely high per-capita rate of nonprofits and service organizations, many with the capacity and the desire to bring their services to the schools. The theory behind the Taos School Zone effort was: we have everything we need here in Taos, if we only collaborate. After several years of community meetings, listening sessions, asset mapping, and connecting nonprofit services to schools, in 2019 Taos School Zone helped Taos Municipal Schools District pilot the Taos Community Schools model for Enos Garcia Elementary School.

Taos School Zone raised the funds to bring on a full-time coordinator and begin program planning and implementation in August 2019. In June 2020, EGES was awarded a three-year

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

implementation grant from the New Mexico Public Education Department to begin implementing the Community Schools model.

In August of 2020, stakeholders from public health, social services, and community organizations throughout Taos County—including representatives from the Taos County and Town of Taos governments, Taos Pueblo Health and Community Services, Taos Municipal Schools District, University of New Mexico-Taos, local nonprofits, businesses, and community members—convened to discuss the viability of the 100% Community Initiative (developed by the Anna Age Eight Institute at New Mexico State University), a county-wide collective impact initiative to ensure access to ten vital services for 100% of people living Taos County. Four months into the pandemic it was already evident that decades of critical unmet needs and poverty in our community were highlighted as loss of work and income pushed families further toward food insecurity, homelessness, and children without access to the internet in their homes to attend online school. The Initiative was first developed at Taos Pueblo in 2018; the organizers then invited a diverse list of stakeholders from throughout Taos County to expand the initiative with data collection to find gaps in access to services, cross-sector collaboration, and systems change. As a collective impact model addressing Adverse Childhood Experiences (ACEs), with data-informed innovations to provide access to services and reduce childhood trauma, the community-wide stakeholders endorsed the Initiative's relevance and viability for Taos County. In 2020, the 100% Taos County Initiative (100%TC) was formed.

The 100% Community Initiative recognizes Community Schools as one of the ten vital services needed for all families and children to survive and thrive. Complementing the work of Taos School Zone (disbanded in 2021) and using a comprehensive Community Snapshot Report issued by Taos School Zone as their last project, 100%TC partnered with Ranchos Elementary

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

School and Arroyos Del Norte Elementary School to seek funding from the New Mexico Public Education Department's Community Schools Planning Grant 2022-23. Both RES and ADNES were awarded the four-year grant.

This FSCS proposal would permit TMS and THS to begin the planning and development phase of the Community Schools Model in year 1, and implement the model in all five schools in years 2-5 within a district-wide system to provide a coordinated continuum of supports and services for students from Pre-K through 12th Grade, allowing these programs to become fully-realized.

School Profiles

76% of students in the Taos Municipal Schools District are enrolled in these primary five schools.

Enos Garcia Elementary School (EGES): EGES is a dual language K-5 school in northern New Mexico whose mission is to educate all students to reach their fullest potential for future success. EGES became a Community School in 2019 to realize its vision of promoting life-long student and family success by integrating learning and community resources. This vision reflects that in order to improve the academic and developmental outcomes of children, schools and community partners need to work together to ensure that all students have an equitable opportunity to succeed in school.

The enrollment for school year 2019-20 at Enos EGES was 465 students (77% Hispanic, 3.6% Native American, and 16% Caucasian). Of the student body, 54.5% are male, while 45.5% are female. EGES is a 100% free and reduced lunch school. Twenty-one students display high mobility (eviction/foreclosure/at-risk of experiencing homelessness) and seventeen are in the McKinney-Vento program. Children at EGES experience economic disadvantage which

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

translates to food and housing insecurity; many of them are being raised by their grandparents while their parents experience incarceration or battle with substance use disorder.

EGES provides pre-kindergarten for students from Taos County in accordance with the New Mexico PreK initiative requirements, providing two English speaking classrooms and one bilingual classroom as full-day programs. Each classroom includes one to two educational assistants based on student enrollment in addition to the classroom teacher. The PreK program includes a certified special education teacher dedicated to providing services in an inclusive setting to students enrolled in the program. The PreK environment lends itself to active student engagement and learning for all students based on the Early Childhood Environment Rating Scale. Teachers participate in a community recruitment event to promote student enrollment.

Ranchos Elementary School (RES): RES is a dual language K-5 school in northern New Mexico whose mission is to educate all students to reach their fullest potential for future success. RES is becoming a Community School to realize its vision of promoting life-long student and family success by integrating learning and community resources. This vision reflects that in order to improve the academic and developmental outcomes of children, schools and community partners need to work together to ensure that all students have an equitable opportunity to succeed in school.

The enrollment for school year 2020-21 at RES was 263 students (88% Hispanic, 5% Native American, 6% Caucasian, and 1% African American). RES is a 100% free and reduced lunch school. Eight students display high mobility (eviction/foreclosure/at-risk of experiencing homelessness) and are also in the McKinney-Vento program, and 10% of the student population are homeless. RES has the highest poverty, highest immigration population and high mobility rate (due to families returning to Mexico and families relocating for work) in Taos Municipal

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Schools District. Children at RES experience economic disadvantage which translates to food and housing insecurity; many of them are being raised by their grandparents while their parents experience incarceration or battle with substance use disorder.

RES provides all core instruction including one hour of bilingual instruction in K-5 classes. Each classroom includes one educational assistant based on student enrollment in addition to the classroom teacher. Three certified special education teachers dedicated to providing services in an inclusive setting to students enrolled in the program. One Title I Reading Teacher that provides reading intervention to those students that are below the 25% in Reading.

Arroyos Del Norte Elementary School (ADNES): ADNES School is a dual language school K-5 in northern New Mexico whose mission is to educate all students to reach their fullest potential for future success. ADNES is becoming a Community School to realize its vision of promoting life-long student and family success by integrating learning and community resources. This vision reflects that in order to improve the academic and developmental outcomes of children, ADNES and its community partners need to work together to ensure that all students have an equitable opportunity to succeed at ADNES.

The enrollment for the school year 2021-22 at ADNES was 106 students (73% Hispanic, 5% Native American, and 22% Caucasian). Of the student body, 48% are male, while 52% are female. ADNES is a 100% free and reduced lunch school. 18% of our students display high mobility (eviction/foreclosure/at-risk of experiencing homelessness) and 6% are in the McKinney-Vento program. Children at ADNES experience economic disadvantage which translates to food and housing insecurity; many of them are being raised by their grandparents while their parents experience incarceration or battle with substance abuse.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

ADNES provides 100% English-speaking and 100% bilingual classrooms as full-day programs. Each classroom includes approximately one educational assistant based on student enrollment in addition to the classroom teacher. ADNES has one certified special education teacher dedicated to providing services in an inclusive setting to students enrolled in the program. Teachers participate in a community recruitment event to promote student enrollment.

Taos Middle School (TMS): TMS is a dual language 6th-8th grade school in northern New Mexico whose mission is to educate all students to reach their fullest potential for future success. TMS seeks to become a Community School to realize its vision of promoting life-long student and family success by integrating learning and community resources. This vision reflects that in order to improve the academic and developmental outcomes of children, schools and community partners need to work together to ensure that all students have an equitable opportunity to succeed in school.

The enrollment for school year 2021-22 at TMS was 392 students (81% Hispanic, 6% Native American, and 9% Caucasian). Of the student body, 54% are male, while 46% are female. TMS is a 100% free and reduced lunch school. 53 students display high mobility—eviction, foreclosure, at-risk of experiencing homelessness. Children at TMS experience economic disadvantage which translates to food and housing insecurity; many of them are being raised by their grandparents while their parents experience incarceration or battle with substance abuse.

TMS provides 60 English-speaking and 3 bilingual classrooms as full-day programs. Each classroom does not include educational assistants based on student enrollment in addition to the classroom teacher. Six certified special education teachers dedicated to providing services in an inclusive setting to students enrolled in the program. Teachers participate in a community recruitment event to promote student enrollment.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Taos High School (THS): THS is a 9th-12th grade high school that is identified at 100% free and reduced lunch and serves the diverse tricultural community of Taos, NM. The THS bilingual program enrolls 300 students annually and has awarded the New Mexico State Seal of Bilingualism-Biliteracy on graduates' diplomas to students for the achievements in two or more languages in Spanish, French, and Tiwa (indigenous language of Taos Pueblo). Our mission is to prepare all students for success in any field they choose to pursue in life. We are committed to supporting students' success and well-being in high school and to prepare them for college and career after graduation. THS seeks to become a Community School to realize its vision of providing meaningful wrap-around supports to students and families by leveraging learning and community resources to increase engagement, achievement, and wellness. This vision reflects that to improve the academic and developmental outcomes of students, schools and community partners need to continue to work together to ensure that all students have an equitable opportunity to succeed in school and in life.

The enrollment for school year 2021-22 at THS was 703 students (70% Hispanic, 10% Native American, and 20% Caucasian). Of the student body, 52% are male, while 48% are female. THS is designated as a 100% free and reduced lunch school. 24 students display high mobility (eviction/foreclosure/at-risk of experiencing homelessness) and 3.4% are in the McKinney-Vento program. Students at Taos High School experience economic disadvantage which translates to food and housing insecurity; our GRADS teen parent program provided case management, daycare, parenting support, and clothes and food to 18 teen parents last year alone and the graduation rate for our GRADS students averages 85% annually.

Taos Municipal Schools District: Current Community Schools Status

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

EGES received a Community Schools planning grant from the New Mexico Public Education Department (NM PED) in 2019, followed by an implementation grant in 2020. They have completed comprehensive needs assessments and asset maps, hired staff, created a Community School Advisory Council, and have begun developing community partnerships under the Community School model.

RES and ADNES received a Community Schools planning grant from NM PED in August 2022. They will begin needs assessments and asset mapping, hiring staff, and creating Community School Councils. TMS and THS seek to begin the planning and development phase with this proposal for year 1, with needs assessments, asset mapping, hiring a Community School Coordinator, and creating a Community School Advisory Council. The EGES Community School model will be used to guide RES, ADNES, TMS, and THS in planning and development, in collaboration with the EGES Community School Coordinator. In years 2-5, all five schools will come together to implement a district-wide consortium of community schools serving 1,929 students along with teachers, administrators, parents and caregivers.

The Taos Community Schools Continuum project will hire a district-wide Community Schools District Coordinator and create an umbrella Community Schools Advisory Council in year 1 to work with each school and maintain the integrity of programs, objectives, and continuous quality improvement across the district.

NEED FOR PROJECT

Taos County is federally designated as a rural community, geographically isolated at the northern end of the Rio Grande canyon in the foothills of the Rocky Mountains. Per the 2020 Census, there are 34,489 people in the service area for this proposal, including two Native American communities: Taos Pueblo and Picuris Pueblo.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Multiple data sources show that the children and families of Taos County are struggling—and that they were struggling even before the pandemic. A continuum of support that a comprehensive community school system will provide will help break the significant cycles of poverty, substance misuse, and violence in our community. Integrated Student Support programs such as what this proposal puts into place address the reality that children whose families are struggling with poverty—and the housing, health, and safety concerns that often accompany it—cannot focus on learning unless their nonacademic needs are also met (see Appendix A, ESSA Evidence-Based Strategy Research, page 103).

The percentage of children under 18 living in poverty in Taos County is 24.9%, higher than the nation's 16.8% (NM Department of Health). Before the pandemic, from 2011–2015, 44% of children in Taos County lived in single-parent families. Each of the five schools included in this program – EGES, ADNES, RES, TMS, and THS – are 100% free and reduced lunch schools. Census data estimates that 21% of Taos County children 5-17 years of age speak Spanish at home, as do over 34% of adults - noteworthy because, according to the Census, 1 in 6 Latinos live in poverty compared to 1 in 16 white people. Additionally, according to New Mexico's Indicator Based Information System, 34% of students in Taos County are classified as habitually truant (nearly twice the state rate).

According to 2015 data from the Con Alma Foundation, approximately 10% of children in Taos County were being raised by their grandparents. Although no new studies have been commissioned, we believe that this number has increased in recent years. Since July 2021 the Nurturing Kinship program within the Nurturing Center has assisted more than 40 families pursuing a kinship guardianship. There has been an increase in the number of these requests for kinship guardianship, largely due to the increase of substance misuse that has coincided with the

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

pandemic. Since the pandemic the Nurturing Center Staff have seen a significant increase in the number of family members, no longer just grandparents, filing for kinship guardianship for children who are no longer able to live with their parents. In most instances substance misuse has been the identified reason children are living with relatives and not their parents.

Statewide, approximately 10% of children have at least one incarcerated parent. The Taos County Adult Detention Center estimates that typically, approximately 70% to 80% of detainees are parents. At Enos Garcia Elementary School in 2021, 18% of the over 200 students receiving services from the Nurturing Center self-reported having been impacted by a family member being detained.

Overall, Taos County faces ongoing recovery from the COVID crisis on top of poor child/family health indicators and risk factors that impact students' ability to learn, including:

- **Abuse and Neglect.** In 2020 Taos County's Child Abuse and Neglect Ratio (per 1,000 children) was 27.4, higher than the state rate of 15.1 (NM Department of Health / NM Children, Youth and Families Department, Protective Services). Taos County has one of the highest rates of Adverse Childhood Experiences (ACEs) in the United States. In the 2019 NM Community Survey, 50% of Taos County Adult respondents reported having 3 or more ACEs before the age of 18. Rural children and adults are at an elevated risk of experiencing a higher degree of toxic stress and thus, more adverse childhood experiences (ACEs) compared to their urban counterparts. The Fourth National Incidence Study of Child Abuse and Neglect reported that rural children were twice as likely to have experienced nearly all forms of maltreatment (i.e., abuse and neglect). On incarceration, data analysis from the Vera Institute of Justice revealed that despite having low crime rates, rural counties have the highest pretrial detention rates in the nation and

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

experienced a 436% increase in pretrial incarceration from 1970 to 2013. These findings suggest that ACEs and their related outcomes are more pronounced in rural areas. This program will combat the effects of abuse and neglect with its increased access to supports and services for all students in the school district, a coordinated district-wide system to address student engagement and need, increased access to family supports and services, and enhanced community partnerships to address student and family needs.

- **Economic Well-Being.** As of 2020, 20.5% of children in Taos County live in a household with no parent in the workforce. The COVID pandemic doubled the unemployment rate here to reach 10.1%. About 1,200 fewer Taos County residents have jobs than before the start of the pandemic. Taos County experienced New Mexico's 3rd highest rate of increase in unemployment and at 6.3% it now has the 3rd highest unemployment rate in the state (source: Labor Force and Unemployment). Even before the pandemic, 21% of Taos County residents were living below the poverty level. In 2019, almost ¼ of our children under 18 (24.9%) were living in poverty. The County's median household income (\$36,758) is one of the lowest in the state: \$11,000 below the state, and \$23,000 below the U.S. median income. (Sources: The Economic Base of Taos County, NM; Talk Poverty) In addition to job losses brought on by the pandemic, many Taos County residents have experienced reduced hours; loss of self-employment and contract income; and/or reduced part-time and off-the-books household income (which is often not covered by unemployment). As a result, unmet basic needs in the community have skyrocketed. This program will address these needs through enhanced parent/family engagement; enhanced community partnerships to address student and family needs; the extension of coordinated referral systems across schools; and increased community

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

partner programs for student social and behavioral health in schools (such as SEL programs).

- **Homelessness and Housing Insecurity.** Taos County, as a tourism-driven service economy and a “zoom town” destination for well-off remote workers during the pandemic, has the greatest disparity between incomes and housing costs in the state. Due to the combination of low median household income and home prices that are among the highest in New Mexico, 46% of renters pay more than 1/3 of their income for housing and 25% pay more than 1/2 of their income for housing. Homelessness in Taos County has been rising steadily, doubling between 2015 and 2017 and doubling again between 2017 and 2019. With the pandemic, all Taos County social service agencies, non-profits, and churches surveyed reported large increases in both housing insecurity and homelessness. This inspired charitable donations and significant collaboration between local agencies (HEART of Taos, DreamTree Project, Goodwill Industries NM, Saint James Church, Self Help New Mexico, Taos County, and others) to provide emergency shelter beds. Despite these efforts, the growing need has continued to overwhelm available resources. Wait lists for the three main emergency shelter and housing providers grew from 67 to 140 in a single month at the beginning of 2021. Currently 124 students in the Taos Municipal School District are homeless – an increase from 83 in the 2018-19 school year and 99 in the 2019-20 school year. Some are residing in storage units or tents; with grandparents or other relatives; in motels; or couch-surfing in non-familial settings. By extending processes for identifying student needs and connecting families to the resources they need, this program will help address the risk factor of

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

homelessness. It will result in school homeless liaison services and referrals becoming more widely available.

- **Hunger.** In 2019, approximately 5,000 Taos County residents of all ages - 15.2% of the county's population - were hungry or food-insecure. According to the Food Depot, a New Mexico affiliate of Feeding America and in partnership with USDA, 25.6% of children in Taos County are food insecure in 2022. With the pandemic, the food pantries saw extraordinary increases in the numbers of households in need of food. Monthly totals of households served are 38% higher, with total food distribution more than doubling. Most worrisome are sharp increases in the numbers of new families in need of food. An October 2020 report from Feeding America has predicted large increases in hunger, with up to 1 in 5 Taos County residents and 1 in 3 Taos County children experiencing hunger and food insecurity (Source: feedingamericaaction.org). The increasing cost of food currently has resulted in families having difficulty making their SNAP benefits last until the end of the month. The program's goal of establishing a comprehensive food sovereignty program will help address this need through increased distribution of food to families, increased availability of local food in schools, hands-on growing opportunities at schools, and a continuum of K-12 food learning programs.
- **Substance Misuse and Mental Health.** Taos County reports higher-than-average rates of alcohol- and substance misuse-related death and injury, as well as a higher rate of unintentional injury deaths. Opioid overdose rates (as reported by ER visits alone) are nearly 3 times that of the state average. In our beloved community, children are also impacted by a 29% overdose death rate, as the opioid epidemic impacts rural areas disproportionately. At EGES alone, 10% of students have lost a parent due to alcohol- and

**TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE**

substance misuse-related death in the 2021-22 school year. Since 1997, New Mexico has had the highest alcohol-related death rate in the U.S. Alarming, 15-20% of Taos County high school students engage in binge drinking. Our state is in the top five states for death rates due to overdose. New Mexico also has a suicide rate consistently 1.5 to 1.9 times the U.S. rate, and already in 2019 around 10% of our Taos County youth grades 9-12 attempted suicide (source: <https://ibis.doh.nm.gov/>). Taos County consistently ranks as one of the most troubled counties in New Mexico in terms of mental health and substance misuse:

As of 2019:	Taos County Ranking Among 33 NM Counties
Suicide Deaths	6th
Opioid Overdose-Related Emergency Department Visits	2nd
Alcohol-Related Deaths	7th
Overdose Deaths	10th

Epidemiology and Response Division, E. a. (2020). New Mexico Substance Abuse Epidemiology Profile.

The U.S. Surgeon General has declared a national advisory on the youth mental health crisis. Currently 445 children are receiving mental health services in Taos County. Our program’s goal of establishing a continuum of services and supports between community schools will address this need. It will build the capacity for a coordinated district-wide system to address student engagement and need, a coordinated referral system for resources, increased behavioral health partnerships in the community, and increased SEL programs in all participating schools. Increased family navigation services can identify

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

and refer more students, while this additional data will help even better establish the need.

Given the data in each of the above categories of risk, it is not surprising that the Enos Garcia Elementary School needs assessment revealed high demand for after-school/OST programs, parent/caregiver support programs (skills development, parenting classes), and wraparound supports.

This proposal focuses on extending the community school model to meet the needs of even more students and families, with district-wide implementation in all public schools. While we do not yet have data for the past two years, in 2017 – even before the pandemic – 14% of Taos County teens 16–19 years old were neither in school nor working. This statistic reflects the importance of extending the community school experience from elementary school, where it is now in place or in planning, through our middle and high schools.

By enhancing student supports and strengthening families throughout a coordinated Pre-K through 12 pathway, we aim to strengthen the foundation of learning. The demonstrated needs in the community will be met by extending needs assessments; building the pipeline of out-of-school time programs; increasing the percentage of students and families receiving social, health, nutrition, and mental health services; and creating community conversations about risk factors.

Even before the pandemic, students in vulnerable communities such as ours faced inequity in everything from resources (from books to counselors) to student-teacher ratios and after-school activities. With a comprehensive community school system, we can improve health and wellbeing and combat violence, hopelessness, and intergenerational trauma by providing high-quality opportunities for students to engage, learn, and succeed.

QUALITY OF PROJECT DESIGN

Absolute and Competitive Preference Priorities

Absolute Priority 2: Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income

TMSD has Title IA Schoolwide Eligibility per sections 1114(b) and 1115(b). Taos County is federally designated as rural, with 34,489 residents in 2020 living across 2,205 square miles. The percentage of children ages 0-17 living in poverty in Taos is 24.9%, higher than the state's 23.9% as well as the national rate of 16.8% (NM Department of Health). 100% of students at all five schools are free and reduced lunch eligible.

Absolute Priority 3: Capacity Building and Development Grants

The Taos Community Schools Continuum (TCS Continuum) will plan, develop, serve, and evaluate five full-service community schools in the Taos Municipal School District, in partnership with a collective of community organizations committed to building an improved educational model that serves students, families, and the community. The TCS Continuum will conduct initial planning and development activities at TMS and THS alongside planning and implementation of the Community Schools model already underway at RES, ADNES, and EGES, to coordinate and implement a district-wide Community Schools model. This planning will include: extensive community engagement; needs assessments and asset mapping; continuous quality improvement using data and evaluation; collaborative leadership between school administrators and with community organizations; creating site-based and district-wide leadership teams and Community School Councils; and hiring a district-wide program coordinator along with site-based coordinators to facilitate the work.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Competitive Preference Priority 1: (Meeting Student Social, Emotional, and Academic Needs)

The five schools in the TCS Continuum have various supports and services in place at different schools, including programs for behavioral health services provided by Taos Behavioral Health at all five schools, and SEL4NM and the Nurturing Center at EGES, RES, and ADNES, for student social and emotional needs, Embudo Valley Tutoring Association, and University of New Mexico-Taos Dual Credit Program for academic achievement. The planning and development phases of this project will expand access to programming and bridge supports and services from early childhood through high school by focusing a broad response to community needs assessments and asset mapping that address the whole student—including increased programming that is culturally/linguistically appropriate, youth mentoring, peer-to-peer support, and a Food Sovereignty program. Through community partnerships, needs assessments, and collaborative leadership, the TCS Continuum will deepen the work within our schools using evidence-based strategies supported by the Every Student Succeeds Act (ESSA) based around the four pillars of Community Schools (reference Appendix A, page 103).

Competitive Preference Priority 2: (Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change):

The Taos Community Schools Continuum leverages the groundwork initially laid by the Taos School Zone coalition to make community schools in Taos County a reality. The 100% Taos County Initiative continues and amplifies this cross-agency coordination and community engagement, with the intention of sharing information and collaborating on innovations to draw on the strengths of our community, and to find and fill the gaps in access to services. 100%Taos County is an evidence-based collective impact model for local systems change to address the high rates of Adverse Childhood Experiences (ACEs) in Taos County; it has representation and

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

engagement from many of the partners working independently within the schools and others, organizing to connect pipeline services and address student and family needs.

The TCS Continuum provides a structure for TMSD to strengthen ties between schools, engage leadership in collaboration, and create inter-school programs; provide a cohesive school environment for students and families from early childhood through high school; and connect more efficiently and effectively with community partners.

Goals, Outcomes, and Objectives

The TCS Continuum design is a collaborative, multi-agency project that uses evidence-based strategies within the Every Student Succeeds Act Tiers 1 (strong evidence) and 2 (moderate evidence); please see Appendix A on page 103 for research detail.

TCS Continuum design uses cross-agency collaborations to integrate community support within and between schools to positively impact students and families, and to provide protective factors against the negative effects of intergenerational trauma, poverty, incarceration, substance use disorder, and inequality.

With this proposal, TCS Continuum builds on the groundwork already laid at one elementary school, works with two additional elementary schools that received Community Schools planning grants from the New Mexico Public Education Department (PED) for 2022-23, and creates two new community schools at the middle school and high school level, for a district-wide model of collaborative Community Schools that provide connected and continuing programs from Pre-K through 12th grade. This proposal seeks to intentionally develop stronger cross-community relationships rooted in cultural awareness and student need. The Continuum creates a cohesive environment for students and families, where programs and supports that are available at Pre-K are continued and adapted for relevancy throughout grade levels. It establishes

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

a system of shared evaluation and continuous quality improvement of the district-wide system, while providing a stronger and unbroken safety net for each student and family from Pre-K through 12th grade.

The overall objectives that guide the TCS Continuum planning of programs and pipeline services are food security, through the Food Sovereignty Program, and higher attendance rates. Together, these two objectives guide planning and delivery to address priority pipelines including high-quality out of school time, family and community engagements, postsecondary and workforce readiness, community-based support for students, and social, emotional, health, nutrition, and academic supports.

All interventions are designed to create equitable access to education and wraparound services for our students, families, and communities. Across our community's wide-ranging risk factors and demonstrated need, EGES, RES, ADNES, TMS, and THS come together under the TCS Continuum project to work toward five goals aligned with the Four Pillars of Community Schools Model: 1) implementation of the Community School model in district-wide public schools, 2) continuum of services and supports between Community Schools, 3) enhanced student success, 4) stronger families and communities, 5) Food Sovereignty Program.

Goal 1: Implementation of the Community Schools Model in District-wide Public Schools

Five primary schools serving 76% of students in the district, including three elementary, one middle, and one high school plan and implement the community schools as a district-wide model.

Outcomes:

- Established infrastructure for a district-wide system of community schools
- Increased collaboration and planning between school leadership within the district

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

- Improved equity in training opportunities for coordinators, teachers, and administrators
- Increased access to supports and services for all students in TMSD

Goal 2: Continuum of Services and Supports Between Community Schools

By providing continued programs between schools, students have increased access to engaging social, emotional, and academic activities, schools collaborate to provide relevant programs, and a stronger safety net for students and families is created.

Outcomes:

- Improved transitions for students between schools to support social and emotional needs as well as academic success.
- Coordinated district-wide system to address student engagement and need
- Coordinated pipeline of in-school, after-school, and out-of-school time programs that address student social, emotional, and academic needs
- Enhanced community partnerships to address student and family needs

Goal 3: Enhanced Student Success

Students are supported in personal and academic growth; student wellness is supported, in life and school.

Outcomes:

- Increased school attendance
- Improved classroom achievement
- Increased access to after school and out-of-school time programs
- Enhanced community partnerships to address student and family needs

Goal 4: Stronger Families and Communities

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

By connecting schools, families, and communities in a continuum, we will strengthen protective factors against the negative effects of intergenerational trauma, poverty, incarceration, substance use disorder, and inequality.

Outcomes:

- Enhanced parent/family engagement
- Increased access to family supports and services
- Increased community understanding of and participation in the community school model
- Improved continuity and relevancy of cultural/linguistic family supports

Goal 5: Food Sovereignty Program

A community-based program bridging all five schools and involving local partners to ensure food security for families; providing a strong structure for the continuum of priority pipelines between schools

Outcomes:

- Increased food security for families and children
- Increased access to local food sources
- Increased student connections to traditional and cultural agricultural practices of the region
- Continuum of K-12 food learning programs and opportunities for postsecondary career pathways

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 1

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 1:</p> <p>Implementation of the Community Schools model in district-wide public schools – Capacity Building</p> <p><i>Five primary schools serving 76% of students in the district, including three elementary, one middle, and one high school plan and implement community schools as a district-wide model.</i></p>	<p>1) Established infrastructure for a district-wide system of community schools.</p>	<p>Build staff capacity.</p> <p>Hire:</p> <p>1 Community School District Coordinator</p> <p>3 Community School Coordinators</p> <p>2 After-school coordinators</p> <p>4 Family navigators.</p>	<p>The following artifacts from each school:</p> <ul style="list-style-type: none"> ● Internal and external mapping, ● Needs assessment plan and teams, ● Community School Councils, ● CS Council meetings agenda and minutes, ● Plans to set up priority areas based on the NAA results. Reporting on the NAA results. ● Attendance, agenda, and minutes from the district CS team meetings
	<p>2) Increased collaboration and planning between school leadership within the district.</p>	<p>Establish site-based leadership teams at each school.</p> <p>Establish district-wide leadership team.</p> <p>Establish community-wide advisory teams (one per school and one district-wide).</p>	
	<p>3) Improved equity in training opportunities for coordinators, teachers, and administrators.</p>	<p>Monthly meetings of the District Coordinator with the Community Schools Coordinators.</p> <p>Weekly, monthly, and annual orientation, guidance, training, and coaching for all CS Coordinators, teachers, and administration across the district.</p>	
	<p>4) Increased access to supports and services for all students in TMSD.</p>	<p>100% of TMSD students have access to supports identified by the Needs Assessments and Asset Maps.</p> <p>Increase school attendance by 10% in years 1-2, increase by additional 10% in years 3-4, increase 8% in year 5 to reach 95% attendance rate district-wide.</p> <p>Increase in-class academic achievement 12% per year over 5 years; total increase to equal 60%.</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 2

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 2:</p> <p>Continuum of Services and Supports Between Community Schools - Capacity Building</p> <p><i>By providing continued programs between schools, students have increased access to engaging social, emotional, and academic activities, schools collaborate to provide relevant programs, and a stronger safety net for students and families is created.</i></p>	<p>1) Improved transitions for students between schools to support social and emotional needs as well as academic success.</p>	<p>Students express enthusiasm, satisfaction, and feeling supported in their new school.</p> <p>Transition needs for students and families are identified both via needs assessment and new student surveys.</p> <p>100% of students have access to services in new schools and knowledge how to access them.</p> <p>Teachers convey improved student experience and engagement with incoming students.</p> <p>Established transition team consisting of Early Childhood, Elementary, Middle School, High School, and higher education providers and families created by end of year 1.</p> <ul style="list-style-type: none"> ● Meetings of the transition team at school year’s beginning and end, with mid-year check in. ● Developed strategies to address transition needs at each level. ● Community conversations that identify priority areas. 	<p>Use of the referral form across all schools.</p> <p>Process map.</p> <p>Number of referral forms received.</p> <p>Number of internal and external referrals created.</p> <p>Number of referrals that resulted in access to services.</p> <p>Number of referrals that did not result in access to services.</p> <p>Service satisfaction surveys to capture students and family’s feedback on the services received.</p> <p>Service providers feedback survey.</p> <p>Number of community partners participating in the Community Schools onboarding process.</p> <p>Number of community partners.</p>
	<p>2) Coordinated district-wide system to address student engagement and need</p>	<p>Improvement and alignment of existing systems to identify and respond to students’ needs district-wide.</p> <p>District-wide CS District Coordinator and site-based CS Coordinators collaborate to:</p> <ol style="list-style-type: none"> a. Create and implement a tool to identify student needs. b. Create and implement a process to connect students and families to the resources they need. c. Extend system for continuous improvement in family referrals and access to services. 	<p>Attendance, agenda, and minutes for the transition team meetings.</p> <p>Report on community conversations.</p> <p>Document identifying priority areas.</p> <p>The data collection for the strategies to address transition needs will be determined once those strategies are developed.</p>

**TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE**

	<p>3) Coordinated pipeline of in-school, after-school, and out-of-school time programs that address student social, emotional, and academic needs.</p>	<p>Community partner mapping to identify resources and gaps to inform planning and development of programs.</p> <p>Increased ongoing programs and supports that are academically, socially, and emotionally relevant, as students transition between Pe-K to elementary, elementary to middle, and middle to high school.</p>	<p>They might include parent participation in orientation sessions, visits to classrooms, etc.</p>
	<p>4) Enhanced community partnerships to address student and family needs.</p>	<p>Community partner asset map that identifies community resources and gaps.</p> <p>Community partners are engaged in planning, development, and evaluation of Needs Assessments and Mapping.</p> <p>Community partners collaborate on programming.</p> <p>Established Community Schools partner onboarding process.</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 3

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 3: Enhanced Student Success</p> <p><i>Students are supported in personal and academic growth; student wellness is supported, in life and school</i></p>	<p>1) Increased school attendance: <i>Students and families will access resources needed to break down barriers to daily school attendance.</i></p>	<p>Increase student attendance from 87.5% (current) to 91% (years 1 and 2), to 93% (years 3 and 4), and to 95% (by year 5).</p> <p>Increase number of students enrolled in credit recovery by 35%.</p> <p>Increase in graduation rates a total of 15% over 5 years of the grant.</p>	<p>Attendance records, case management records from the Kindergarten Observation Tool (KOT) and other assessments (statewide, benchmark, or teacher-designed), graduation data, Community Schools Progress Report Toolkit</p>
	<p>2) Improved classroom achievement: <i>Sites will provide a diverse range of learning opportunities to bolster student achievement.</i></p>	<p>Increase the percentage of students participating in extended learning time by 29%.</p> <p>Increase the percentage of students ready for kindergarten by 10%.</p> <p>Increase the percentage of students proficient in reading and math by 12% per year over 5 years.</p> <p>Increase the percentage of students meeting academic goals by 12% each year over 5 years.</p> <p>Increase percent of students who meet their academic growth target annually to 50%.</p>	<p>Attendance/participation records, case management records, surveys, focus groups/ interviews, Youth Outcomes Toolkit</p>
	<p>3) Increased access to after school and out-of-school time programs: <i>Sites will provide a diverse range of extended learning opportunities and experiences to bolster student engagement.</i></p>	<p>50-70% of students and families who reported interest in participating in OST will have access during year 1 and 2.</p> <p>Increase the percentage of students participating in enrichment and extended learning time from 50-70% in years 1-2, and to 100% in years 3-5.</p> <p>80% of activities offered will be in response to the preferences stated through the family and/or student after-school survey and college/career (CTE).</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

	<p>4) Enhanced community partnerships to address student and family needs.</p>	<p>Rate of student and parent satisfaction with access to services: 75%.</p> <p>Development of coordinated referral systems at sites.</p> <p>Increased community partner programs for student social and behavioral health in schools, such as SEL programs.</p> <p>Increase the percentage of students and families receiving social, health, nutrition, and mental health services and supports by 10% per year.</p>	
--	--	--	--

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 4

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 4:</p> <p>Stronger Families and Communities</p> <p><i>By connecting schools, families, and communities in a continuum, we will strengthen protective factors against the negative effects of intergenerational trauma, poverty, incarceration, substance use disorder, and inequality.</i></p>	<p>1) Enhanced parent/family engagement.</p>	<p>Increase parent participation in the after-school program as guest speakers, mentors, presenters, and service providers by 3% per year.</p> <p>Increase the percentage of parents participating in parent engagement nights (Reading Rockets, Title I, Game Night) by 8% per year.</p> <p>Increase diverse parent participation on Community School Councils.</p>	<p>Attendance and participation records, surveys, focus groups/interviews</p>
	<p>2) Increased access to family supports and services.</p>	<p>Increase the percentage of parents participating in education classes by 35% over the 5-year grant.</p> <p>Increase percentage of home visits conducted by family navigators and district personnel by 12% per year over the 5-year grant.</p> <p>Increase percentage of students and families receiving social, health, nutrition, and mental health services and supports by 10% of 5 years.</p>	
	<p>3) Increased community understanding of and participation in the community school model.</p>	<p>Increased awareness among community members and school staff of basic needs, services, and resources.</p> <p>Increase community dialog around risk factors such as substance misuse, suicide, racial, and health equity, incarceration, adverse childhood experiences (ACEs).</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

	<p>4) Improved continuity and relevancy of cultural/linguistic family supports.</p>	<p>Increase culturally relevant/enriching activities by 8% per year over 5 years.</p> <p>Pursue expansion of access to Tiwa language learning, under direction of Taos Pueblo.</p> <p>Increased supports for non-English speaking family and caretakers, including out-of-school navigation services and understanding in-school systems and academic procedures.</p>	
--	---	---	--

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 5

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 5: FOOD SOVEREIGNTY PROGRAM</p> <p><i>A community-based program bridging all five schools and involving local partners to ensure food security for families; provides a strong structure for continuum of priority pipelines between schools.</i></p>	<p>1) Increased food security for families and children.</p>	<p>Increase the percentage of students and families participating in the food pantry program, dinner program, food sovereignty program, Farm to School program by 12% per year.</p> <p>Increase the number of grocery bags distributed by 65% over 5 years.</p> <p>Increased student nutrition and health.</p>	<p>Participation records, case management records, surveys, focus groups/interviews.</p> <p>El Centro data on health factors (eating disorders, diabetes, obesity, etc.)</p>
	<p>2) Increased access to local food sources.</p>	<p>Increased amount of local food served in schools through the Farm to School program.</p> <p>Increased student awareness of where their food comes from, nutrition, and the importance of food sovereignty.</p>	
	<p>3) Increased student connections to traditional and cultural agricultural practices of the region.</p>	<p>Increased hands-on growing and learning opportunities at all participating schools.</p> <p>Students are studying historical food sovereignty, food production, and food preparation of the region.</p>	
	<p>4) Continuum of K-12 food learning programs and opportunities for postsecondary career pathways.</p>	<p>Hiring one Garden Program Manager to work across schools.</p> <p>Increase student awareness of and engagement with local food sources and producers – ranchers, farmers, growers' markets, and entrepreneurs.</p>	

Objectives

The TCS Continuum program is based around strategies focused on providing the following pipeline services:

1. High quality out of school time programs and strategies
2. Family and community engagements and supports
3. Activities that support postsecondary/workforce readiness
4. Community based support for students
5. Social, health, nutrition, and mental health services and supports

EGES has developed a strong Community School model based on the four pillars of community schools. With groundwork partnerships through the Nurturing Center, they began piloting programmatic elements and community partnerships toward the Community School model in 2020-21 after receiving a Public Education Department (PED) of NM Community Schools Planning Grant in 2019. RES and ADNES received Community School planning grants from PED of NM for 2022-23, to initiate planning and development of the Community Schools model at their sites.

Even as the five schools have site-specific priorities, this collaboration allows them to build a stronger, more cohesive community of support, and to strategize on common threads (prioritized through needs assessments and identified strategies) at all five schools—food security, mental health, attendance and academic achievement, after school and out of school planning, family engagement and community involvement. Under this proposal, TMS and THS will plan and develop the Community Schools model at the middle and high school levels during Year 1. As each school works at different stages toward implementing the Community School model at their site, they will cross-collaborate on site-specific development and strategies; at the same

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

time, they will develop cross-agency councils, systems, and evaluations for a full district-wide implementation of programs and partnerships in years 2-5.

Four Pillars of Community Schools

Project Services are organized across the four Pillars of Community Schools.

Pillar 1: Integrated Student Supports

Pipelines: Social, health, nutrition, and mental health services and supports.

While each school has student support services in place, there is a clear demand for expansion of existing programs and implementation of new ones. Since COVID-19 students, families, and community members have voiced significantly increased need and interest for services and supports during the last two years. The TMSD Housing Liaison, who works with students that are homeless, living in cars, with grandparents, or couch-surfing, reports that families are needing deeper psychological services to deal with the trauma of homelessness, illness, loss of loved ones, and job insecurity as a result of COVID. Access to food, mental health services, and housing stability were named as priorities for families in the 2021 and 2022 needs assessments. We are also aware that the least-resourced families were likely to be under-represented among survey respondents. Therefore, each school is creating coordinated systems to identify and support vulnerable families with wraparound services to address food insecurity, physical and mental health, financial and housing instability, and adult education opportunities.

Within the last two years, many community partnerships have been organized to meet the basic needs crisis for food and housing security, mental health services, and the negative impact of students attending school remotely and in isolation, driven by the COVID pandemic, such as access to internet in an area where broadband is still unavailable. With the framework of the 100% Taos County Initiative (developed county-wide during the pandemic), partnerships that are

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

not yet in place to serve identified needs can be convened to identify gaps and improve access to services.

Under this proposal, TCS Continuum will include Family Navigation in the staffing plans for each school to oversee the wraparound services. Family Navigators provide targeted case management to a select number of families who show the highest need, and provide support to increase student attendance in an individualized manner. Family navigators identify at-risk students early and meet with navigators at the other schools to coordinate case management for individual students and students who have siblings at other schools, creating a stronger protective network. Family Navigators also oversee family support services including referrals for basic needs such as housing, food, counseling services, and other programs available in the community.

Each school will also hire a Student Success Coordinator to focus on student-centric services to improve attendance and family engagement, and on reducing non-academic barriers to learning.

Pillar 2: Expanded and Enriched Learning Time and Opportunities

Pipelines: High-quality out of school time programs and strategies. Activities that support postsecondary/workforce readiness, Community based support for students, Family and community engagements and supports

70% of TMSD parents identified out-of-school (OST) time and after-school (AS) programs as a high or medium priority. OST/AS are strategies identified in response to poor academic achievement based on PARCC and I-Station testing. Programs for students at TMSD schools include opportunities such as tutoring, arts, digital arts and media, theater, chess,

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

agriculture/growing and culinary learning opportunities, STEAM, and UNM-Taos credit classes, with emphasis also on integrated SEL programs.

Along with extended learning opportunities for students, OST/AS programs can offer guidance and assistance to parents who feel overwhelmed by the school system; provide parents with information on how to better communicate with school staff; draw parents and families in by providing counseling and other wraparound services; offer English classes and translation assistance for families who are not fluent in English; provide incentives for participation, such as food and meals; and plan events that honor and celebrate the different heritages and cultural background of our families.

The TCS Continuum will collaborate with students, families/caretakers, and community partners to listen to their needs and recommendations, develop programs that will continue to be available between schools, and respond to evaluation of student achievement data. This will provide a stronger pipeline of activities that support students and families in school, create avenues for postsecondary/workforce readiness, strengthen the Food Sovereignty Program as a district-wide network collaboration with community agencies, and create greater opportunities for families to engage.

Pillar 3: Active Family and Community Engagement

Pipeline: Family and community engagements and supports; community based support for students; Social, health, and mental health services and supports

TCS Continuum is working towards the deeper engagement of parents/caregivers. Based on our data and the recommendations from our site-based and community-wide leadership teams, TCS Continuum implements strategies involving the three forms of parent engagement

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

described in the *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence* document:

- a. interventions that seek to increase parent support for student learning at home
- b. interventions that support students and schools and families participating in schools to access services provided to them, and
- c. interventions that support organizing as a form of parent engagement.

The focus is to strengthen the parent-teacher partnership to support student learning, to increase the number of families participating in the school's ability to access services, and to support the parent organizations. With so many families in our community still in crisis since COVID, the need for Community Schools that act as a hub for basic needs and vital services and opportunities, engage parents and families with school leadership and community partners, and provide inspiring educational opportunities and supports for parents, is greater than ever.

Pillar 4: Collaborative Leadership and Practices

Pipeline: Family and Community Engagement and Supports; Community based support for students

The TCS Continuum will hire one district-wide Community Schools District Coordinator to oversee the entire district Community School program, two After School Coordinators to work between all five schools, three Community School Coordinators bridging the five schools, and four Family Navigators, one at each school with one already hired at EGES. Each school will have a site-based leadership team to support this initiative and a Community School Advisory Council, with representatives that include administration, teachers, parents, students, and community partners; the district will also hold a district-wide leadership team and Community School Advisory Council. The CS District Coordinator will meet regularly with the CS

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Coordinators. To ensure fidelity to the program plan and selected strategies, TCS Continuum is committed to ongoing professional development, informed by the needs of the students, the parents, the community, and the school staff.

Community Schools Advisory Councils meet every two weeks for one hour. These meetings include a broad group of stakeholders that help to build the community schools' capacity as well as create opportunities for the Taos community to engage in educational initiatives that will impact our students and families. Students will also have a seat at councils, to respect their perspectives in decisions about their education and wellbeing. CS Advisory Council members are intentionally recruited to represent diverse racial, ethnic, socio-economic and life experiences, in order to create a broad view of issues at stake.

According to the National Education Association, "Research shows that effective collaborative partnerships in education lead to greater teacher retention and educator empowerment, more effective communication among stakeholders, and an increase in student success, even in high poverty school districts." Collaborative Leadership is a critical component of the TCS Continuum model to link distinct schools serving students and their families as they transition from Pre-K through 12th grade, to effectively build an environment of equity and ensure protective factors against the impact of poverty and inequality.

Community School Advisory Council/Community Engagement Model. The proposed interventions arose from the work of the Community School Advisory Councils, especially through the visioning process, during which members discussed the need for outcomes-oriented goals and strategies, the need for all stakeholders to be represented and actively participating, and the need for the broad community to understand the work. Interventions include the

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

conditions that facilitate collaboration practices, as identified in the “Community Schools as an effective school improvement strategy” compendium:

- Relationships and structure (supported by ESSA Tier 3 interventions): Continuously review Advisory Council composition to ensure it has appropriate members to represent stakeholders, identify gaps in representation and attendance, and seek out additional members when indicated. Promote continuous conversation between the Advisory Council, site-based leadership, service providers, and the broader community to ensure optimal coordination of services and relationship building.
- Capacity building (supported by ESSA Tier 3 interventions): Ensure Advisory Council has appropriate training and data for development of shared goals and decision making, including the needs assessment, asset map, logic model, mission and vision, and that they use the results framework for decision making.
- Process (supported by ESSA Tier 3 interventions): Keep calendar of scheduled meetings with agenda, notes, sign-in sheets and member assignments with timelines
- Collaborative goal setting (supported by ESSA Tiers 2 & 3 interventions): Ensure service providers have a clear understanding of the mission, vision, and goals of the community school initiative, and create memoranda of understanding with each that clearly spell out their role
- Continued connection between the work of Guiding Coalition Data Team and the CS, through the CS Coordinator’s participation in the team’s meetings.

Before Taos School Zone disbanded in 2021, they collaborated across the county to conduct comprehensive research for a Taos County asset map and to share data in a Taos Schools Snapshot. The objective was to better understand what the overlapping needs are for

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Community Schools in Taos County. More than 70 Taos nonprofits working with schoolchildren and their families completed surveys to participate in the asset-mapping project, designed to be a resource for parents, teachers, and local nonprofits.

The Four Pillars at Enos Garcia Elementary School (EGES)

EGES is in its fourth year as a Community School.

Pillar 1: Integrated Student Supports at EGES. EGES offers coordinated wraparound services in partnership with the Nurturing Center and other providers, to create a system for early identification of vulnerable families to provide the services they need, whether integrated in the school or in the larger community. The Nurturing Center (NC), a school partnership with Taos Behavioral Health, is a school-embedded, trauma-informed, safe and supportive environment for students, parents/guardians, and school staff.

The children served by the NC are provided a calm place to practice coping strategies, engage in therapeutic art projects, and reflect on how to be more engaged with learning and classmates. EGES staffs two full-time Family Navigators at the Nurturing Center, with preference that one is Spanish-speaking. This Navigator works closely with ELL, ESL, and Tiwa language instructors to ensure linguistic and cultural competency at the Nurturing Center.

The Nurturing Center staff is also responsible for connecting students to counselors in the community when necessary. Critically for community needs, the Nurturing Center has developed a positive relationship with the Adult Detention Center (ADC) to provide support to parents who are incarcerated and the families caring for their children. The Nurturing Center provides parents with needed support throughout the criminal justice process, helping to address basic needs and connections to community resources, while connecting children to needed emotional and social supports.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

St. James Episcopal Church. EGES delivers 1,500 grocery bags to student families, monthly, in partnership with the St. James Episcopal Church. This initiative has also attracted the support of the larger community, with a growing number of volunteers every week who help with grocery and school supply delivery.

This program informs the Food Sovereignty framework and has become even more relevant since the pandemic, as the 2022 parent survey reflected that for 75-80% of families across the district food, counseling, and housing were top priorities, an increase from 40-50% in 2020.

Pillar 2: Expanded and Enriched Learning Time and Opportunities at EGES. At the start of the 2019-20 school year, EGES was without funding for after-school programs. The needs assessment indicated the importance of after-school programs for families. The CS Advisory Council and Taos School Zone invited community partners to participate in the creation of an afterschool program—some community members joined with financial support, while others contributed their time, expertise and passion. Funding from the LOR Foundation allowed EGES to hire an after-school program coordinator with additional funding from Agriculture Implementation Research & Education (AIRE) that supported basic programming. In collaboration with the Community School Coordinator, the after-school coordinator mapped, organized, and coordinated the community resources to integrate them into an enriching and balanced calendar of activities for the students. The after-school coordinator also collected and tracked data from the program.

Initially, 120 students filled out the paperwork indicating their interest in the after-school program. Financial and staffing limitations allowed places for only 60 students; the remaining were placed on a waiting list. The program ran from the end of January until mid-March when it

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

was interrupted by the COVID-related school closure. By the last day of the afterschool program, 70 students were registered and – based on the overwhelming response from our community partners – EGES was prepared to include the 50 students still on the waiting list.

With this experience and these partnerships, under this proposal EGES is prepared to offer an after-school academic and enrichment program which runs Monday through Thursday, and engages the resources and expertise of the community to enrich students' experience and integrate our community resources.

Types of programming will be led by student input each year, and may include: tutoring and homework help, theater, video production, yoga, gardening and cooking, waste management, flamenco, knitting and crocheting, organized team games, and social/emotional lessons.

Past partners who have expressed an interest in continuing to offer programming, for both after-school and out-of-school time, include:

- Grow Community Now: gardening/cooking for students (see Food Sovereignty program for more detail)
- The Embudo Valley Association: homework help to all students and targeted tutoring services to those recommended by teachers
- Taos Children's Theater: theater for students K-5
- Zero Waste: education for students K-5 about reusing resources and reducing waste by taking an in-depth look at products frequently used such as food packaging
- TrueKids 1: weekly media production for 4th and 5th graders
- Yoga Teachers from Taos: yoga and breathing for students K-5
- Community Against Violence (CAV): VOZ program for students K-5
- Taos Behavioral Health (TBH): Random Acts of Kindness curriculum, K-5

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

- Flamenco: twice a week
- Knitting and crocheting: after-school staff

As an example of after-school programming informed by student need, in 2019-2020 the Nurturing Center at EGES designed an after-school program specifically for 22 girls impacted by parent incarceration, split into two groups (first and second graders together, and third/fourth/fifth graders together). The program was offered twice a week and it included an arts-based and an adventure-based curriculum. The program intended to build camaraderie among the girls, and strengthen positive peer relationships. The participants were either self-identified or identified through the grandparent group and/or through the relationship with the Adult Detention Center. In the majority of these cases, grandparents were raising their grandchildren.

EGES provides after-school snacks through the USDA Afterschool Snack program and breakfast and lunch through the Summer Food Service Program operated by the New Mexico Children, Youth, and Families Department's Child and Adult Care Food Program (CACFP). EGES plans to serve the CACFP At-Risk Afterschool Meal Program which will feature a farm to school model. Students will incorporate service learning through farm to school garden activities and nutrition education, and will expand the food pantry to incorporate fresh produce in partnership with local growers (see Food Sovereignty section for further detail).

Pillar 3: Active Family and Community Engagement at EGES. EGES offers classes for parents based on demonstrated need, including ELL, citizenship, financial literacy, parenting, and cooking, in partnership with different community organizations.

Other interventions include parent engagement nights such as Reading Rockets, Title I, and Game Night; monthly parent participation in the after-school program as guest

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

speakers/presenters; Heritage Celebration night, building on the very successful Open House for the Tiwa (Taos Pueblo native language) Language program; Coordinated and two-way culturally and linguistically relevant communication between schools and families; Dinner program; Coordinated efforts with community partners to create a referral and follow up system to ensure equity of access and basic needs – considering the capabilities of the community to provide for the whole student and their families; and an EGES phone helpline for parents with students who have unmet basic needs.

Other strategies include:

- Leveraging parent/teacher conferences to further engage with families
- Increasing opportunities for parents and community members to be connected in meaningful ways that support the school and students, such as expanding Parent Teacher Volunteer efforts and coordinating objectives with community efforts, school leadership, and teachers
- Improving parental participation in the Community School Advisory Council
- Increasing volunteering opportunities for parents

EGES also offers a variety of specific caregiver/parental support for communities demonstrating additional needs, including for immigrant families and grandparents raising grandchildren, in collaboration with Las Cumbres and the Taos Immigrant Allies.

Pillar 4: Collaborative Leadership and Practices at EGES. EGES is a professional Learning Community School (PLC) that encompasses collaborative teams at each grade level, a Data Team, Guiding Coalition Leadership Team (GCL), PBIS, and a Bilingual Team. The Guiding Coalition Leadership Team is made of representatives from subgroups and members from various school teams to ensure complete representation in decision making at the school. The

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

GCL Team meets with site administrators bimonthly and works to develop, maintain, and oversee the action steps of the NM DASH 90-day plan. Input and feedback from community partners is sought and incorporated into the 90-day plan through the Community School Council. School data as well as input from all stakeholders help to identify the root causes as well as establish necessary professional development that aligns with the school's instructional plan.

School and District administration work collaboratively to provide funding sources to support necessary professional development, matching this grant from other sources.

Professional development follows ESSA established guidelines for all federal and state grants.

TMSD follows the "intense coaching" model to provide support for teaching staff.

The CS Advisory Council, which meets every other Wednesday, participated in the creation of the Community School professional development plan. EGES has consulted ABC Community School Partnership (an agency that brings together the city of Albuquerque and Bernalillo County to support their CS) for professional development and guidance for the EGES Advisory Council, who have expressed a desire to learn more about Community Schools sustainability, other Community Schools in the state, programming for Community Schools, and how to make decisions as a Council.

The Council was consulted about the kinds of trainings they would like to receive to support their role. The Council mentioned a) trainings with well-established community schools from other parts of the state, b) the impact of trauma on learning, c) strategy development and evaluation based on goals, and d) project management. Community members and/or site-based leadership will participate in additional trainings as needed to support the understanding of Taos Community Schools District instructional programs and to facilitate input on how to implement school reform through partnerships with community organizations.

**TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE**

Table 2: Pillars and Strategies for Taos Community Schools at Enos Garcia Elementary School

Integrated Student Supports Strategies	Enriched and Expanded Learning Opportunities	Family and Community Engagement	Collaborative Leadership
<ul style="list-style-type: none"> ● Culturally competent Family Navigation, to oversee wraparound services ● Student Success Coordinator to support academic, social, and emotional success ● A system for early ID of high-need students and referrals ● Expansion of the food pantry to incorporate fresh produce in partnership with local growers ● Continued grandparent support ● Parent/caregiver support including for immigrant families in collaboration with community partners and Taos Immigrant Allies ● Expanded counseling services provided by community partners ● Health services ● Expanded home visits ● Developing a well-organized volunteer system ● Partnership with Homeless Liaison ● Youth Council: Restorative Justice, Peer-led Mental Health 	<ul style="list-style-type: none"> ● Food Sovereignty Program ● Expanded after-school and OST programs; for example (representative, not exhaustive): <ul style="list-style-type: none"> - Gardening/cooking - Homework help - Theater - Zero waste - TrueKids 1 - Yoga - Random Acts of Kindness - Flamenco - Knitting and crochet 	<ul style="list-style-type: none"> ● Classes for parents ● Family counseling ● Parent Engagement Nights; Reading Rockets; Title I; Game Night ● Monthly parent participation in the after-school program as guest speakers/presenters ● Heritage Celebration Night ● Coordinated and two-way culturally and linguistically relevant communication between schools and families ● Leveraging parent/teacher conferences to further engage with families and to increase opportunities for parents and community members to be connected in meaningful ways that support the school and students ● Expanding Parent Teacher Volunteer efforts and coordinating objectives with community efforts, school leadership, and teachers; increase parent volunteer opportunities ● Improve parental participation in the Community School Councils ● Home visits 	<ul style="list-style-type: none"> ● Relationships and structure (supported by ESSA Tier 4 interventions): Continuously review Advisory Council composition to ensure it has appropriate members to represent stakeholders, identify gaps in representation and attendance, and seek out additional members when indicated ● Collaborative goal setting (supported by ESSA Tiers 2 & 3 interventions) and Capacity building (supported by ESSA Tier 4 interventions): Ensure Advisory Council has appropriate training and data for development of shared goals and decision making, including the needs assessment, asset map, logic model, mission and vision, and that they use the results framework for decision making ● Process (supported by ESSA Tier 4 interventions): Keep calendar of scheduled meetings with agenda, notes, sign-in sheets, and member assignments with timelines ● Collaborative goal setting: Ensure service providers have a clear understanding of the mission, vision, and goals of the community school initiative, and create MOUs with each that clearly spell out their role ● Relationships and structure: Promote continuous conversation between the Advisory Council, site-based leadership, service providers, and the broader community to ensure optimal coordination of services and relationship building. Continued connection between the work of Guiding Coalition, Data Team, and the CS, through the CS Coordinators' participation in the team's meetings

The Four Pillars at Ranchos Elementary School (RES) and Arroyos Del Norte Elementary School (ADNES)

RES and ADNES are both in year 1 of Community Schools planning

Guided by the success and experience of EGES to plan and implement a full-service community school that is now in its fourth year, RES and ADNES are prepared to work collaboratively to achieve a community school model that better meets the needs of students and their families. During year 1—and supported by NM Public Education Department 2022-23 Community Schools Planning Grants—RES and ADNES will each hire a CS coordinator to coordinate wraparound services with the Nurturing Center and community agencies and partners, collaborate with each other and the EGES CS Coordinator, and begin coordinating site-based leadership teams while contributing to the community-wide leadership team. They will work closely with the CS District Coordinator and EGES and their CS model to plan and implement ESSA established guidelines and Tier 1-3 evidence-based strategies. They will create comprehensive needs assessments, asset mapping, and evaluation procedures through engagement with students and families and established partnerships while forging new ones. Both schools will work with the TCS Continuum Leadership Team and EGES to recruit the CS Coordinator at their schools. The CS Coordinator will also work with the TCS Continuum Advisory Council to access and provide training on Community Schools best practices and procedures for staff administrators and on working with after-school programs, students, and families.

The RES Community School plan seeks to close opportunity and achievement gaps and increase equity for children growing up in poverty, with the objective to see that these students are not defined by the experience of poverty and have a chance to reach their full potential

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

socially, emotionally, and academically. RES has the highest poverty, highest immigration population, and highest mobility rate (due to families returning to Mexico and others relocating for work) in Taos Municipal Schools District. During its planning phase, RES intends to build a foundation to implement the Community Schools model and build capacity within the TCS Continuum.

ADNES staff and community partners strongly support the readiness to implement the Community School framework. ADNES's principal, in conjunction with principals from EGES and RES, have been meeting monthly to implement the NM PED Community School Planning grant application for 2022/2023. Community members have also been involved with needs assessments and community engagement meetings to identify top priorities for students. These meetings have included the following partners:

- 100% Taos County Community Initiative
- Taos Pueblo
- Taos Soil and Water Conservation District
- Taos County
- SEL4NM
- Taos Behavioral Health
- UNM-Taos
- INSPIRE Bilingual Early Learning Center
- TWIRL
- Milagro Rotary "For the love of Reading" community book distributions
- STEAM meetings
- AVID celebrations and assemblies

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

- Taos Land Trust, for meetings on ADNES greenhouse

RES and ADNES envision a Community School model incorporating the Four Pillars that will provide children and families access to: breakfast/lunch/snacks and dinner; a location for families to wash clothes, mental health services, well child services (medical, dental, and vision), before and after school care, parenting/caretaker classes and support groups, home visits from teachers, opportunities for families to gather with teachers to celebrate learning, and enhanced academic support for students in both their first and second languages. The schools will strengthen and expand this work with community partners to broaden SEL services, access to food pantries and clothing banks, and assistance with families needing housing stability.

The following partners are currently supporting RES and ADNES and will continue to support the Community Schools framework and participate to develop programs under the Four Pillars interventions:

- Taos Pueblo- Expand culturally responsive training for all staff
- Taos Behavioral Health-In school and after school initiatives
- CYFD- Children Youth and Family Dept- Sexual and child abuse training for all staff
- CAV- Community against Violence- Family vouchers for food and clothing
- Partnership with TMSD Homeless Liaison to include wrap around services
- Taos Soil and Water Conservation District – Provide volunteer training for 3rd, 4th and 5th grade staff
- 100% Taos County Community Initiative- To provide support in grant writing, networking with Taos agencies
- UNM-Taos- Provide Education classes for staff that are aspiring to be certified teachers

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

- INSPIRE Bilingual Early Learning Center- Provide after school and summer school camps at RES and ADNES
- TWIRL- Provide students and families activities for school engagement events
- Milagro Rotary “For the love of Reading”- Volunteer readers and book distribution to all students
- AVID Student and family celebrations- Family engagement events in school and after school
- PAX- Self regulation strategies- Offer trainings to all staff in self-regulation for classroom management

Under this proposal, RES and ADNES will implement, enhance, and study the Community Schools model, on par with Taos Middle School and Taos High School, in Year 2, and incorporate their site-based programs into the Continuum pipeline of supports and services between all five schools in the district-wide model in years 2-5. Both schools will be equal collaborators in the planning, development, and implementation of the TCS Continuum.

Pillar 1: Integrated Student Supports at RES and ADNES. Through a partnership with Taos Behavioral Health (TBH), students at RES and ADNES can be enrolled to receive mental health services at their school. As at EGES, RES and ADNES have an established Nurturing Center—a school-embedded, trauma-informed, safe, and supportive environment for students, parents/guardians, and school staff—in cooperation with TBH. Nurturing Center staff includes up to two Nurturing Navigators, with preference for at least one who is bilingual and competent in cultural/linguistic awareness of Nurturing Center students. The children served are provided a calm place to practice self-regulating strategies, engage in therapeutic art projects, and reflect on how to be more engaged with their learning and classmates. The Nurturing Center staff provide

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

supportive services including referrals for basic needs such as housing, food, counseling services, and other support programs available in the community—Nurturing Navigators work closely with Navigators at community organizations, and with this proposal will collaborate regularly with Navigators and Coordinators at the other Nurturing Centers and schools in the district.

RES and ADNES planning will also include Social Emotional Learning (SEL) opportunities, rooted in scientific-based research and best practices. The SEL program will allow teachers, ancillary staff members, parents, and community members to understand the importance of having a safe and nurturing school for all students, socially, emotionally, and physically, and to allow each student to freely express themselves with respect to their academic goals and aspirations.

Pillar 2: Expanded and Enriched Learning Time and Opportunities at RES and

ADNES. During the first year, RES and ADNES will plan, develop, and implement expansions on their before and after school and out of school programs, notably with continuation of SEL programming in academics, and provide tutoring and learning opportunities for students below 25% grade level in Reading and Math. The schools plan to implement the Multi Layered Systems of Support framework (provides guidelines for interventions to move a child in and out of intervention and up or down) in planning OST/AS programs. The focus of these programs will be to engage students and families to support improved academic achievement, improved school attendance, and improved student behavior. The CS Coordinators will work with the Community Schools District Coordinator and EGES CS Coordinator to respond to the Needs Assessment with relevant programming and Asset Mapping of shared resources and community support.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Pillar 3: Active Family and Community Engagement at RES. The RES and ADNES

Community Schools objectives are to continue building on a foundation of planning that is inclusive of parent involvement, teacher and staff training, and community support to provide students with Social Emotional Learning, while engaging with parents and community partners to identify and address student and family needs.

Parents and communities will be engaged as partners in the design and decision-making of the RES and ADNES Community School model. All stakeholders will be included in the needs assessment, asset mapping, the selection of evidence-based interventions aligned to the needs and assets identified in the planning year, and the development of a structure for family navigation that effectively supports family needs. Creating the Community School model at the schools will provide the evidence-based strategy the schools need to evolve current engagement that includes inviting parents to events and having a voice in the process, to parents having influence over the design of their children's schools. Families will experience a welcoming school and be able to connect with the supports they need such as medical, vision, dental, social services, clothing, food and a nurturing space. The supports will be guided by the EGES model of evidence-based strategies and delivered with consistency and continuity to build a mutually respectful and positive relationship with students and families; and at the same time, they will be coordinated within the TCS Continuum program to create stronger, relevant pipeline services that provide equitable access to resources and professional trainings across the district. RES and ADNES will use continuous quality improvement strategies to measure the Community Schools' progress and adapt/adjust the program as needed over time.

SEL evidence-based interventions will be incorporated in teacher planning throughout the regular school day. The interventions will be guided by the CASEL framework and SEL will be

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

embedded and established with our community partners in Taos. Staff from our Nurturing Center will also be providing SEL research-based lessons using the CASEL (Collaborative for Academic, Social and Emotional Learning) framework. Staff will be trained in an Evidence Based Intervention Curriculum to address the following:

- Improve academic and classroom behavior
- Help students manage emotions and make better decisions
- Encourage students to be positive about themselves and other people around them

Opportunities for family engagement currently in place include: the Back to School Bash (back to school parent orientation); the Reading Blasters (annual Title I parent meeting); two parent-teacher conferences per school year; the Kindergarten registration/orientation; the AVID Leaders Awards Ceremony (K through 5th grades); and the graduation ceremony and celebration.

With current SEL providers such as Taos Behavioral Health, SEL4NM, and The Nurturing Center, and in accordance with Community Schools strategies proposed for the planning year aligned with the four pillars of the CS framework, RES and ADNES will increase professional development in place for the learning community that engages practices to understand culturally responsive instructional strategies, and supports an inclusive learning environment for all students from all cultures and ethnicities.

Pillar 4: Collaborative Leadership and Practices at RES and ADNES. RES and ADNES, with their CS Coordinators, will establish a Community School Advisory Council that will be critical to connecting the four pillars and the Community School strategy. The transition to Community School status at RES and ADNES has been underway for several years with planning, funding, and partner collaborations across Taos. RES and ADNES are working with the collective

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

expertise of Community School stakeholders and partners to ensure the implementation is inclusive and aligned with the community and the school's goals.

The CS Advisory Council will improve the school climate and build trust while building collective capacity, and will be involved in the needs assessment, asset mapping, planning and design, and the implementation process. The CS Advisory Council will meet every two weeks and be trained in leadership development. Members of the team will be recruited to reflect the diversity and assets of the community. In practice, the CS Advisory Council will post meetings, announcements, agendas, and minutes from meetings both around the community and on the RES and ADNES schools webpage, Taos Municipal Schools webpage, social media, and local *Taos News* newspaper. New members will be recruited by the Community Schools District Coordinator to represent all stakeholders.

Initial membership in the CS Advisory Council will include:

- RES, ADNES Principals, per school
- TMSD Superintendent
- RES/ADNES Community School Coordinators, per school
- RES/ADNES Teachers, per school
- RES/ADNES Parents and family members, per school
- Taos Behavioral Health Community Partner (RES/ADNES Nurturing Centers)
- RES/ADNES Social Workers, per school
- RES/ADNES Custodians, per school
- Representative from the RES/ADNES School Leadership Teams, per school
- Community neighbor and or business owner
- Elected Official - School board member, Taos County Commissioner

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

- Philanthropic member - Taos Rotary Club, LOR foundation, Taos Community Foundation

RES and ADNES will also create Site-Based Leadership Teams that in their initial planning phase will develop the needs assessment and review the asset map. These team members will include:

- TMSD Superintendent
- RES Principal
- ADNES Principal
- EGES Principal
- 100% Community Schools Initiatives Team—provides monthly meetings to support collaborations for schools that are working towards becoming a Community School and connect schools with resources and partners.
- RES/ADNES Community School Coordinator, per school
- RES/ADNES Staff/Teachers, per school
- RES/ADNES Parent(s), per school
- Taos Behavioral Health Community Partner (RES/ADNES Nurturing Center)
- RES/ADNES Social Worker, per school
- RES/ADNES Custodian, per school
- Community neighbor and or business owner
- Elected Official
- Faith-based community member

RES and ADNES will collaborate with EGES for guidance and sharing of their model, experiences, and lessons learned. Specifically, EGES will collaborate on how they created their

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

teams; used the needs assessment survey to invite parents to participate on the advisory teams; and invite parents to join the CS Advisory Council at the SY22-23 Orientation. The schools will invite potential partners to join the CS Advisory Council; and between August-October 2022, will hold community presentations to invite community members to attend and share past experiences with Community Schools, and to build awareness and understanding of the work that will begin at RES and ADNES.

The Four Pillars at Taos Middle School (TMS) and Taos High School (THS).

TMS and THS are the primary middle school and high schools in TMSD (95% of Taos student population grades 6-12), and the school pipeline through which all students from EGES, RES, and ADNES progress. Under this proposal, both of these schools will engage the initial planning and development stages to become Community Schools during year 1, with implementation planned for years 2-5, following ESSA established guidelines for federal grants and Tier 1-3 evidence-based strategies.

In 2022, the Taos Municipal School Board signed a resolution to adopt the Community Schools model district-wide. The superintendent and TMS and THS principals, with the support from the Taos Municipal Schools Board as well as the Town of Taos, Taos County Commission, and Taos Pueblo, are excited and committed to begin implementation of this critical model to address student and family need. Particularly in light of the community trauma caused by COVID-19 and its secondary impact of now ongoing increased homelessness, food insecurity, and behavioral health concerns for a community that has already experienced decades of intergenerational trauma, poverty, and inequity, the schools have come together with a broad consortium of community partners to thread out resilience and provide protective factors for our students and families.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

With this proposal, students from EGES, RES, and ADNES will transition from their Pre-K through 5th grade years within Community Schools to an ongoing and connected Community Schools system at the middle school and high school, where they and their families can expect a continuum of relevant supports and services through the pipeline, with an equitable foundation and increased opportunities for personal and academic success.

The overriding objectives for both TMS and THS are food security—school administrators, teachers, and community partners recognize the connection between food and mental health—and improved attendance, based on up to 19% absentee rates for 2021-22, with 60% being chronic. Mental health services were also noted as an equal priority, and during the last two years, Taos Behavioral Health has increased its presence in both schools with additional psychiatrists, therapists, and Community Health Workers available on site and virtually. Both schools also have active Social and Emotional Programs with SEL4NM (staffed with a district-wide coordinator and school site ambassadors at each school), yoga and wellness programs, and partner with TaosAlive to provide adult/youth mentoring, substance use awareness, and support.

Expanded and Enriched Learning Times and Opportunities available at one or both schools include: college level dual-credit programs with UNM-Taos (THS), a highly-acclaimed culinary program with commercial kitchen facility (THS), digital media learning opportunities with TrueKids1, Envirothon program with Taos Land Trust to explore environmental sciences, field studies to learn about plant and animal life, sustainability, and land use with Rivers & Birds for students and staff; and a state recognized Mariachi Band program beginning at 7th grade and continuing through 12th grade.

While EGES, RES, and ADNES plan (supported by their NM PED grants for 2022-23), implement, enhance, and study the Community Schools model and collaborate to build a district-

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

wide system, year 1 of this proposal will be dedicated to the planning and development for TMS and THS to be then connected into the district-wide system of all five schools in year 2. During the year 1 phase, TMS and THS will hire CS Coordinators who will work with the Community Schools District Coordinator to engage parents and caregivers, students, and community partners in developing their Comprehensive Plan, including: needs assessments and asset mapping, creating site-based and community-wide leadership teams, Community School Councils, outlining evaluation strategies and continuous quality improvement, and building capacity with the TCS Continuum.

Food Sovereignty Program

A community-based program bridging all five schools and involving local partners to ensure food security for families; provides a strong structure for continuum of priority pipelines between schools.

As a primary connective component between the five schools in the Taos Community Schools Continuum, community organizations, and other Taos schools in the future, and as a highly prioritized need according to respondents and administrators across all schools, TCS Continuum is choosing to focus on one community intervention in particular: the pursuit of food sovereignty and food security, through school-based agricultural and culinary programs. This program will provide food for students and families through school meals and school bags that go home, while also providing hands-on growing and culinary enhanced learning. To develop, implement, and manage the program, a full-time Garden Program Manager will be hired who will oversee the program at all five schools in the district.

TMSD recognizes the district's role in responsibly modeling and actively practicing the promotion of good nutrition, sustainable agriculture, and environmental restoration. Specifically,

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

the district's wellness policy states that "public school is an excellent place to nurture and preserve local food traditions through storytelling, recipe swapping, cooking classes, garden and farm-based learning experiences, food prepared and served in the cafeteria and connections to the core curriculum of science, math, language arts, history, geography, and social studies."

The Food Sovereignty Program design will address equitable access to food, and site-based, community-informed choices for hands-on and learning opportunities to meet the following four outcomes district-wide:

- Increased food security for families and children
- Increased access to local food sources
- Increased student connections to traditional and cultural agricultural practices of the region
- Continuum of K-12 food learning programs and opportunities for postsecondary career pathways

Data collection for this program will include participation records, case management records, surveys, and focus group interviews for students, families, and community partners. Needs assessments will also be used to inform the program and the site-based and district-wide Community Schools Advisory Councils will continuously evaluate the success of the program.

The five schools are in different stages of development and access to Food Sovereignty programs, with EGES having the strongest and longest active program that has inspired the other schools to begin similar programs in partnership with AIRE and Taos Land Trust. Programs include a mixture of on-site gardens, greenhouses, and grow domes, hornos (traditional outdoor ovens), and collaborations on the Farm to School program with Growing Community Now (a project of AIRE).

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

By introducing mentorship programs between students in all five schools through the Food Sovereignty Program, TCS Continuum will support students across schools and ages in sharing positive, prosocial, culturally relevant experiences: working with land and heritage seed, growing and processing food to feed their own families, learning to cook and tell stories, engaging in culturally relevant curriculum and experiences, and expanding their mentorship and support network outside of school. Taos is a historically and contemporarily agricultural community; the traditions of this Indigenous-Hispano agricultural heritage inform culture and resilience.

The success of the Farm to School Initiative at EGES and the enthusiasm it has inspired at the other schools to collaborate toward a district-wide program, sets it up to be a strong foundational model for the Garden Program Manager to plan and engage families, caregivers, and community partners. RES and TMS have gardens and are seeking grow domes as their next step, ADNES has a greenhouse which provides produce to the kitchen for their Farm to School program, and THS has a grow dome that is supplying food to the kitchen with the Farm to School program. THS also has a well-established culinary school and commercial kitchen that aligns students with learning for post-secondary career pathways.

The Food Sovereignty program brings together five identified priority pipelines—high-quality out of school time programs and strategies; family and community engagements and supports; activities that support postsecondary/workforce readiness; community-based support for students; social, health, nutrition, and mental health services and supports—through school and community gardens, food distribution programs, paid agricultural internships, workforce readiness, and livelihood skills development.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Taos County, as a community that values its historical roots in agriculture and land use and an ongoing connection to sustainable practices for our rural Northern New Mexico life, is home to many community nonprofits and associations designed to preserve land and food sovereignty. The TCS Continuum Food Sovereignty Program will engage these critical voices in our community to partner alongside AIRE and Taos Land Trust in strengthening this program within our schools.

Partner Profile: Agriculture Implementation Research & Education (AIRE). AIRE is a non-profit organization dedicated to helping reconnect people with the land, their food, and ecology while addressing the growing problems associated with the industrial food system, climate change, and nature deficit disorder—particularly among school-age children. AIRE’s programs include agricultural educational presentations and programs; research in and demonstration of innovative agricultural management for resiliency in times of climate change and drought; and media production projects for inspiration and education. AIRE is known in the region for connecting young people with agricultural experience through garden projects in the schools. AIRE conserves local food traditions by hosting workshops around food processing, cooking, and seed saving. Based in Taos, New Mexico, AIRE continues the age-old agricultural traditions around resilient agriculture, acequia (traditional irrigation ditch) irrigation and maintenance, and traditional knowledge systems including the management and use of wild plants for food and medicine and other traditional seasonal land-based activities.

AIRE presents the Growing Community Now Gardening and Nutritional Cooking Program. Its mission is to bring the highest-quality nutrition education and agricultural skills to the students of Taos to support their physical and academic development. The program supports healthy choices by teaching students how to grow, harvest and prepare local foods, knowing that

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

once they get a taste of fresh, healthy food that they will make healthy food choices now and in the future. Local foods provide high nutritional value for optimal growth and development while preserving the tradition of agriculture in our community.

Food Sovereignty Program at EGES

At EGES, the Farm to School program incorporates 9 weeks of weekly nutrition and cooking classes in the classroom as well as activities in the school's Parr Field garden, and the Grow Dome greenhouse. Students learn traditional ways of planting, irrigating with the acequia (traditional irrigation ditch), harvesting, cooking, and saving seeds from Taos Pueblo (Indigenous) and the Hispano culture. They prepare recipes like blue corn atole from corn they grew from Taos Pueblo seed. At the harvest festival, each student puts an ear of corn they grew in the traditional horno oven to enjoy the chicos later in the afternoon. Local farmers and ranchers visit the classroom and cafeteria to encourage students to try local food and learn about the New Mexican food traditions.

The Parr Field garden, Secret Garden, and the grow dome provide an experiential service learning opportunity for the students. Students grew Taos Pueblo red bean seeds for the Taos Pueblo farmers to plant and learn about the importance of continuing traditions and helping preserve cultural values. Students plant seedling trays with kale, bok choy, and lettuce in March that are shared with families for gardens in the spring.

The Parr Field garden is being expanded to provide fresh produce directly to the school lunch program, after school dinner program, and cooking/nutrition classes. Students harvest, weigh, and record the production and then work with fractions, decimals, measurements, and calculations.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Overwhelming stakeholder support has been demonstrated for the Farm to School program and for providing fresh food on the plates of students. The program aims for this school lunch food to be cultivated by students in increased school gardens and greenhouses, as well as provided through increased food procurement from local farmers and ranchers. Stakeholders have voiced that they desire increased student Farm to School education by increasing Food Tastings, Nutrition/Cooking classes, as well as gardening education through the creation of more gardens, greenhouses and hornos (ovens for traditional food preparation).

By creating student, faculty, and community awareness of “Where does My Lunch Come From” and providing opportunities to “Meet the Farmer/Rancher” both in the cafeteria, classroom and in the field, the farm to school program stakeholders feel the project will serve as an important vehicle, not only for student and community education, but also for important relationship and skill building opportunities through student mentorship, student internship, possible (future) employment in the agricultural sector, and ultimately preserving and sustaining the beloved centuries-old way of life of Northern New Mexico.

Stakeholders have stated there is a need for additional experienced garden/greenhouse management and support. Also, they see the possible need for additional Farm to School food service procurement assistance/support and thus additional grant funding to acquire the needed support. The Taos Farm to School Program connects students with fresh, local food—and the farmers and ranchers who produce it—in order to improve community health while sustaining centuries-old agricultural and culinary traditions in northern New Mexico. By integrating hands-on learning, gardens and nutrition education, and healthy local food, this program supports increased academic performance. One goal of Taos Farm to School is to build direct market additional experienced garden/greenhouse management and support.

TCS Continuum Evaluation

The TCS Continuum is committed to utilizing evaluation to drive evidence-based decision-making to meet and exceed the initiative's goals.

Specifically, the evaluation will:

- Help establish an efficient and effective system of data gathering
- Provide regular and on-going analysis and feedback regarding progress towards goals (formative evaluation, which will allow for any corrections/improvements as necessary)
- Identify programming within the initiatives that produce positive results that may be replicable across other school sites in the county and state
- Measure outcomes and impact of the FSCS initiatives on students, families, staff, and community (summative evaluation)

Taos Municipal Schools District has partnered with the Center for Community Analysis (CCA) at New Mexico State University, a research center focused on strengthening the data analysis capacity of education and community advocates in New Mexico. The Center collaborates with partners across New Mexico to gather data that is often hard-to-find or is spread across many organizations. The CCA specializes in shared measurement and evaluation of cradle to career collective impact initiatives and community school initiatives, and values and promotes collaborative evaluation efforts that improve evidence-based decision-making. Their model aligns and supports the TCS Continuum initiative to advance effective, community-driven and based systems change.

Each of the CS sites will use the Community Schools Progress Report Toolkit and evaluation tools to ensure the integrity of our action plan with continuous quality improvement.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

The team will work with the Community-wide Council to assess our benchmark progress for each indicator to ensure a comprehensive perspective of our programs' effectiveness.

In collaboration with the site-based leadership and community-wide teams, we will review the Toolkit and other evaluation results quarterly to determine improvement areas. The process of reviewing the Toolkit started during the planning grant, and the team plans to continue to utilize it during the implementation grant.

The TCS Continuum will also track and share aggregated community school data on the program services offered to and utilized by the students following the Community Schools pillars through the STARS system. CS Coordinators will meet with the CS District Coordinator and the STARS (NM PED's reporting and data system) coordinator monthly to review student count, academic achievement, behavior report, and attendance.

The schools will conduct satisfaction surveys in the Fall and Spring semesters to capture students' and families' feedback on the services they receive and the programs in which they participate. Survey results will be shared with the site-based leadership and community-wide teams. Collected data will allow us to improve the quality of services and programs and learn how to serve our families best and efficiently allocate resources.

The evaluator will provide the project team with ongoing feedback based on a continuous quality improvement model. The CS Team will share evaluation/project results and recommendations with the Taos Community School stakeholders, New Mexico Public Education Department (NM PED), and other local and state Community School Initiatives as it is the first district-wide Community Schools model in rural New Mexico.

Project Timeline: Years 1-5

The Comprehensive Plan is broken into two phases: Onboarding and Ongoing Activities. The Onboarding Phase includes planning and development of the Community Schools model at TMS and THS, and pilot implementation district-wide, with specific activities to include hiring and orientation for new Community Schools positions across the district, parent/student/community surveys, and student achievement assessments. This will occur during year 1. Ongoing Activities in years 1-5 include:

- Developing short cycle assessments to evaluate strategies
- Implementation
- Monthly meetings of school teams to ensure alignment of goals, strategies, and progress
- Update the asset map of organizations that can support our goals
- Develop programming for OST program
- Identify potential partners
- Hold orientation for CS OST partners to inform of initiatives, framework, policies, protocols, and expectations
- Develop metrics to ensure progress
- Develop surveys to capture students' and parents' feedback on OST programs
- Establish transition team consisting of Early Childhood, Elementary, Middle School, High School, and higher education providers and families
- Develop and implement strategies to address transition needs at each level
- Farm to School: Develop food pantries, healthy breakfasts and lunches, and education programs

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

- Food Sovereignty Program: Develop student internships and community education programs for families
- Develop a near-peer mentoring program
- Extend and integrate a referral system for families in need of services
- Based on asset mapping, develop guide of resources aligned to our needs
- Create a tracking system and data collection
- Collaborate with family navigators to develop a family engagement plan based on needs assessment survey
- Implement family engagement plan
- Develop parent and family post assessment plan
- Create a parent task force to support parent engagement in the Taos County community

For full details about the Comprehensive Plan for this project, please see “Table 3: Taos Community Schools Preliminary Management Plan: Onboarding activities in support of program goals” on page 85 and “Table 3a: Taos Community Schools Preliminary Management Plan Ongoing activities in support of goals” on page 86.

QUALITY OF PROJECT SERVICES

Taos Community Schools Continuum (TCS Continuum) is committed to bringing a diversity of voices to the design and operation of our district-wide Community Schools project.

From the outset of Community Schools planning at EGES in 2019, and with the partnership of Taos School Zone and the development of the Nurturing Center, parent/caregiver and community partner needs assessments have been designed to reach and obtain input from respondents representing community racial/ethnic and socioeconomic demographics, including

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

parents, students, and teachers, alongside community organizations working with the most vulnerable populations and stakeholders needed to move the work forward.

School-Based Needs Assessments: Overview

EGES completed a needs assessment to qualify for New Mexico Public Education Department (PED) Community Schools support. Key findings from it are summarized here.

Breakdown of top needs from students/parents/teachers: Through the completed needs assessment, EGES learned the top four needs of its families are:

1. Food access
2. Mental health resources (wraparound supports)
3. After school/OST programs
4. Parent/caregiver resource classes

The EGES needs assessment revealed high demand for:

1. Increased opportunities for parents/caregivers to engage with school decisions (including coordinated, culturally attuned, two-way communication with families)
3. Parent/caregiver support programs (skills development, parenting classes)
4. Wraparound supports

Additionally, over 50% of families listed counseling, food assistance, help with utility bills, and before-school programs, as high and medium priorities.

RES and ADNES completed preliminary needs assessments to qualify for NM PED 2022-23 planning grant awards, which were submitted to parents and teachers. Between the two schools 75-80% of respondents stated that both food security and mental health services were a top priority. In the planning and development phase for 2022-23, both schools alongside TMS

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

and THS will use the EGES needs assessment comprehensive model to reach students, parents, and administrators.

Student/Parent/Teacher Satisfaction Surveys and Meetings

Annual needs assessments will capture changes in family needs and patterns, and will guide our decision-making process and priorities for the CS. Teachers and staff will be engaged continually to identify how they can be supported. Students will be engaged regularly to identify their needs and shed light on the school climate. Parent focus groups or interviews will be conducted twice per year.

Community School Advisory Council

The first Community School Advisory Council was created at EGES in 2019 with their initial planning grant award from NM PED. The CS Advisory Council includes representation from students, parents, teachers, administrators, CS Coordinators, Family Navigators, and community organizations, including Taos Behavioral Health, Paso a Paso, and the Nurturing Center staff, and local governments including Taos Pueblo, Town of Taos, and Taos County. The proposed interventions arose from the CS Advisory Council, especially through the visioning process, during which members discussed the need for outcomes-oriented goals and strategies, the need for all stakeholders to be represented and actively participating, and the need for the broad community to understand the work. Interventions include the conditions that facilitate collaboration practices, as identified in the “Community Schools as an effective school improvement strategy” compendium: Relationships and structure; Capacity building; Process; Collaborative Goal Setting; and Continued connection between the work of Guiding Coalition Data Team and the CS, through the CS Coordinator’s participation in the team’s meetings.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

RES, ADNES, TMS, and THS will work with the EGES Community School Advisory Council to model their own. A systems level district-wide CS Advisory Council will also be created, with regular meetings to convene perspectives from across the district, setting a structure for equality of voices within the larger community of students, parents, teachers, and ensuring community organizations working with vulnerable populations have a seat at the table.

Taos Municipal Schools District Equity Council

The TMSD Equity Council was designed and implemented in 2019 to oversee programming for: ELL, special needs, economically disadvantaged, and Native American students. They conduct annual needs assessments for bilingual and Native American students, families, and communities; and Taos Pueblo Tribal Government is included in the planning, design and with input to the Native American Education Needs Assessment. The Equity Council Core Team includes students, parents, and administrators to provide recommendations to the district and Taos School Board, meeting monthly and bi-monthly. Advisory to the Council includes the Taos School Board, TMSD Superintendent and Assistant Superintendent, Taos Chamber of Commerce, University of New Mexico-Taos, and coaches, Pre-K teachers, and the Family Engagement Coordinator from Paso a Paso (supported by the Comprehensive Literacy State Development Grant).

Taos Municipal Schools District Housing Liaison

The TMSD Housing Liaison works with students and families throughout the district who are facing housing instability. The Liaison reports that since COVID, the most vulnerable students and families have experienced extreme depression and anxiety and yet are afraid to reach out for assistance or don't know how. At RES, which has the highest rate of homeless students (10% of student population), and the highest family mobility (8%) of schools in the

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

district, the response has been to provide more wraparound services for incentives to help vulnerable students come to school where there is access to closets with clean clothing, toothpaste and toothbrushes, and food. The Liaison and Nurturing Center are then able to connect with students and families around their needs, and to provide further services for them.

ADEQUACY OF RESOURCES

Three of the five schools included in the Taos Community Schools Continuum (TCS Continuum) are currently fortunate to be operating with the support of the Community Schools Planning Grant from the New Mexico State Public Education Department (NM PED). EGES is in its last year of the four-year grant, and both ADNES and RES received this planning grant in August 2022. With the support of this state grant, ADNES and RES will be in the planning phase this year (school year 2022-23) and in the implementation phase the following year.

This state support allows for the CS work at EGES to continue for another year and for ADNES and RES to hire their CS Coordinators, which is currently in process for the 2022-23 school year. The remaining two schools under this proposal—Taos Middle School and Taos High School—will gain the capacity to hire their dedicated CS Coordinators through this proposal, bringing this key position to all five schools included here.

The full-time CS Coordinator at each school will implement school-based needs assessments; function as the contact point for community outreach and program development; and oversee the Community School Advisory Council, Site-Based Leadership Team, and Youth Council (at Taos High School and Taos Middle School). The CS Coordinators will be responsible for overseeing all programs implemented at their school, as well as collaborating with the district-wide leadership team and community partners to ensure program success. They will work under the direction of a Community Schools District Coordinator, a new position

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

under this proposal who will oversee collaboration between the schools and the district-wide implementation of the TCS Continuum proposal.

In our isolated rural community, a collaborative approach to sharing resources, planning, and systems building is the most effective way to positively impact the lives of our children and strengthen our community. Crucial to this proposal is the existing foundation for the community school model established through deep collaboration, combined with the current momentum for this model fueled by the NM PED grants to additional schools. The TCS Continuum draws on the successes at our first community school – EGES – and bridges that into the other four schools in this proposal. From the start, it will be built on the EGES model as well as on the success of existing partnerships and work. For example, each school already works with many of the same community resources, such as Taos Behavioral Health – the largest behavioral healthcare provider in Northern New Mexico, which is run by leaders grounded in the community and familiar with our culture, people, and challenges. Our community partnerships are strong, and they are eager and poised to move into an even higher level of partnership. The TCS Continuum represents the building of even deeper cohesion and strength in our systems.

Although many interventions and staff positions have already begun to be implemented, they are currently under-resourced and will be enhanced and/or expanded with this proposal's requested funding. Especially because the NM PED funding supporting the EGES Community School program will terminate after school year 2022-23, the requested funding will be integral for ensuring the full implementation of this program. The current state funding is not adequate to completely deploy all the interventions required for robust, population-appropriate services as defined in this proposal. Nor is it adequate for a continuum of support, services, and out of school time programming. But crucially, Taos Municipal Schools District intends to support the

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Community Schools model beyond the period of this grant: At the time of this writing, the district's administration, human resources, and finance teams are building a plan to sustain the staff positions included in this proposal. If necessary, they intend to take on these operational costs after this grant period ends but will be actively seeking additional partnerships and funding. Given that the TCS Continuum represents a recognized ground-breaking model of rural innovation, we are confident that ongoing support and resources will continue to be available.

Demonstrated Commitment of Partners

The Community Schools movement in Taos County arose out of many conversations among area nonprofits about impediments to their involvement with schools. In 2019, the Taos School Zone – a special project of the Taos Community Foundation – raised more than \$100,000 to hire and train Taos's first community school site coordinator, at EGES. Non-federal grant funds from the LOR Foundation, Taos Community Foundation, and private donations have supported the Community School effort at EGES from the start.

Picking up where the Taos School Zone left off, the 100% Taos County Initiative (founded in 2020) is currently convening representatives from the schools, nonprofits, healthcare, community organizations, government and more to develop shared short- and long-term goals. This effort is already shaping partnerships, community plans, and resources that will support the TCS Continuum. In fact, the 100% Taos County team is currently developing a Joint Powers Agreement (JPA) to be used between school districts and government entities to establish an umbrella organization similar to the ABC Community School Partnership, a collaborative agency in Albuquerque and Bernalillo County supporting the development of community schools. ABC has been assisting the EGES community school effort through consulting, attending meetings, and offering guidance since the EGES CS effort began. The

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

intent of modeling a collaboration such as ABC is to secure additional financial backing and deeper commitment from government entities, the business community, and the school districts throughout Taos County.

Other key partnerships going forward include Taos Land Trust and Agriculture Implementation Research & Education (AIRE), which have both already centered a significant amount of their programming and fundraising efforts around the Community Schools, launching the Food Sovereignty Program on bare bones budgets. Subsequent iterations of this program have been supported by grants secured by Taos Land Trust and AIRE for the program's sustainability, including funding from:

- The LOR Foundation
- New Mexico Community Foundation (NM Permaculture)
- LANL Foundation
- USDA
- Thornburg Foundation
- Taos Community Foundation
- New Mexico Farmers Market Association

In addition to the partner resources listed here, an extensive farm-to-school stakeholder network exists to support the success of programming through in-kind support. Please see Appendix B (page 108) for a full list of current partners.

The Taos Municipal School District, local governments, and numerous community partners are committed to the continued pursuit of the Community Schools model in Taos County. We are confident that the results demonstrated by the TCS Continuum over five years

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

will result in continued ability to attract additional funding, much as the success of our first community school has led to the success of additional schools in seeking state support.

Partner Profiles

Key partners (not an exhaustive list) already working across district schools include:

Partner: Taos Behavioral Health (TBH). A major partner to the Taos Municipal Schools District, Taos Behavioral Health (TBH) provides comprehensive behavioral health services to individuals, families, and groups to support them in developing positive behaviors and making life-affirming choices. A nonprofit organization with the largest staff of credentialed and licensed behavioral health workers in Northern New Mexico, TBH counselors work across the lifespan of those in need of guidance and counseling. Because of its established relationships and work within the schools, during the pandemic TBH was able to scale up to meet increasing needs, and they are prepared to do that again to help fulfill this proposal's plan.

For the Taos Municipal Schools District, TBH already provides students with therapy in school; its staff members are present at each district school Monday through Friday. They offer after school counseling as well as academic support and provide therapy for families. In classrooms, TBH provides support for teachers who request it for behavioral management, such as anti-bullying lessons.

TBH is also the provider of summer programs for students. Their summer programs are collaborative efforts – shaped in partnership with INSPIRE Bilingual Early Learning, Taos Ski Valley, Taos Land Trust, and others – and take place at dispersed sites throughout Taos County with significant financial support from the government of Taos County. These summer programs drive enthusiastic support and significant family engagement.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Under this proposal, the contribution of the TBH services provided will increase significantly, to \$1.2 million, as they will supply additional Nurturing Center staff and clinical supports district-wide. As their expanded work identifies more students who need support, more students can be moved onto Medicaid – which then creates more funding for services.

Taos Behavioral Health/Nonviolence Works, Inc. is a National Health Service Corps (NHSC) Site. NHSC helps communities like Taos, by supporting qualified health and behavioral health care providers that are dedicated to working in underserved areas. Being an NHSC Site helps them provide scholarships and student loans to many behavioral healthcare professionals to help provide services across the country with a shortage of professionals.

Partner: 100% Taos County Initiative. The purpose of the 100% Community Initiative is to prevent Adverse Childhood Experiences (ACEs), which are shown to contribute to physical and mental illness, substance use disorder, and lower life expectancy. Currently being implemented in fourteen counties across New Mexico, 100% Community is a data-driven approach to improve access to vital health and social services countywide. This collective impact model of integrating services across sectors builds on already existing programs and partnerships, with stakeholders including county, city, pueblo, commercial, nonprofit, and education and school board members.

The 100% Community Initiative was developed by the Anna Age Eight Institute at New Mexico State University, alongside years of research in New Mexico counties and Indigenous nations, identifying gaps in services and realistic methods to align sectors for greater efficiency and best results. Community efforts and resources to promote the health and wellbeing for Taos County residents are well-aligned, while at the same time often lacking a cooperative structure to actualize the potential of independent programs. The 100% Taos County Initiative builds both

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

immediate and long-term projects to meet objectives, using surveys to collect and evaluate data, and creating action teams within ten sectors: housing, food, medical and dental care, behavioral health services, transportation, parent supports, early childhood learning, community schools, youth mentoring, and job training. Leaders from each action team coordinate across sectors to prevent duplication of efforts. The initiative allows partners to be intentional about the processes and systems that deliver services to the community. It provides a forum to address why things look as they do, how we change what's not working, and who needs to be part of the conversation. Tangible outcomes are made possible with technical infrastructure, such as a countywide resource database of agencies, programs, and services.

In Taos, the coalition to establish the 100% Taos County Initiative includes members from Taos County Commission, Town of Taos Council, Taos Pueblo, Taos School Board, Taos Rotary Club, Taos School Zone, UNM-Taos, State of Homelessness, Taos Health Council, and many nonprofits and businesses. Expanding on the work of organizations and partnerships already underway, this initiative offers an organized approach to streamlining efforts, building systems and shared databases, and providing more knowledgeable, informed access to services. Cross-sector systems also provide avenues for increased funding from private foundations and federal agencies, while reducing the possibility of fiscal waste in non-cooperative but similar programs.

Partner: Agriculture Implementation Research & Education (AIRE). AIRE is a non-profit organization dedicated to helping reconnect people with the land, their food, and ecology while addressing the growing problems associated with the industrial food system, climate change, and nature deficit disorder — particularly among school-age children. AIRE's programs include agricultural educational presentations and programs; research in and demonstration of

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

innovative agricultural management for resiliency in times of climate change and drought; and media production projects for inspiration and education. AIRE is known in the region for connecting young people with agricultural experience through garden projects in the schools. AIRE conserves local food traditions by hosting workshops around food processing, cooking, and seed saving. Based in Taos, New Mexico, AIRE continues the age-old agricultural traditions around resilient agriculture, acequia (traditional irrigation ditch) irrigation and maintenance, and traditional knowledge systems including the management and use of wild plants for food and medicine and other traditional seasonal land-based activities.

AIRE presents the Growing Community Now Gardening and Nutritional Cooking Program. Its mission is to bring the highest-quality nutrition education and agricultural skills to the students of Taos to support their physical and academic development. Their programs support healthy choices by teaching students how to grow, harvest and prepare local foods, knowing that once they get a taste of fresh, healthy food that they will make healthy food choices now and in the future. Local foods provide high nutritional value for optimal growth and development while preserving the tradition of agriculture in our community.

Partner: Taos Land Trust. The Taos Land Trust (TLT) is a 30+ year old non-profit organization located in Taos, New Mexico. TLT's mission is to empower people to protect the land and traditions they love through education, advocacy, and conservation. TLT is driven by the vision of creating, preserving, protecting, and passing on a legacy of open, productive, and natural lands to future generations. To this end, Taos Land Trust has effectively partnered with educators, schools, and New Mexico Youth Conservation Corps programs to bring funding, curriculum development, and agricultural education to the youth of Taos County.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

TLT is situated at Rio Fernando Park, a location that provides a long-term, place-based site for programming. Rio Fernando Park is a 20-acre park in the heart of Taos, with 12 acres of agricultural land, and 8 acres of wetlands. On the agricultural land, TLT has worked with high school students to build a hoop house, to lay garden beds, and to revive and irrigate with an acequia (traditional irrigation ditch). They are actively seeking and securing funding to enhance the on-site infrastructure to support student education and programming, including adding a shade structure, an outdoor classroom area, and a wash-and-pack station to efficiently clean and package the produce grown at the park.

TLT fully funds the Envirothon program, which creates an avenue for students at all grade levels to explore biology, forestry, geology, and soil and water conservation in robust after school programs. Their staff leads field studies with all grade levels in the schools, as well as with school staff (teachers, program coordinators, and administrators). TLT is a supportive and dedicated partner to Taos schools. Together with the local nonprofit Rivers and Birds, they deliver the backbone of programs educating all students on plant and animal life, sustainability, and land use.

QUALITY OF THE MANAGEMENT PLAN

The program model is supported first with strong in-school staffing, under the leadership of Taos Municipal Schools administration, Taos High School Principal [REDACTED] Taos Middle School Principal [REDACTED] Arroyos del Norte Elementary School Principal [REDACTED] [REDACTED] Ranchos Elementary School Principal [REDACTED] [REDACTED] and Enos Garcia Elementary School Principal [REDACTED] [REDACTED]

The management plan is built on a foundation of three years of Community School experience at EGES, which is our model for family engagement via their CS Council, parent and

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

teacher surveys, and its Nurturing Center. The EGES CS Coordinator intends to guide and assist the new CS Coordinators coming on board this year for ADNE and RES. This plan is also built on the work and engagement of past and current community partners of EGES and other Taos County schools, including but not limited to:

- **Taos Community Foundation, supporter of The Taos School Zone**, which represented and convened dozens of nonprofits in our community and was the collective action group that originally led to the pursuit of Community Schools in Taos County, including raising the initial foundation funding and community support to hire the first Community Schools Coordinator.
- **Taos Pueblo**, who direct and staff Tiwa language learning programs in EGES, Taos Middle School, and Taos High School, and who led the way for the New Mexico State Seal of Bilingualism-Biliteracy to be available on Taos High School graduates' diplomas for Tiwa learners.
- **El Centro and Taos Behavioral Health**, local healthcare services providers who offer access to dental, health, and mental health services in the schools. Taos Behavioral Health, in collaboration with the Taos School Zone, created the initial Nurturing Center at EGES in 2016. The Nurturing Center provides social and emotional support to students and offers family navigation services, connecting families to community resources to address their basic needs. Currently in two elementary schools, Nurturing Center staff works in tandem with the Community Schools to identify and address student and family needs.
- **Agriculture Implementation Research & Education (AIRE)**, a non-profit organization dedicated to helping reconnect people with the land, their food, and ecology while

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

addressing the growing problems associated with the industrial food system, climate change, and nature deficit disorder. AIRE's programs connect young people with agricultural experience through garden projects in our schools.

- **Bridges Project for Education**, a nonprofit providing free, individualized college counseling and support programs for students of all ages. Bridges helps Taos High School students with applications and financial aid, guiding informed choices about the best college for their needs (income, learning style) and academic, career and life goals. They support these students throughout the process of writing college application essays and scholarship applications.
- **CAV (Community Against Violence)**, which runs a program supporting students Kindergarten through 5th grade who have witnessed domestic violence with a life skills and violence prevention program as part of after school programming.
- **DreamTree Project**, which offers emergency teen shelter, a transitional home, and resources for youth throughout northern New Mexico, supporting Taos County students who have been rehoused and are not living with parents.
- **Taos Milagro Rotary Club**, which sponsors a reading program pairing Rotarians with Kindergarten through 5th graders and donates reading material for elementary students.
- **Taos Lions Club**, which provides no-cost eye screening for elementary students.
- **Embudo Valley Tutoring Association**, which provides homework help to all students and targeted tutoring services to those recommended by teachers.
- **The LOR Foundation**, a private foundation which has funded after-school coordinators.
- **100% Community Initiative of Taos County**, part of a statewide strategy to identify barriers to ten vital family services and create access for all residents. The initiative is

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

driven by county stakeholders and designed to achieve the goals of preventing Adverse Childhood Experiences (ACEs), family trauma, and social adversity. The initiative's Community Schools Action Team is connecting school leaders and community members, offering mentorship opportunities, and actively seeking resources and funding for the model.

- **Town of Taos and Taos County government**, who are instituting youth members from Taos High School on their governing bodies.
- **TrueKids 1**, a nonprofit youth-media education nonprofit with the mission of inspiring K-12 students to create, communicate, and collaborate in the digital age. They offer hands-on media-production, media literacy, and technical gear, working in Taos County elementary schools and Taos High School.
- **Rocky Mountain Youth Corps**, an Americorps-based program that previously provided after-school tutoring for middle- and high-school students, and also provided the Learning Lab – an alternative semester-long school program for at-risk and/or chronically absent middle school students.
- **Taos Land Trust**, a conservation non-profit which collaborated with local charter schools by expanding its greenhouse and garden program to focus on healthy food access for students, their families, and the Taos community. Through paid internships, high school students learned to use a combination of hand tools and machines to make and maintain new beds, weed, and harvest; participate in weekly market sales; participate in weekly harvest including washing, packaging, and distribution. This partnership is currently being expanded with Taos Land Trust offering support for growing efforts at Ranchos Elementary School.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

The blueprint for community schools – and for the collaboration necessary for leveraging limited rural resources – has already been created in our community. Today, especially after two additional elementary schools have been awarded Community Schools planning grants from the state of New Mexico Public Education Department (NM PED) for 2022-23, we see real momentum to continue extending this model amidst growing awareness and enthusiasm.

Staff and Contract Positions

The positions accounted for in this proposal are designed to assist each other across schools, with coordinated work and certain shared positions. The district-wide plan is designed to provide for extra attention to transition times in students' and families' lives, as they move from one school to the next. Job descriptions and resumes (where applicable) of key personnel are included as attachments to this proposal.

Under this proposal, each school will have their own on-site team comprised of:

- **1 Community School Coordinator**, who oversees programming and community schools coordination for their individual school. The CS Coordinator continues school-based needs assessments, is the contact point for community outreach and program development, and oversees the Community School Advisory Council, Site-Based Leadership Team, and Youth Council (at THS and TMS). The Community Schools Coordinator will be responsible for overseeing all programs implemented at their school, as well as collaborating with the district-wide leadership team and community partners to ensure program success. Currently at EGES, this role is held by Paula Oxoby-Hayett. ADNES and RES are currently in the process of hiring their CS Coordinators.
- **1 Family Navigator**, who works to connect families with needed services in a case-management model and to facilitate family/parent engagement.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

- **1 Student Success Coordinator**, who focuses on student-centric services to improve attendance and family engagement, and on reducing non-academic barriers to learning.

The management team will also consist of the following positions working across the five schools:

- **1 Community Schools District Coordinator (CSDC)**, introduced in this proposal and responsible for district-wide administration of the program. The CS District Coordinator will interface with on-site Community Schools Coordinators and individual school administrators to administer the programs, manage community partnerships, oversee data collection, create reports, seek funding, oversee the budget, participate in Advisory Councils, and assist in developing a unique, replicable model that can be shared with still more rural communities in the region.
- **2 Afterschool Program Coordinators** will work across schools (one for the elementary schools and one shared between TMS and THS) to organize and manage a logical continuum of after-school and out-of-school time programming.
- **1 Spanish-speaking Family Navigator** will be shared across schools to connect Spanish-speaking students and their parents to resources and activities.
- **1 Garden Manager** will provide experienced garden and greenhouse management across sites. They will also develop and oversee the pipeline of K-12 food learning programs and opportunities for post-secondary career pathways.

Management timelines for both onboarding and ongoing activities are included here (in Tables 3 and 3a):

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Table 3: Taos Community Schools Preliminary Management Plan: Onboarding activities in support of program goals			
ACTIVITIES	PEOPLE RESPONSIBLE	OUTPUT	TIMELINE
Hiring new positions	Principals, Taos Municipal Schools, members of CS Advisory Councils, Parents, Community Members	Contracts	Months 1-3 of grant award
Orientation for new positions	Community Schools Coordinators	Orientation manual	Quarters 1 and 2 of year 1
Parents'/students' needs assessment	Community Schools Coordinators	Survey results / Report	Ongoing - Beginning and end of school year, years 1-5
Student academic assessment	School faculty	Student testing scores	April through May, years 1-5
Pilot implementation	CS District Coordinator; District-wide leadership team (CS Coordinators and CS Councils, partners, teachers, staff)	Understanding of further development of programming for years 2-5	Quarter 2 of year 1
Develop short cycle assessments to evaluate strategies	Schools; MOU partners; CS District Coordinator	Assessment metrics	Quarters 1 and 2 of grant award; Review of assessments developed yearly in January; Implementation of new assessments yearly May-June
Implementation	CS District Coordinator, Schools; MOU partners; CS Coordinators, District Leadership	Achievement of benchmarks in the 4 pillars and program goals	Years 2 to 5
Monthly meetings of school teams to ensure alignment of goals, strategies, and progress	CS Coordinators; CS District Coordinator	Agenda, minutes, action plans, goals, strategies	Ongoing monthly in years 1-5
Update the asset map of organizations that can support our goals	Schools; CS District Coordinator	Updated list of potential partners & their services	Yearly in years 1-5

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Table 3a: Taos Community Schools Preliminary Management Plan			
Ongoing activities in support of goals			
ACTIVITIES	PEOPLE RESPONSIBLE	OUTPUT	TIMELINE
Develop programming for OST program	CS District Coordinator, CS Coordinators, CS Councils; MOU partners; After-School Coordinators; Student Success Coordinators	OST program schedule for families and community members	Years 1-5
Identify potential partners	CS District Coordinator, CS Councils; After-School Coordinators; Student Success Coordinators	List of OST partners who align with our goals	Continually, years 1-5
Hold orientation for CS OST partners to inform of initiatives, framework, policies, protocols, and expectations	CS District Coordinator, CS Coordinators	Signed agreement to protocols; sign-in sheet	Continually, years 1-5
Develop metrics to ensure progress	CS District Coordinator, CS Coordinators, CS Councils; After-School Coordinators; Student Success Coordinators	Short- and long-term metrics shared by schools	Quarters 2-4 of year 1
Develop surveys to capture students' and parents' feedback on OST programs	CS District Coordinator, CS Coordinators, CS Councils; After-School Coordinators; Student Success Coordinators	Completed surveys ready to distribute	Quarters 2-4 of year 1, with review annually years 2-5
Establish transition team consisting of Early Childhood, Elementary, Middle School, High School, and higher education providers and families	CS District Coordinator, CS Coordinator, School Site Administrators, Counselors, Dean of Students, School Site Teams	Sign in Sheets Transition Plans Early Childhood Middle School High Schools	Annually in years 1-5, in February - May
Develop and implement strategies to address transition needs at each level	CS District Coordinator, Transition team	List of strategies Implementation plans	Year 1; Review and adjustments in years 2-5
Farm to School: Develop food pantries, healthy breakfasts and lunches, and education programs	CS District Coordinator, CS Coordinators, CS Councils; MOU partners; Family Navigators; Garden Program Manager	Food services available to all families and students	Years 1-5

**TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE**

Food Sovereignty Program: Develop student internships and community education programs for families	CS District Coordinator, CS Councils; MOU partners; Family Navigators; Student Success Coordinator; Garden Program Manager	Food services, programs, and classes available to all students and families	Years 1-5; Internships developed at start of each school year
Develop a near-peer mentoring program	CS District Coordinator, CS Coordinators, After-School Coordinators; Student Success Coordinator, Dean of Students	Ongoing successful meetings between students	Yearly in years 1-5
Extend and integrate a referral system for families in need of services	CS District Coordinator, CS Coordinators, Schools; Student Success Coordinator; Family Navigators; MOU partners	Referral form and protocols	Years 1-5
Based on asset mapping, develop guide of resources aligned to our needs	CS District Coordinator, CS Coordinators, Schools; CS Councils; Partners	Completed resource guide	Quarter 3-4 of year 1; Yearly review in years 2-5
Create a tracking system and data collection	CS District Coordinator, CS Coordinator, District STARs (State Student Teacher Accountability Reporting System) Coordinator	Tracking and data systems set up	Quarter 3-4 of year 1; Yearly review in years 2-5
Collaborate with family navigators to develop a family engagement plan based on needs assessment survey	CS District Coordinator, CS Coordinators, Schools; CS Councils; After-School Coordinators; Student Success Coordinator; MOU partners	Family engagement plan	Quarters 3-4 of year 1; Yearly review in years 2-5
Implement family engagement plan	CS District Coordinator, CS Coordinators, Schools; Family Navigators; After-School Coordinators; Student Success Coordinators	Resources available to families; calendar of events and activities; sign-in sheets	Quarter 3- 4 of year 1; Implementation in years 2-5
Develop parent and family post assessment plan	CS District Coordinator, CS Coordinators, Schools; Family Navigators; After-School Coordinators; Student Success Coordinators	Surveys	Quarter 4 of year 1; Review of plan yearly in years 2-4
Create a parent task force to support parent engagement in the Taos County community	CS District Coordinator, CS Coordinators, Schools; Family Navigators; After-School Coordinators; Student Success Coordinators	List of participants, participation of task force in different programs	Quarter 4 of year 1; Review and adjust yearly in years 2-5

QUALITY OF THE PROJECT EVALUATION

Profile of the Evaluator

The Taos Community Schools Continuum (TCS Continuum) is committed to utilizing evaluation to drive evidence-based decision-making to meet and exceed the initiative's goals.

Specifically, the evaluation will

- Help establish an efficient and effective system of data gathering
- Provide regular and on-going analysis and feedback regarding progress towards goals (formative evaluation, which will allow for any corrections/improvements as necessary)
- Identify programming within the initiatives that produce positive results that may be replicable across other school sites in Taos County and throughout New Mexico
- Measure outcomes and impact of the FSCS initiatives on students, families, staff, and community (summative evaluation)

To this end, the Taos Municipal Schools District has partnered with the Center for Community Analysis (CCA) at New Mexico State University. The CCA is a research center focused on strengthening the data analysis capacity of education and community advocates in New Mexico. The CCA collaborates with partners across New Mexico to gather data that is often hard-to-find or is spread across many organizations. The CCA specializes in shared measurement and evaluation of cradle to career collective impact initiatives, community school initiatives, non-profit grants, local/state agencies, and federally funded grants for university faculty. The CCA values and promotes collaborative evaluation efforts that improve evidence-based decision-making.

Director [REDACTED] [REDACTED] heads the CCA. [REDACTED] [REDACTED] has over 17 years' experience working in education, currently directs the data research center at the New Mexico State University

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

focused on measuring education equity and access to other social determinants of health. She specializes in mixed-method design, quantitative spatial analysis, the sociology of education, and early childhood education. Also, she serves as one of four lead evaluators for the W.K. Kellogg Foundation in New Mexico. In this role, she evaluates Kellogg's grantmaking process in the state, measures progress, provides recommendations, and assists Kellogg grantees with technical evaluation support. New Mexico State University is also home to the Anna Age Eight Institute, a data-driven initiative committed to measurable and meaningful change focused on preventing childhood adversity by ensuring vital services for surviving and thriving. The Anna Age Eight Institute founded the 100% Community Initiative, which works to measure the capacity of local stakeholders to strengthen each family's access to the ten vital services for surviving and thriving at the county level. The local 100% Taos County initiative was started in 2020 and is a partner in the TCS Continuum.

Performance Measures

Across the grant years, the CCA will apply a collaborative evaluation approach. This approach considers project staff, faculty, and students as partners in the data collection strategies. This partnership will allow us to collect evaluation data based upon the goals, outcomes, and performance measures outlined below. The CCA team will collaborate with all Taos Community Schools, CS partners, and FSCS site administrators to fine-tune the performance measures in the first year of the planning, which will involve contextualizing the performance measure to apply appropriately to each school. The CCA will also work collectively with the Taos team to co-develop additional data collection tools. The table below (repeated from page 24 for ease of reference) outlines the goals and outcomes, with the relevant data collection tools and strategies.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

We should note that the pandemic dramatically impacted students' access to education, since all New Mexico schools moved to remote learning in March of 2020. Also, families' access to food, employment, housing, and health care was disrupted. Consequently, most of the baselines established during the planning grant period will need to be reestablished and quantifiable targets set at the start of the next school year.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 1

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 1:</p> <p>Implementation of the Community Schools model in district-wide public schools – Capacity Building</p> <p><i>Five primary schools serving 76% of students in the district, including three elementary, one middle, and one high school plan and implement community schools as a district-wide model.</i></p>	<p>1) Established infrastructure for a district-wide system of community schools.</p>	<p>Build staff capacity.</p> <p>Hire:</p> <p>1 Community School District Coordinator</p> <p>3 Community School Coordinators</p> <p>2 After-school coordinators</p> <p>4 Family navigators.</p>	<p>The following artifacts from each school:</p> <ul style="list-style-type: none"> ● Internal and external mapping, ● Needs assessment plan and teams, ● Community School Councils, ● CS Council meetings agenda and minutes, ● Plans to set up priority areas based on the NAA results. Reporting on the NAA results. ● Attendance, agenda, and minutes from the district CS team meetings
	<p>2) Increased collaboration and planning between school leadership within the district.</p>	<p>Establish site-based leadership teams at each school.</p> <p>Establish district-wide leadership team.</p> <p>Establish community-wide advisory teams (one per school and one district-wide).</p>	
	<p>3) Improved equity in training opportunities for coordinators, teachers, and administrators.</p>	<p>Monthly meetings of the District Coordinator with the Community Schools Coordinators.</p> <p>Weekly, monthly, and annual orientation, guidance, training, and coaching for all CS Coordinators, teachers, and administration across the district.</p>	
	<p>4) Increased access to supports and services for all students in TMSD.</p>	<p>100% of TMSD students have access to supports identified by the Needs Assessments and Asset Maps.</p> <p>Increase school attendance by 10% in years 1-2, increase by additional 10% in years 3-4, increase 8% in year 5 to reach 95% attendance rate district-wide.</p> <p>Increase in-class academic achievement 12% per year over 5 years; total increase to equal 60%.</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 2

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 2:</p> <p>Continuum of Services and Supports Between Community Schools - Capacity Building</p> <p><i>By providing continued programs between schools, students have increased access to engaging social, emotional, and academic activities, schools collaborate to provide relevant programs, and a stronger safety net for students and families is created.</i></p>	<p>1) Improved transitions for students between schools to support social and emotional needs as well as academic success.</p>	<p>Students express enthusiasm, satisfaction, and feeling supported in their new school.</p> <p>Transition needs for students and families are identified both via needs assessment and new student surveys.</p> <p>100% of students have access to services in new schools and knowledge how to access them.</p> <p>Teachers convey improved student experience and engagement with incoming students.</p> <p>Established transition team consisting of Early Childhood, Elementary, Middle School, High School, and higher education providers and families created by end of year 1.</p> <ul style="list-style-type: none"> ● Meetings of the transition team at school year’s beginning and end, with mid-year check in. ● Developed strategies to address transition needs at each level. ● Community conversations that identify priority areas. 	<p>Use of the referral form across all schools.</p> <p>Process map.</p> <p>Number of referral forms received.</p> <p>Number of internal and external referrals created.</p> <p>Number of referrals that resulted in access to services.</p> <p>Number of referrals that did not result in access to services.</p> <p>Service satisfaction surveys to capture students and family’s feedback on the services received.</p> <p>Service providers feedback survey.</p> <p>Number of community partners participating in the Community Schools onboarding process.</p> <p>Number of community partners.</p>
	<p>2) Coordinated district-wide system to address student engagement and need</p>	<p>Improvement and alignment of existing systems to identify and respond to students’ needs district-wide.</p> <p>District-wide CS District Coordinator and site-based CS Coordinators collaborate to:</p> <ol style="list-style-type: none"> a. Create and implement a tool to identify student needs. b. Create and implement a process to connect students and families to the resources they need. c. Extend system for continuous improvement in family referrals and access to services. 	<p>Attendance, agenda, and minutes for the transition team meetings.</p> <p>Report on community conversations.</p> <p>Document identifying priority areas.</p> <p>The data collection for the strategies to address transition needs will be determined once those strategies are developed.</p>

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

	<p>3) Coordinated pipeline of in-school, after-school, and out-of-school time programs that address student social, emotional, and academic needs.</p>	<p>Community partner mapping to identify resources and gaps to inform planning and development of programs.</p> <p>Increased ongoing programs and supports that are academically, socially, and emotionally relevant, as students transition between Pe-K to elementary, elementary to middle, and middle to high school.</p>	<p>They might include parent participation in orientation sessions, visits to classrooms, etc.</p>
	<p>4) Enhanced community partnerships to address student and family needs.</p>	<p>Community partner asset map that identifies community resources and gaps.</p> <p>Community partners are engaged in planning, development, and evaluation of Needs Assessments and Mapping.</p> <p>Community partners collaborate on programming.</p> <p>Established Community Schools partner onboarding process.</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 3

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 3: Enhanced Student Success</p> <p><i>Students are supported in personal and academic growth; student wellness is supported, in life and school</i></p>	<p>1) Increased school attendance: <i>Students and families will access resources needed to break down barriers to daily school attendance.</i></p>	<p>Increase student attendance from 87.5% (current) to 91% (years 1 and 2), to 93% (years 3 and 4), and to 95% (by year 5).</p> <p>Increase number of students enrolled in credit recovery by 35%.</p> <p>Increase in graduation rates a total of 15% over 5 years of the grant.</p>	<p>Attendance records, case management records from the Kindergarten Observation Tool (KOT) and other assessments (statewide, benchmark, or teacher-designed), graduation data, Community Schools Progress Report Toolkit</p>
	<p>2) Improved classroom achievement: <i>Sites will provide a diverse range of learning opportunities to bolster student achievement.</i></p>	<p>Increase the percentage of students participating in extended learning time by 29%.</p> <p>Increase the percentage of students ready for kindergarten by 10%.</p> <p>Increase the percentage of students proficient in reading and math by 12% per year over 5 years.</p> <p>Increase the percentage of students meeting academic goals by 12% each year over 5 years.</p> <p>Increase percent of students who meet their academic growth target annually to 50%.</p>	<p>Attendance/participation records, case management records, surveys, focus groups/ interviews, Youth Outcomes Toolkit</p>
	<p>3) Increased access to after school and out-of-school time programs: <i>Sites will provide a diverse range of extended learning opportunities and experiences to bolster student engagement.</i></p>	<p>50-70% of students and families who reported interest in participating in OST will have access during year 1 and 2.</p> <p>Increase the percentage of students participating in enrichment and extended learning time from 50-70% in years 1-2, and to 100% in years 3-5.</p> <p>80% of activities offered will be in response to the preferences stated through the family and/or student after-school survey and college/career (CTE).</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

	<p>4) Enhanced community partnerships to address student and family needs.</p>	<p>Rate of student and parent satisfaction with access to services: 75%.</p> <p>Development of coordinated referral systems at sites.</p> <p>Increased community partner programs for student social and behavioral health in schools, such as SEL programs.</p> <p>Increase the percentage of students and families receiving social, health, nutrition, and mental health services and supports by 10% per year.</p>	
--	--	--	--

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 4

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 4:</p> <p>Stronger Families and Communities</p> <p><i>By connecting schools, families, and communities in a continuum, we will strengthen protective factors against the negative effects of intergenerational trauma, poverty, incarceration, substance use disorder, and inequality.</i></p>	<p>1) Enhanced parent/family engagement.</p>	<p>Increase parent participation in the after-school program as guest speakers, mentors, presenters, and service providers by 3% per year.</p> <p>Increase the percentage of parents participating in parent engagement nights (Reading Rockets, Title I, Game Night) by 8% per year.</p> <p>Increase diverse parent participation on Community School Councils.</p>	<p>Attendance and participation records, surveys, focus groups/interviews</p>
	<p>2) Increased access to family supports and services.</p>	<p>Increase the percentage of parents participating in education classes by 35% over the 5-year grant.</p> <p>Increase percentage of home visits conducted by family navigators and district personnel by 12% per year over the 5-year grant.</p> <p>Increase percentage of students and families receiving social, health, nutrition, and mental health services and supports by 10% of 5 years.</p>	
	<p>3) Increased community understanding of and participation in the community school model.</p>	<p>Increased awareness among community members and school staff of basic needs, services, and resources.</p> <p>Increase community dialog around risk factors such as substance misuse, suicide, racial, and health equity, incarceration, adverse childhood experiences (ACEs).</p>	

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

	<p>4) Improved continuity and relevancy of cultural/linguistic family supports.</p>	<p>Increase culturally relevant/enriching activities by 8% per year over 5 years.</p> <p>Pursue expansion of access to Tiwa language learning, under direction of Taos Pueblo.</p> <p>Increased supports for non-English speaking family and caretakers, including out-of-school navigation services and understanding in-school systems and academic procedures.</p>
--	---	---

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Goals, Outcomes, Measures, Data Collection Strategies: GOAL 1

Goals	Outcomes	Performance Measures	Data Collection
<p>GOAL 1:</p> <p>Implementation of the Community Schools model in district-wide public schools – Capacity Building</p> <p><i>Five primary schools serving 76% of students in the district, including three elementary, one middle, and one high school plan and implement community schools as a district-wide model.</i></p>	<p>1) Established infrastructure for a district-wide system of community schools.</p>	<p>Build staff capacity.</p> <p>Hire:</p> <p>1 Community School District Coordinator</p> <p>3 Community School Coordinators</p> <p>2 After-school coordinators</p> <p>4 Family navigators.</p>	<p>The following artifacts from each school:</p> <ul style="list-style-type: none"> ● Internal and external mapping, ● Needs assessment plan and teams, ● Community School Councils, ● CS Council meetings agenda and minutes, ● Plans to set up priority areas based on the NAA results. Reporting on the NAA results. ● Attendance, agenda, and minutes from the district CS team meetings
	<p>2) Increased collaboration and planning between school leadership within the district.</p>	<p>Establish site-based leadership teams at each school.</p> <p>Establish district-wide leadership team.</p> <p>Establish community-wide advisory teams (one per school and one district-wide).</p>	
	<p>3) Improved equity in training opportunities for coordinators, teachers, and administrators.</p>	<p>Monthly meetings of the District Coordinator with the Community Schools Coordinators.</p> <p>Weekly, monthly, and annual orientation, guidance, training, and coaching for all CS Coordinators, teachers, and administration across the district.</p>	
	<p>4) Increased access to supports and services for all students in TMSD.</p>	<p>100% of TMSD students have access to supports identified by the Needs Assessments and Asset Maps.</p> <p>Increase school attendance by 10% in years 1-2, increase by additional 10% in years 3-4, increase 8% in year 5 to reach 95% attendance rate district-wide.</p> <p>Increase in-class academic achievement 12% per year over 5 years; total increase to equal 60%.</p>	

Evaluation Model and Evaluation Questions

The Center for Community Analysis (CCA) team will conduct formative (process and implementation) and summative (impact) evaluations of the Initiative throughout the grant period. The approach is aligned with the Initiative’s logic model and stated goals, objectives, and performance measures. Results from CCA’s evaluation study—both formative and summative—will enable the Community Schools District Coordinator, the site-based Community School Coordinators, and key personnel to make continuous improvement to the Taos Community Schools Continuum program as needed.

The evaluation model is designed to address the following questions:

1. To what extent is the Full-Service Community School Model being implemented with fidelity at each of the five school sites?
2. What mediating factors promote or hinder the successful implementation of the initiative?
3. To what extent are students and their families being provided a cohesive, quality array of needed services and supports? To what extent do they have a voice in the decision-making process at the sites? To what extent are they satisfied with the service and supports they received?
4. To what extent is the FSCS Model able to create a comprehensive system of services and supports that address the need gaps (food security, basic needs, mental health supports)?
5. To what extent are the various stakeholders (e.g., community partners, volunteer system, FSCS site coordinators and faculty, and service providers) engaged in and satisfied with the quality of services being offered to the students and families?
6. To what extent are teachers provided with professional development opportunities (trauma-informed teaching, culturally and linguistically responsive teaching, restorative justice, etc.)?

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

7. To what extent are parents engaged in school activities and satisfied with the resources provided to them and their children?
8. To what extent has the FSCS model improved access to enrichment programs and wraparound services to students and families in need?
9. To what extent are participating students at the three sites performing at or above all the performance benchmarks (e.g., attendance, participation, engagement, satisfaction, kindergarten-readiness, academic performance, and graduation rates) in comparison to students not participating in programming relation to for each year of the grant?

Analytical and Interpretive Procedures

Data collected from the above evaluation questions will be analyzed using various qualitative and quantitative methods over time. The evaluation will be ongoing and regular feedback, including reports and recommendations, presented to stakeholders to help guide program development. The evaluation team will meet with team members to obtain feedback regarding the evaluation process so that the evaluator can deliver evaluation feedback relevant to the success of the team's project goals. The evaluation will also consist of quantitative measurements towards, and the achievement of, stated project goals.

The evaluation team will apply a quasi-experimental design to study the relationship between interventions and outcomes. Students with similar demographic and academic achievement profiles will be tracked and their exposure to interventions to measure the impact of programmatic interventions.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Timeline for evaluation activities across the grant years:

Evaluation activities	Year 1	Year 2	Year 3	Year 4	Year 5
Evaluation planning / implementation meetings	X	X	X	X	X
Review/develop data collection tools (and including revisions)	X	X	X	X	X
Review past baseline data / Establish new baseline data	X				
Detailed evaluation plans developed	X	X			
Interviews and focus groups	X	X	X	X	X
Surveys	X	X	X	X	X
Analysis of benchmarks data and impact	X	X	X	X	X
Dissemination and review of data	X	X	X	X	X

Each of the CS sites will continue to use the Community Schools Progress Report Toolkit and evaluation tools to assess progress in meeting benchmarks and achieving goals outlined in our action plan. The team will work with the Community-wide Advisory Council to assess our benchmark progress for each indicator to ensure a comprehensive perspective of our programs’ effectiveness.

In collaboration with the site-based leadership and community-wide teams, we will review the Toolkit and other evaluation results quarterly to determine improvement areas. An action plan to address them will be put into place and examined before the end of each quarter. The process of reviewing the Toolkit started during the planning grant. The team plans to continue to utilize it during the implementation grant. It has been a useful tool to determine our progress as a community school in the systems and local levels.

We will track and share aggregated community school data on the program services offered to and utilized by the students following the Community Schools pillars through STARS,

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

the New Mexico Public Education Department's reporting and data system. This data will shed light on the availability and accessibility of the services and programs.

Under the guidance of our CS Advisory Councils, we will conduct satisfaction surveys in the Fall and Spring semesters to capture students' and families' feedback on the services they receive and the programs in which they participate. We will share survey results with the site-based leadership and community-wide teams. Collected data will allow us to improve the quality of services and programs and learn how to serve our families best and efficiently allocate resources.

CS Coordinators will meet with the CS District Coordinator and the STARS coordinator monthly to review student count, academic achievement, behavior report, and attendance. CSCs will share this data with the site-based leadership team during bi-monthly leadership and data team meetings and the community-wide team during the CS Advisory Council meetings. Action plans will be created when appropriate.

- **Annual needs assessment:** We will conduct needs assessments every year at each school to capture changes in family needs and patterns. This will guide decision-making processes and priorities for each Community School.
- **Teacher survey:** We will continue to engage teachers and staff to identify how they can be supported.
- **Student survey:** We will continue to engage students to identify their needs and shed light on the school climate.

Parent focus groups or interviews will be conducted at a minimum twice a year.

Data Management Plan

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Data will be kept electronically by site coordinators. The Center for Community Analysis will keep data in a secured data vault stored on NMSU servers protected by the NMSU ICT Department. The CCA at NMSU abides by regulations established by FERPA regarding the sharing of student records and data.

Student data will be used for project evaluation and will be de-identified. If project goals require the collection of data for purposes other than evaluation, the plan will be reviewed and, if necessary, the evaluator and team will file for Institutional Review Board approval. If data-sharing agreements are required between any of the participating academic institutions or team members, the evaluator will assist the team in obtaining data-sharing contracts if necessary.

Dissemination of Evaluation and Project Results

The evaluator will provide the project team with ongoing feedback on progress towards goals and objectives based on a continuous quality improvement model. This feedback will inform the team on progress and obstacles so they can adapt strategies and align their activities with the project's overall goals.

The CS Team will share evaluation/project results and recommendations at conferences and with the Taos Community School stakeholders. The CS team will also share results with the New Mexico Public Education Department. We will also share results and recommendations with already established local and state Community School Initiatives comprised of non-profit organizations, government agencies, and local education agencies to support future efforts of the community schools in New Mexico.

Appendix A: ESSA Evidence-Based Strategy Research

Integrated Student Supports

A vast body of research links integrated student supports with improved school indicators such as attendance, scores, and school climate. Often called wraparound services, ISS is the practice of linking schools to a range of academic, health, and social services. ISS programs address the reality that children whose families are struggling with poverty—and the housing, health and safety concerns that often accompany it—cannot focus on learning unless their nonacademic needs are also met. The goal is to remove barriers to school success by connecting students and families to service providers in the community, or bringing those services into the school.

City Connects. (2016). The impact of City Connects: Student outcomes progress report 2016. Boston, MA: City Connects provides ESSA TIER 2 evidence of positive outcomes related to math and reading scores by 4th and 5th grades. City Connects was designed to address the out-of-school factors that impact learning for children living in poverty. A wide variety of community-based service agencies are the primary providers of prevention and enrichment, early intervention, intensive intervention and other tailored supports for students and families. The supportive services can be delivered within the school, at home, in the community or a combination of the three. School site coordinators are the physical link between schools and community agencies. Additionally, City Connects staff also directly provide a limited number of services and enrichment opportunities in schools. City Connects is currently implemented in 17 public elementary and K-8 schools and one public high school. City Connects students in elementary school had significantly lower reading and math grades than comparison students at the start of the intervention, but by fourth grade had caught up to their peers in mathematics, and by fifth grade had caught up to their peers in reading and were significantly outperforming their

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

peers in mathematics. Middle school students in City Connects significantly outperformed students at non-City Connects schools on standardized mathematics and language arts tests and GPA. The effect sizes for results on these tests ranged 0.29 to 0.67. All findings were statistically significant.

Moore, K. A., et al. (2014). Integrated student supports: Assessing the evidence. Bethesda, MD: Child Trends provides ESSA TIER 1-4 evidence of the statistically significant impact of ISS on attendance, math scores, school climate, and behavior while warning us about the importance of a high-quality implementation.

Integrated student supports (ISS), sometimes referred to as integrated student services or wraparound services, represent a school-based approach to promoting students' academic achievement and educational attainment by coordinating a seamless system of wraparound supports for the child, the family, and schools, to target student's academic and non-academic barriers to learning. Five common components to improve academic achievement across many, if not all, of the ISS models that have emerged include: 1) Needs assessments, 2) Coordination of supports for students, 3) Integration of supports within schools, 4) Community partnerships, and 5) Data collection and tracking. ISS has positive effects, including improvement in student school progress (3 QEDs), attendance (3 QEDs and 1 RCT), math achievement (1 RCT and 4 QEDs), and overall grade point average (2 QEDs). Findings for reading and ELA achievement were mixed (4 QEDs). More specifically, the researchers found measurable decreases in grade retention, dropout rates, and absenteeism, along with measurable increases in attendance rates, math scores and overall grade point average. The effects on improving school attachment (1 QED) and school behavior problems (2 QEDs), considered student-level, non-academic outcomes, were also promising, although support for other behavioral outcomes was limited.

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

Regarding implementation quality: high-quality implementation was associated with more positive academic outcomes, while partial implementation was associated with no difference in outcomes compared to business as usual. These findings, for the most part, were found to be statistically significant.

Extended and Expanded Learning Time and Opportunities

Research on Extended and Expanded Learning Time and Opportunities has examined the impact of time added to the school day or year, and of voluntary learning opportunities beyond the regular school schedule. These include activities designed by community partners that connect students with art and cultural institutions; offer learning modules with community members leading students in hands-on projects related to their work or interests (e.g., photography, robotics; journalism); or that engage students in service-learning opportunities.

Olson, L. (2014). A first look at community schools in Baltimore. Baltimore, MD: Baltimore Education Research Consortium - Students participating in OST programs in the middle grades in school years 2012-13 and 2013-14 had significantly higher average daily attendance and lower chronic absence rates than their similarly matched peers. This was also true for elementary grades students in 2013-14. For example, OST attendees had an average daily attendance rate of 94.7% and a chronic absence rate of 11%, compared to 93.4% average daily attendance and 18.7% chronic absence rate for the comparison group. Moreover, students who attended two years of OST had higher attendance rates and lower levels of chronic absence compared to similar peers who did not attend OST.

Chicago Public Schools Office of Extended Learning Opportunities. (2009). Evaluation Brief: The 2007-2008 Chicago Public Schools' Community Schools Initiative: The impact of out-of-school-time participation on students. Chicago, IL: Chicago Public Schools Office

TAOS COMMUNITY SCHOOLS CONTINUUM APPLICATION NARRATIVE

of Extended Learning Opportunities. During the 2007-2008 school year, students attending CSI programming were found to benefit with increased reading and math achievement gains, better regular-school-day attendance, better behavior, and more positive perceptions of school.

Students participating in out-of-school time (OST) programming achieved higher scores on state-mandated standardized exams, gaining the equivalent of an additional 0.7 months of regular-school-day instruction in both reading and mathematics. For reading, the average CSI participant gained 0.9 scale points more (14.1) on the Illinois Standards Achievement Test (ISAT) than non-participants (13.2) ($d = .06, p < .0001$). For mathematics, the average CSI participant gained .8 scale points more (12.5) on the ISAT than non-participants (11.7) ($d = .05, p < .0001$).

Out-of-school time programs with traditional instruction taught by certified teachers are found to have positive effects on students' reading and math achievement; programs featuring experiential learning activities are found to have positive effects on social-emotional development.

Active Family and Community Engagement

Researchers have, for decades, examined the role that family and community engagement plays in student success. Rigorous reviews of this vast literature provide helpful insights into the quality of the research and the trustworthiness of its reported outcomes. For example, a review included 51 studies of parent and community engagement, meeting ESSA methodological criteria for Tier 1-4 found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages. Although there is less research on the effects of community involvement, it also suggests benefits for schools, families, and students, including improved achievement and behavior.

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

A quasi-experimental study (ESSA Tier 2) looked at the impact of school-based parent workshops on students' academic achievement. Across all income and education levels, when parents were highly involved in the workshops, attending sessions designed to their interests and getting training in how to use learning materials, their children were more likely to gain in reading and mathematics than their peers with less involved parents.

As Bryk and colleague's extensive research (ESSA Tier 2) in Chicago demonstrates, schools that foster positive relations with families and local communities can help repair long-standing distrust. This increased trust and engagement, in turn, helps produce an improved learning environment for student success. For example, a school's capacity to partner effectively with community groups directly increases the effectiveness of supplemental services to support students and promote learning. Additionally, as teachers understand the communities in which their students live, they are better able to provide relevant instruction and support.

Appendix B: Non-LEA Organizations Partnering with the TCS Continuum Project

Local Government

Taos County

Town of Taos

Taos Pueblo Tribal Government

Taos Pueblo Central Management System Education and Training Division

Taos Pueblo Division of Health and Community Services

Taos Pueblo Red Willow Education Center (Taos Pueblo Education and Training Division)

Universities

University of New Mexico – Taos

New Mexico State University

New Mexico Highlands University (Provide social worker interns)

Western New Mexico University (Provide social worker interns)

Non-Profit Organizations

Taos Behavioral Health

Agriculture Implementation Research & Education (AIRE)/Farm to Schools Program

El Centro Family Health

SEL4NM

Twirl

Paso a Paso

TrueKids1

Taos Alive

Community Against Violence

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

DreamTree Project

Las Cumbres

Taos Immigrant Allies

Bridges

Rocky Mountain Youth Corps

Rivers & Birds

Paseo Project

Taos Land Trust

H.O.T (Help Outreach Taos (Support services for students and family in crises)

Heart of Taos

INSPIRE Bilingual Early Learning Center

Youth Heartline

Harwood Museum

Taos Men's Shelter

Golden Willow Retreat Center (grief and loss support for students and families)

New Mexico YDI (Youth Development, Inc)

St James Episcopal Church

Associations

100% Taos County Initiative, 100% Community Schools Action Team

Embudo Valley Tutoring Association

Taos Rotary Club

The Lions Club

Taos Public Library

TAOS COMMUNITY SCHOOLS CONTINUUM
APPLICATION NARRATIVE

Taos Soil and Water Conservation District fund 100% of Environthon

Foundations

Taos Community Foundation (Taos School Zone)

LOR Foundation

Private Sector

Taos Ski Valley, Inc.

State of New Mexico Agencies/Programs

New Mexico CYFD (Children Youth and Families Division)

NM Mesa (Science program to bring Science and Technology into schools through NM PED)

Federal Programs

U.S Department of Education - PBIS - Positive Behavior Interventions and Supports