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I. Executive Summary

The ABC Community School Partnership (ABC) is a state Joint Powers Agreement and public entity and instrumentality of Bernalillo County dedicated to providing training, technical assistance, tools, and resources that support thriving public Community Schools. ABC is the lead applicant in a consortium consisting of three high-need, Title I Albuquerque schools, Del Norte High School, Hodgin Elementary School, and McKinley Middle School and Local Education Agency (LEA) the Albuquerque Public Schools (APS) district. ABC is seeking a five-year \$2,491,000 U.S. Department of Education (USDE) Full-Service Community Schools (FSCS) grant to impact up to 2000 students and families enrolled in consortium partner schools. The full cost of our proposed program is \$3,204,608 with \$713,608 provided in matching funds from non-federal cash and in-kind sources.

New Mexico has some of the worst outcomes for K-12 educational attainment in the country. The consolidated lawsuits of *Martinez v. State of New Mexico* and *Yazzie v. State of New Mexico* were successfully brought in 2018 by plaintiffs who were parents, families, and school districts against the New Mexico Public Education Department (NMPED). The suit claimed that the state was delinquent in its constitutionally directed duty to provide a sufficient public education to all students, especially those who are have been designated as “at-risk,” by NMPED, namely children who are Economically Disadvantaged, English Language Learners, children who are Native American, or have a disability.

Years after the suit was decided in the plaintiff’s favor, the state is working with districts to implement mandated and evidence-based remedies and improve the lives and futures of New Mexico students and families. APS is the largest school district in the state, serving over 70,000

students. The APS Strategic Framework¹ prioritizes equity and access and a data-driven performance framework. But in the aftermath of the COVID-19 pandemic, many APS schools are struggling simultaneously with a lack of resources, decreasing enrollment, and qualified staff shortages, particularly in schools with higher proportions of low-income students.² This lack of qualified educators is a challenge across the state; as of March of 2022, there were more than 20,000 students without well-trained educators, with the historically underserved, at-risk student populations named in the Martinez/Yazzie suit disproportionately impacted.³ These circumstances make the need for a FSCS strategy most urgent in the schools that have the least capacity to implement it.

NMPED, for example, requires schools to submit 90-day Improvement Plans which rely on gathering and using data to identify underlying causes for challenges and/or successes in order to positively impact student achievement and well-being. However, in 63% of 2022 90-day plans submitted by schools, educators and administrators noted that one of their most significant

¹ See <https://www.aps.edu/about-us/strategic-framework>

² *Program Evaluation: Albuquerque Public Schools*. Legislative Finance Committee - New Mexico Legislature. (2022, April 28). Retrieved August 28, 2022, from <https://nmlegis.gov/Entity/LFC/Default>

³ Meyers, V. (2022, March 8). New Mexico's 'education Moonshot' addresses teacher and school staff shortage. American Federation of Teachers. Retrieved from <https://www.aft.org/news/new-mexicos-education-moonshot-addresses-teacher-and-school-staff-shortage>

challenges is a lack of time for analyzing data to effectively chart a course for improving student outcomes.⁴

ABC’s proposed FSCS project utilizes the unique capacities of our organization, and our long partnership with APS, to facilitate and resource a comprehensive FSCS model in alignment with APS Strategic Framework and each school’s 90-day Improvement Plans in order to create a transformative and mutually reinforcing ecosystem. With a focus on Equity and Capacity, ABC and APS will work collaboratively with our consortium partner schools to provide direct administrative, technical assistance, and training to Community School Coordinators, Principals, and School Based Leadership Teams (referred to here as Community School Councils) to help schools use multiple sources of data, including needs assessments and asset maps, to set clear objectives; leverage existing and develop new community partnerships to coordinate **at least three existing and at least two additional pipeline services**; and evaluate progress. Together, we will provide these schools and school leaders with the critical support they need in order to deepen or launch their Community School models, meet their student achievement goals, and provide critical services that reflect the needs, aspirations, and values of their communities. Learnings from this work will inform ABC and APS best practices, processes, and policies in developing Community School capacity and improving student outcomes in schools with especially high populations of at-risk students.

⁴ New Mexico Legislative Finance Committee. (2022, April 27). *Program evaluation: Albuquerque Public Schools*.

https://www.nmlegis.gov/Entity/LFC/Documents/Program_Evaluation_Reports/Program%20Evaluation%20-%20Albuquerque%20Public%20Schools,%20April%202022.pdf.

I.A. Absolute Priorities One and Three

ABC is applying under Absolute Priority One, *Title IA Schoolwide Program Eligibility* and Absolute Priority 3, *Capacity Building and Development Grants*.

Absolute Priority One: The three schools participating as part of this consortium, Hodgkin Elementary School, McKinley Middle School, and Del Norte High School are each eligible Title IA schools in the APS district.

Absolute Priority Three: ABC's proposed project includes (1) conducting initial development and coordination activities for two beginning and planning phase consortium partner schools. These activities, including extensive community engagement, will leverage the findings of their needs assessments to develop the infrastructure, activities, and partnerships to implement Full-Service Community Schools. ABC will also provide training and technical assistance to a third school to expand services. The project also includes (2) gathering data on each of the USDE FSCS grant indicators—and any additional evaluation performance indicators from participating schools—with the support of the Albuquerque Public Schools District.

Participating schools are each at different stages of the Community School design and implementation process. The two required schools under this priority are Hodgkin Elementary (grades PK-5) and McKinley Middle (grades 5-8) schools. These schools are in the beginning stages of their Community Schools strategies and will be supported with initial development and coordination activities. McKinley is beginning a Planning process this year with ABC support. Hodgkin will initiate their FSCS program upon a successful award of this request. Both of these schools are on a feeder path to Del Norte High School (grades 9-12), where ABC will be expanding Community School services. Del Norte is in their first year of implementing the community school strategy and the school has a much larger student body and has struggled with staff shortages and resources.

TABLE 1, Absolute Priority One and Three Eligibility

School	Title IA	FRPL	Enrollment	CS Capacity	CS Expansion
Del Norte High School	Yes	100% Free	1071		√
Hodgin Elementary School	Yes	100% Free	414	√	
McKinley Middle School	Yes	100% Free	522	√	

Data Source: APS 2021-2022

I.B. An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA. (4625(a)(5))

The schools to be served by ABC and our partners under this program are all eligible to operate a schoolwide program demonstrated by the table above. Each school is a Title I school with a poverty rate (as indicated by FRPL rates) of more than 40%.

I.C. Competitive Preference Priority One

ABC also qualifies for Competitive Preference Priority One, *Meeting Student Social, Emotional, and Academic Needs*. The APS Strategic Framework Theory of Action states that if students are engaged in “high-quality, equity-driven instruction with social emotional learning supports, and

the district operates with effective and efficient systems and structures, and the staff and community are engaged, then Albuquerque Public Schools students will graduate prepared for success.” In alignment with this Theory of Action, ABC and the consortium are proposing a project that is designed to improve students' social, emotional, academic, and career development, with a “whole learner approach,” and a particular focus on underserved students in our state.

Following the findings of the landmark Martinez and Yazzie Consolidated Lawsuit (see section **III. Need for Project** for more details) NMPED defined the following groups of students as “at-risk:”⁵:

- A designated English Language Learner (ELL);⁶
- Economically Disadvantaged;⁷
- Native American;⁸

⁵ Citations for At-Risk student definitions are taken from the NMPED Martinez- Yazzie readiness assessment, see <https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/readiness-assessment/>

⁶ Using criteria established by the Office for Civil Rights of the United States Department of Education. Section 22-8-23.3(B) NMSA 1978, At-Risk Program Units. English learners are also identified as at-risk students in Judge Singleton’s Final Judgement and Order, 2/14/19, p. 2.

⁷ Section 22-8-23.3(B) NMSA 1978, At-Risk Program Units. Economically disadvantaged students are also identified as at-risk students in Judge Singleton’s Final Judgement and Order, 2/14/19, p. 2.

⁸ *Martinez and Yazzie* Final Judgement and Order, 2/14/19, p. 3.

- A Student with a Disability;⁹ or
- Is highly mobile.¹⁰

Throughout this request, we will refer to these student populations as “underserved.” Based on these definitions, the percentages of underserved students at partner schools are as follows:

TABLE 2: Underserved Students at Consortium Partner Schools

School	ELL	Econ. Dis. (by FRPL)	Native American	Students W/Disab.	Homeless *
Del Norte High School	20.9%	100%	15.7%	23.8%	8%
Hodgin Elementary School	20.5%	100%	16.9%	29.7%	9%
McKinley Middle School	26.4%	100%	19%	32.8%	8%

*Data Source: APS 2021-2022, except * NMPED 2019-2020*

To meet Competitive Preference Priority One, our proposed project will support consortium partners in:

⁹ *Martinez and Yazzie* Final Judgement and Order, 2/14/19, p. 3.

¹⁰ *Martinez and Yazzie* Decision and Order, 7/20/18, p. 47.

- Creating supportive, positive, identity-safe, and inclusive settings for underserved students and their families by (a) educating Coordinators on the Martinez-Yazzie case, and the New Mexico Public Education Department (NMPED) and APS remedies, policies, and supports and (b) providing targeted professional development on culturally relevant instruction and resources;
- Utilizing the APS Strategic Framework to provide Community School Pillar-aligned, multi-tiered systems of supports that address learning barriers both in and out of the classroom, enable healthy development, and respond to *all* but especially underserved students' and family needs, including possibly integrating APS's culturally relevant learning opportunities and strategies. Support tiers are customized for each school, based on school performance criteria in four areas, Academic Growth and Achievement, Student Engagement and Attendance, Family Engagement, and School Culture and Climate;
- Providing grant and match funding for school partners; and
- Collaborating with schools to create and implement comprehensive schoolwide frameworks that support strong and consistent student, family, and educator relationships that are culturally responsive and trauma informed.

II. Organizational Background and Capacity

II.A. A description of the eligible entity. (4625(a)(1))

The ABC Community School Partnership (ABC) was established in 2007 with a Joint Powers Agreement between Albuquerque Public Schools, Bernalillo County, and the City of Albuquerque. Housed within Bernalillo County, ABC includes a network of local leaders that

align policies, practices, and resources to build and sustain a system of Community Schools aimed at helping New Mexico students succeed in school and life. Our mission is to increase parent involvement, student academic achievement and overall community quality of life, through the creation and support of cooperative and collaborative working relationships with schools and the business community, social service agencies, government agencies, faith-based organizations, civic groups, neighborhood associations and post-secondary institutions.

ABC works together with city and state officials, higher education institutions, business leaders, unions, community partners and the school district to intentionally align resources for a more efficient and effective system of funding and service delivery. Through collaborative leadership, training, coaching, and facilitating, ABC employs the Community School strategy at a systems level to help students overcome academic and social barriers to learning, and help students succeed in college, career and life.

ABC's current Board of Directors consists of a representative of the City of Albuquerque Mayor's office and two city councilors, a representative of the County Manager's office and two county commissioners, the school district Superintendent and two school board members, the CEO of United Way of Central New Mexico, the President and CEO of the Albuquerque Hispano Chamber of Commerce, a professor from the College of Education at the University of New Mexico, the president of the local teacher's union, and a representative from the New Mexico Department of Workforce Solutions.

Major milestones in ABC's development and ongoing work include:

- ❖ In May 2010, we launched a project for implementing the Community School strategy with an early childhood focus in multiple Albuquerque sites. The initial success and data gathering around this project focused ABC's mission on sharing decision making through distributive leadership; supporting schools desiring to

become Community Schools; sustaining existing Community Schools through financial stability and leadership capacity building; and spreading community school principals throughout all educational pathways.

- ❖ In 2013, APS alongside a team of advisors from the city, county, and APS created a policy that would provide a comprehensive support strategy whereby community schools would organize the resources of a community to ensure student success, while addressing the needs of the whole student. House Bill 542, the “Community Schools Act” was passed in the legislature and was signed by the Governor of New Mexico on March 15, 2013.
- ❖ In 2015 the APS School Board voted unanimously to approve a new Community Schools Policy (Policy IH8) with accompanying Procedural Directive. The policy recognizes that community schools build partnerships with organizations within the community and act as the hub for the delivery of services, resources, and supports. The Procedural Directive indicated and continues to guide how APS and ABC will work together, in compliance with the Joint Powers Agreement, to support the Community School framework as defined in the state statute.
- ❖ In 2019, ABC again led a team of stakeholders, including representatives from the American Federation of Teachers, Albuquerque Teachers Federation, National Education Association, attorneys for the Yazzie-Martinez lawsuit, members of tribal leadership, Communities in Schools NM, and the Las Cruces Public School District to amend the language of the “Community Schools Act” and bring it into alignment with new research studies and practices identified in successful community school initiatives across the country. This new law, House Bill 589, identified the critical need for a Community School Coordinator in each

Community School and put into place a mechanism for schools and districts, in collaboration with community partners, to apply for a state planning or an implementation grant.

II.B. A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools. (4625(a)(3))

Capacity: ABC has the capacity, expertise, partnerships, and resources to effectively coordinate and facilitate the securing of pipeline services to our partner schools, supporting them in achieving better student and family health, well-being, academic, and career outcomes.

ABC is currently supporting 56 Community Schools in the 2022-2023 school year. Our role in supporting these schools is to provide multiple levels of training, professional development, research, partnership resource and development, and access to our special programs. This includes programs such as the nationally acclaimed Homework Diner, a program operated within certain ABC community schools which provides a venue for educators and teachers to build trusting relationships while also providing after-school homework help and a nutritious dinner to children and their parents once a week. School buildings become hubs for information and services, community networks and partnerships creating an environment of learning across the school, family, and community.

An ABC Community School is a formal designation, committing ABC to act as the Community Wide Leadership Team and helping schools implement the community school strategy with fidelity. Acting as a Community Wide Leadership Team, ABC provides a multi-tiered system of supports. At the top tier, the ABC Board of Directors help to remove barriers, align resources and effect policy change to benefit the development of the community school strategy across the network.

The middle tier of support consists of Strategic Action Committees (SACs) which are made up of LEA representatives, educators, teacher unions, school administrators, community members, philanthropic organizations and local governments. The purpose of the SACs is to strengthen the implementation of the Four Pillars in the Community School framework by increasing the knowledge and capacity of all stakeholder role groups to apply community school practices in their community schools. There are currently four Strategic Action Committees with 5-10 members on each Committee.

The third tier is the site or school level which houses the Community School Council (CSC). Each CSC is made up of members who represent their school community, including school administrators, students, family members/caregivers, community residents, faith-based organizations, health-linked partners, tribal partners, disability advocates, nonprofit and business leaders, family engagement partners, and out of school time providers. Each CSC conducts a needs and assets assessment process, gathers data, conducts a root cause analysis and decides upon a school action plan. A needs assessment report, root cause analysis, and the action plan driven by data is shared with the ABC team. The ABC team lifts that information to the Strategic Action Committees to inform the decision making and areas of focus in each committee.

For schools to be considered an ABC Community School, they must be committed to implementing the community school pillar of collaborative leadership with fidelity to the ABC

Four Critical Practices for Community School Development:

1. Principal-Coordinator Meetings: These regularly scheduled meetings support the community school leadership vision of the principal, build the capacity of the coordinator, and create a space to develop a trusting relationship between these two community school leaders.

2. Community School Council (CSC) Membership and Meetings: The CSC membership is diverse, with partner groups representing the demographic make-up of the whole-school population and the community. We encourage the teams to consist of the following: principal, community school coordinator, faith-based organizations, community residents, parent/caregiver voice, integrated student supports, partners, tribal partners, disability advocates, nonprofit and business leaders, active family engagement partners, student voice, and expanded learning time and opportunities representatives. The team meets twice a month.

3. Needs and Assets Assessment Process: The community school coordinator, in collaboration with the CSC, plans and implements a process which employs multiple assessment strategies to gather needs assessment data and creates an asset map in order to understand what the community identifies as needs, strengths, and resources.

4. Community School Council Process and Plan: The community school coordinator leads the CSC in an analysis of data trends identified in the needs assessment and other data, a root cause exercise, prioritization of data aligned to the APS 90-day plan, the implementation of a Community School support action plan, identification of braided and blended funding to support and sustain the plan, and an evaluation of the plan's outcomes (effort and effect).

Other core ABC Community School requirements for designated schools are:

- Integrating core instruction with expanded and enriched learning opportunities for students.
- Creating equitable and actionable opportunities for active family and community engagement.

- Meeting basic physical and behavioral health needs of students, including basic needs like food, clothing, and housing among other integrated student supports.
- Partnering with ABC as the technical assistance and support arm for their Community School development.

Coordinating Pipeline Services: At the systems level, ABC develops mutually beneficial partnerships with leaders of community-based organizations, institutes of higher education, health and mental health providers, teacher unions, and others in order to mobilize resources to develop and support Community School services. Those partners are:

- Boys and Girls Club
- Children's Choice
- Disability Rights NM
- Fidelity Investments
- NM Asian Family Center
- Insight Allies
- NM Legal Aid
- NM Department of Workforce Solutions
- North Fourth Arts Center
- NM Out of School Time Network
- NM Youth Soccer Association
- NM State University
- RGEC
- UNM ADOBE Project
- United Way
- UNM School of Law
- UNM Medical Group
- UNM College of Population Health

At the school (site) level, ABC has numerous additional partnerships in place with programs and organizations throughout the Albuquerque area. The partnerships have been coordinated by ABC or arranged by individual schools to support the priorities identified by each Community School Council (see **V. Project Services**).

III. Need For Project

ABC’s proposed project will provide schools with needed support, resources, and services and close gaps in educational opportunity. New Mexico education and child well-being indicators are some of the poorest in the nation. A multi-generational high poverty state, the state ranked 50th for both Overall Child Well-Being and Education in the Annie E Casey Foundation 2022 Kids County Data Book.¹¹ The poverty rate in 2021 was over 19% with 25% of youth under 18 living in poverty (28% for young children under five years of age). Poverty is linked with low literacy rate. Across the state, “76% of fourth graders and 79% of eighth graders are not proficient in reading, more than 25% of high school students do not graduate on time, and nearly 12% of teenagers are neither in school nor working. Among adults, 29% read at the level of a 5- to 7-year-old.”¹²

¹¹ 2022 Kids Count Data Book. The Annie E. Casey Foundation. (n.d.). Retrieved from <https://www.aecf.org/resources/2022-kids-count-data-book>

¹² Nathanson, R. (2022, July 25). *Low literacy linked to New Mexico's poverty*. Albuquerque Journal. Retrieved from https://www.abqjournal.com/2518875/low-literacy-linked-to-new-mexicos-poverty.html?utm_source=Albuquerque%2BJournal%2BNewsletters&utm_medium=email&utm_campaign=207df3ce55-EMAIL_DAILYNEWSLETTER_S&utm_edition=202207251306&utm_term=0_2dcf4c82cd-207df3ce55-109377478

But statewide averages disguise the deep disparities for underserved student groups. The historic 2018 *Martinez and Yazzie v. State of New Mexico* and the New Mexico Public Education Department (NMPED) lawsuit challenged the state’s failure to provide all students with an equitable and sufficient education. The suit charged the state with failing to provide low-income, Native American, ELL students and Students with Disabilities in particular with the programs and services necessary for them to learn and thrive, in contravention of the New Mexico Indian Education Act, the Bilingual Multicultural Education Act, and the Hispanic Education Act. In July of 2018, a judge ruled that the state indeed was violating students’ fundamental rights, and noted New Mexico’s consistently poor educational outcomes, particularly the more than 75% of students who are low-income, Native American or children of color, ELL or have disabilities as evidence. The ruling acknowledged that insufficient education funding was tied to these poor outcomes but asserted that a lack of revenue was not a justification for denying any student of their constitutional right to access to a sufficient and equitable education.

New Mexico is unique in its school funding mechanisms. Rather than relying on property taxes, New Mexico primarily funds education at the state level. The State Equalization Guarantee (SEG) funding formula was established by the Public School Finance Act in 1974. While potentially offering a more equal distribution of funds, SEG allocations do not meet the needs of students in very high-poverty districts¹³ and failed to account for variations in poverty

¹³ NM PED presentation to NM LFC. (2020, December 9). *Public School Support and Public Education Department FY22 Budget Requests*. Home - New Mexico Legislature. Retrieved from <https://nmlegis.gov/handouts/ALFC%20120820%20Item%2020%20PED-PSS%20-%20LFC%20Budget%20Presentation%20-%20December%202020%20Final.pdf>

levels within a given district. Federal funding sources include Title I funding, received by over 87% of New Mexico’s schools; Title III funding for ELL students, and National School Lunch Program (NSLP) funds.

In February of 2019, a Final Judgment and Order on the Martinez and Yazzie suit was issued. Subsequently, NMPED launched multiple initiatives to ensure that the remedies outlined in the decision and subsequent findings from the New Mexico state legislature were implemented, including increased funding. But funding alone is not the answer. Despite increased resources from federal relief and state funding, a 2022 report on the APS district from the New Mexico Legislative Finance Committee (LFC) found that achievement gaps for the district’s low-income students are more significant than the state average. In 2019, which was the last year state standardized tests were administered prior to the COVID-19 pandemic, “there was a 32 percentage-point gap in reading proficiency between low-income and non-low-income APS students. Just 20 percent of low-income students scored proficient or better in reading.” Further, “more recent district testing suggests these gaps have grown wider since the pandemic disrupted in-person schooling with proficiency rate growth slowing for all students, but significantly more for low-income students.”¹⁴

Chronic absentee rates show similar disparities. New Mexico state law defines “chronic absence” as 18 absences per school year. Students who hit that limit are considered “chronically absent.” While the statewide average chronic absentee rate is just under 30%, NMPED data shows that rate is over 45% for APS schools, with the highest rates for students with Housing

¹⁴ New Mexico Education (2022, April 28). *State report highlights APS academic, operational deficiencies*. Retrieved from <https://nmeducation.org/state-report-highlights-aps-academic-operational-deficiencies/>

Insecurity (75%), Students with Disabilities (54%), Economically Disadvantaged (53%), Native American (53%), and ELL students (49%).¹⁵ Nationally, the most common causes underlying chronic absenteeism include physical health (asthma, dental and vision impairment, and childhood diabetes and obesity); mental health (depression, social anxiety, and other issues); safety issues (bullying and other schools climate issues); and food and housing insecurity or transportation issues.¹⁶

While 2021 APS graduation rates showed improvement, the Legislative Finance Committee (LFC) report notes that the lack of assessment data makes the proficiency and college readiness of these students uncertain. However, APS research staff completed an analysis in March 2022 and found lower proficiency rates, particularly for Spanish-speaking students, possibly indicating that the higher graduation rates were not linked to improved academic achievement. Further, APS Native American and Economically Disadvantaged students in 2020

¹⁵ Annual State, Districts and Schools Attendance Report. New Mexico Public Education Department. (2022, March 9). Retrieved from <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/attendance-for-success/annual-state-districts-and-schools-attendance-report/>

¹⁶ The relationship between school attendance and health. Robert Wood Johnson Foundation. (2016, October 1). Retrieved from <https://www.rwjf.org/en/library/research/2016/09/the-relationship-between-school-attendance-and-health.html#:~:text=Asthma%20is%20one%20of%20the,days%20of%20school%20each%20year.>

“graduated high school on average nearly 20 percentage points below the national average and 7 percent below the district wide average.”¹⁷

The LFC report highlights a critical need for professional development and highlights a lack of “effective practices” to help catch up students who have fallen behind academically and stresses the importance of having more schools participate in extended learning time programs, especially schools performing below the district average.

In order to deepen family engagement and responsiveness, APS began a state-required anonymous annual survey, the Quality of Education and Family Engagement Survey,¹⁸ that seeks input on school safety, technology, school buildings, learning, extracurricular activities, staff attentiveness, and more. The survey is issued in English, Spanish, Vietnamese, with other languages available when needed. Schools are provided with links and QR codes to share with their families with hard copies of the survey available upon request. Individual schools and the district use survey results to make meaningful improvements. Across the district the 2021-2022 survey found that on a spectrum of responses from Strongly Agree to Strongly Disagree, families gave the lowest ratings (over 15% Disagree, Strongly Disagree, or Don’t Know) to the following statements¹⁹:

¹⁷ *Program Evaluation: Albuquerque Public Schools*. Legislative Finance Committee - New Mexico Legislature. (2022, April 28). Retrieved August 28, 2022, from <https://nmlegis.gov/Entity/LFC/Default>

¹⁸ See <https://www.aps.edu/news/archives/news-from-2021-2022/use-your-voice-to-improve-your-school>

¹⁹ See <https://public.tableau.com/views/QualityofEducationandFamilyEngagementSurvey/DistrictandL>

- “Discipline is administered in a consistent way at the school” (38.3% Disagreed, Strongly Disagreed, or Didn’t Know)
- “The school lets me know when my child is emotionally upset about a situation or experience at school” (38.6% Disagreed, Strongly Disagreed, or Didn’t Know)
- “The school supports me in helping my child with schoolwork at home” (25.4% Disagreed, Strongly Disagreed, or Didn’t Know)
- “The school building is clean and in good repair” (25.1% Disagreed, Strongly Disagreed, or Didn’t Know)
- “School staff regularly tell me about my child’s academic progress in easy-to-understand language” (24.9% Disagreed, Strongly Disagreed, or Didn’t Know)
- “The school offers a variety of opportunities for my child to participate in activities outside of the regular school day” (24.4% Disagreed, Strongly Disagreed, or Didn’t Know)
- “School staff hold high expectations for students’ academic achievement” (18% Disagreed, Strongly Disagreed, or Didn’t Know)
- “Teachers provide my child with the level of academic challenge s/he needs” (17.1% Disagreed, Strongly Disagreed, or Didn’t Know)
- “The school offers adequate access to up-to-date technology tools” (16.6% Disagreed, Strongly Disagreed, or Didn’t Know)

[earningZone?%3Alanguage=en&%3Adisplay_count=y&publish=yes&%3Aorigin=viz_share_link&%3AshowVizHome=no](#)

III.A. The student, family, and school community to be served, including demographic information (4625(a)(4)(A))

Our request will support three schools, including Hodgin Elementary, McKinley Middle School and their feeder school, Del Norte High school. Representing a full pre-K-12 pipeline, these schools have some of the highest underserved student populations, highest chronic absentee rates, and lowest proficiency and graduation rates of any in the district. Yet these schools serve a culturally rich, dynamic community, with dedicated families seeking ways to be more engaged and supportive of their child's education. While current outcomes are poor, each of these schools are seeking greater capacity, professional development, partnerships and services in order to better and more equitably serve *all* families and students. A USDE FSCS grant will not only address critical gaps in the education and lives of these young students, but the opportunity to collect comprehensive data on how the model, applied over five years across a continuum can offer ABC Community Schools Partnership and the APS district critical insight into how we can work together to transform outcomes for New Mexico's most underserved children and families.

1. Del Norte High School: Del Norte High School is a comprehensive High School within Albuquerque Public Schools that is located in the North East Heights in Albuquerque, New Mexico. Del Norte is located on the major streets of San Mateo and Montgomery. Del Norte is right in the middle of a large business district within the city, and is dense with large and medium-size apartments and businesses. The neighborhood surrounding Del Norte is somewhat diverse socio-economically. There are few traditional single-family home dwellings in the area. With rents increasing across the nation and in Albuquerque, most Del Norte families are at risk of housing loss. For example, according to the US Census Data, the community surrounding Del

Norte has a moderate to high Social Vulnerability Index (SVI).²⁰ Additionally, criminal activity in the surrounding community leaves students, staff, families, and community members feeling unsafe.²¹

1.(a). Del Norte Demographics and Underserved Student Populations:

TABLE 3: Del Norte Demographics as Compared to State and District Averages

Averages/ Schools	AI + Tribal Affil. %	Asian/PI	Black	Hispanic	White/Ca.	Multi
State Average*	10%	<1	<5	62%	23%	5%
APS Average	5.2%	2.2%	2.5%	66.6%	19.7%	3.7%
Del Norte	15.7% +	2.1%	4.4%	59.6%	13.1%	5.1%

²⁰ Retrieved from

<https://nmcde.maps.arcgis.com/apps/MapSeries/index.html?appid=5134dcc20bd34540ad9d275355c3999c>

²¹See

<https://www.crimemapping.com/map/location/Del%20Norte%20High%20School,%205323%20Montgomery%20Bld%20NE,%20Albuquerque,%20NM,%2087109,%20USA?id=dHA9MCNs b2M9Mjk5NTQ5MCNsbmc9MzQjcGw9NTE2Mzg3I2xicz0xNDoxMjM0OTQ3Mg==>

	23.5%					
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Data Source: APS 2021-2022, except * NMPED 2019-2020

TABLE 4: Del Norte Martinez/Yazzie NMPED Designated “At Risk” Student Populations as Compared to State and District Averages

School	Econ. Disadvan.	ELL	Native American	Students W/Disab.	Homeless*
State Average*	73%	16%	10%	15%	3%
APS Average	69%	19.2%	5.2%	20.9%	4%
Del Norte	100%		15.7%	23.8%	8%

Data Source: APS 2021-2022, except * NMPED 2019-2020

1.(b). Del Norte Academic Indicators:

Figure 1: Average Del Norte Proficiency Rates 2019 (APS)

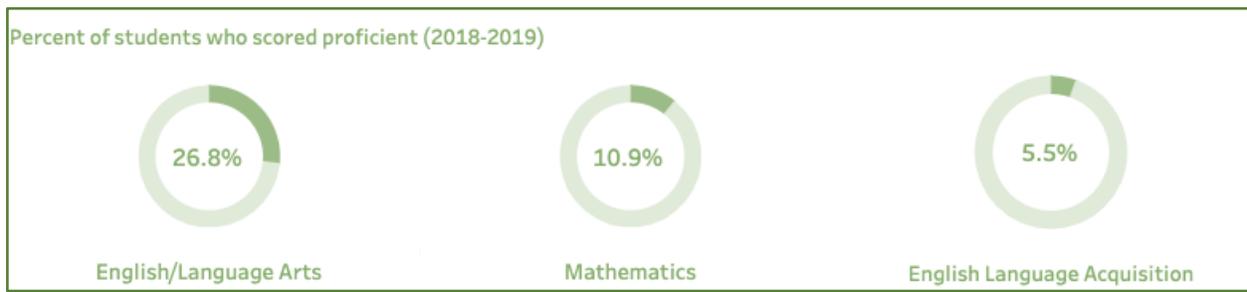


TABLE 5: Del Norte Proficiency rates by demographic, 2019 (NMPED)*

Demographic	ELA/Reading	Math	Science
State Average (all students)	34%	20%	35%
APS District Average (all students)	31%	20%	34%
American Indian	18%	7%	11%
Asian	46%	29%	≤ 20%
Black/African American	27%	10%	18%
Hispanic	25%	9%	14%
White/Caucasian	36%	22%	26%
Economically Disadvantaged	23%	10%	13%
English Language learners	5%	≤ 2%	≤ 5%
Homeless	9%	≤ 5%	≤ 10%
Students with Disabilities	7%	4%	≤ 5%

*Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) I-Station Reading.

1.(c). Del Norte Chronic Absentee Rate

TABLE 6: Del Norte Chronic Absentee Rate by Demographic

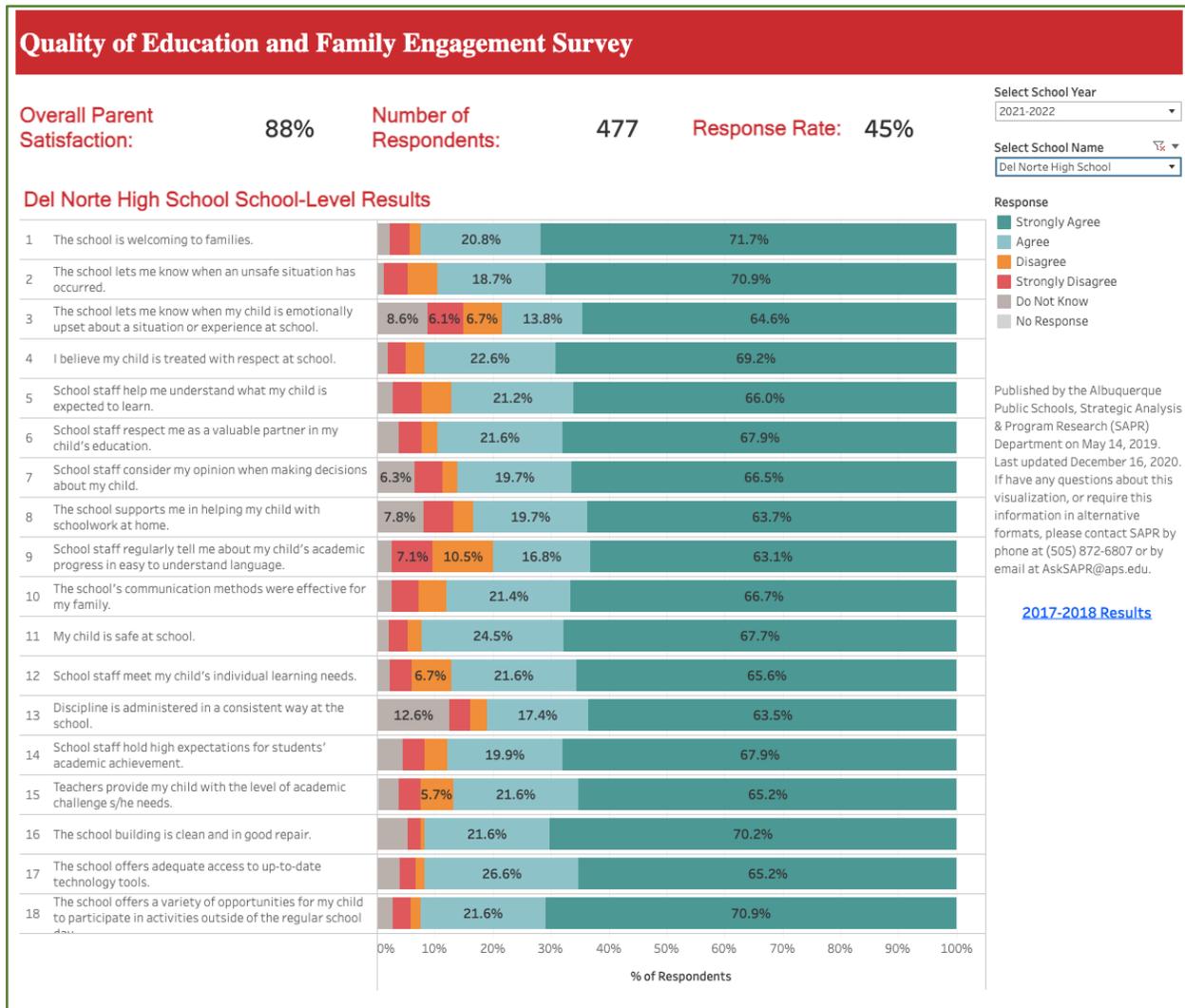
Demographic	Chronic Absentee Rate	District Average	State Average
American Indian	57.6%	53.37%	51.2%
Asian	24.24%	24.15%	23.96%
Black/African American	56.19%	47.85%	41.72%
Hispanic	55.51%	49.07%	42.16%
White/Caucasian	54.93%	45.50%	37.04%
Economically Disadvantaged	54.58%	53.71%	45.44%
English Language learners	51.82%	49.72%	46.53%
Housing Insecure	80.95%	76.15%	59.12%
Students with Disabilities	64.21%	54.65%	46.4%

Data Source: New Mexico Public Education Department (NMPED) 2021-2022

1. (d). Del Norte Quality of Education and Family Engagement Survey:

The survey response rate in 2021-2022 was only 45% with an Overall Parent Satisfaction rating of 88%. Del Norte families gave the lowest ratings to the statements “The school supports me in helping my child with schoolwork at home” and “School staff regularly tell me about my child’s academic progress in easy to understand language” demonstrating a gap in how the school is helping parents help their young students.

Figure 2: Del Norte Quality of Education and Family Engagement Survey Results



2. Hodgin Elementary School: Hodgin Elementary first opened on September 2, 1958. Hodgin has a highly diverse population, including many young students who come from homes where English is not the spoken language. Hodgin’s 90 Day plan is highly focused on PD for teachers, small group strategies, and individualized Math and Literacy instruction to build basic skills for the high numbers of young children who begin Kindergarten with poor foundations for learning. Hodgin is a PreK hub for developmentally delayed students and students with social needs and has a high number of deaf and hard of hearing students. The school is currently implementing

the Project SEAL (Social, Emotional & Academic Learning) program to provide a safe afterschool space, focused on supporting underserved students with emotional endurance and literacy and math tools. Opportunities for mental health services are also provided through the program.

2.(a). Hodgin Demographics and Underserved Student Populations:

TABLE 7: Hodgin Demographics as Compared to State and District Averages

Averages/ Schools	AI + Tribal Affil. %	Asian/PI	Black/ Af.Ame	Hispanic	White/ Cauc.	Multi
State Average*	10%	<1	<5	62%	23%	5%
APS Average	5.2%	2.2%	2.5%	66.6%	19.7%	3.7%
Hodgin	16.9% +27.1%	1.4%	4.6%	54.3%	16.9%	5.8%

*Data Source: APS 2021-2022, except * NMPED 2019-2020*

TABLE 8: Hodgin Martinez/Yazzie NMPED Designated “At Risk” Student Populations as Compared to State and District Averages

School	Econ. Disadvan.	ELL	Native American	Students W/Disab.	Homeless*
State Average*	73%	16%	10%	15%	3%
APS Average	69%	19.2%	5.2%	20.9%	4%
Hodgin	100%	20.5%	16.9%	29.7%	9%

Data Source: APS 2021-2022, except * NMPED 2019-2020

2.(b). Hodgin Academic Indicators (APS):

Figure 3: Average Hodgin Proficiency Rates 2019 (APS)

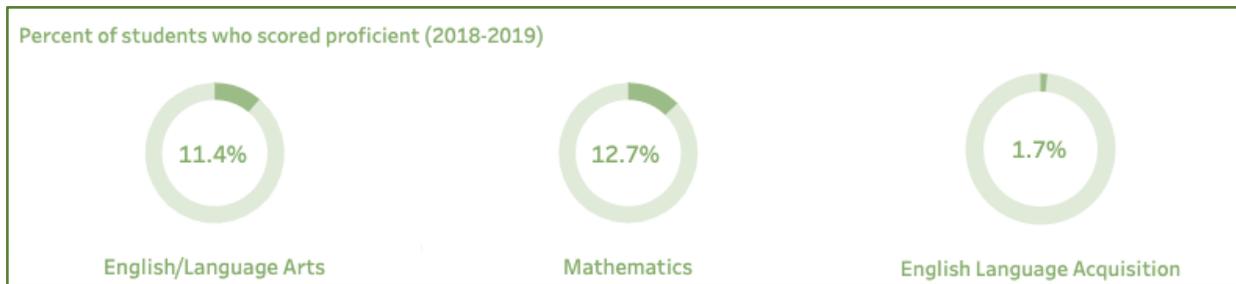


TABLE 9: Hodgin Proficiency rates by demographic (all), 2019 (NMPED)*:

Demographic	ELA/Reading	Math	Science
State Average (all students)	34%	20%	35%
APS District Average (all students)	31%	20%	34%
American Indian	11%	8%	13%

Asian	No data	No data	No data
Black/African American	17%	≤ 20%	No data
Hispanic	14%	16%	21%
White/Caucasian	24%	≤ 20%	No data
Economically Disadvantaged	14%	13%	17%
English Language learners	7%	≤ 5%	≤ 10%
Homeless	≤ 10%	≤ 20%	No data
Students with Disabilities	≤ 5%	≤ 5%	≤ 20%

**Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) I-Station Reading.*

2.c. Hodgin Chronic Absentee Rate

TABLE 10: Hodgin Chronic Absentee Rate by Demographic

Demographic	Hodgin Chronic Absentee Rate	APS District Average	State Average
American Indian	73.15%	53.37%	51.2%
Asian	N/A	24.15%	23.96%
Black/African American	68%	47.85%	41.72%

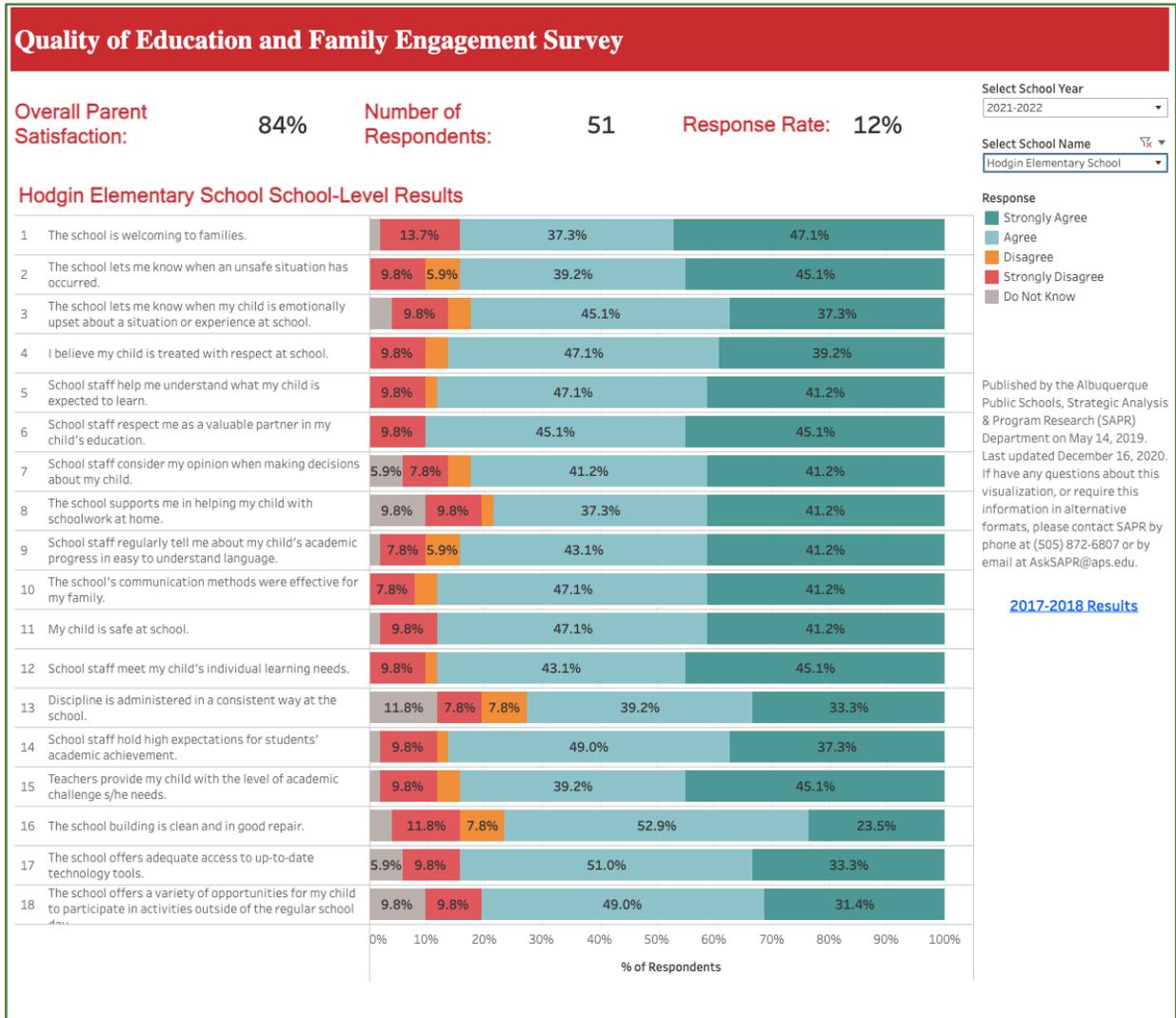
Hispanic	74.12%	49.07%	42.16%
White/Caucasian	71.95%	45.50%	37.04%
Economically Disadvantaged	70.38%	53.71%	45.44%
English Language learners	64.13%	49.72%	46.53%
Housing Insecure	66.67%	76.15%	59.12%
Students with Disabilities	69.03%	54.65%	46.4%

Data Source: New Mexico Public Education Department (NMPED) 2021-2022

2. (d). Hodgin Quality of Education and Family Engagement Survey:

The survey response rate in 2021-2022 was 12% with an Overall Parent Satisfaction rating of 84%. Hodgin families gave the lowest ratings to the statements “Discipline is administered in a consistent way at the school”, “The school supports me in helping my child with schoolwork at home” and “The school building is clean and in good repair.”

Figure 4: Hodgin Quality of Education and Family Survey Results



3. McKinley Middle School: McKinley Middle School is a diverse public middle school in the center of Albuquerque. At a time when other schools decreased in student enrollment post pandemic, McKinley’s school enrollment has continued to grow, although the school’s budget did not. McKinley attempted to initiate a Community Schools model and hired a Family Liaison, a Community School Coordinator, and a Second Student & Family counselor alongside an extensive, coordinated plan to reach out, support and engage the community. Initially supported through Title I and At-Risk funding, recent funding cuts have made diversifying funding options

to maintain their Coordinator necessary. ABC supported McKinley in securing an NMPED Planning Grant, which will support the Coordinator in the 2022-2023 academic year.

3.(a). McKinley Demographics and Underserved Student Populations:

TABLE 11: McKinley Demographics as Compared to State and District Averages

Averages/ Schools	AI + Tribal Affil. %	Asian/PI	Black	Hispanic	White/Ca.	Multi
State Average*	10%	<1	<5	62%	23%	5%
APS Average	5.2%	2.2%	2.5%	66.6%	19.7%	3.7%
McKinley	19%+ 26.8%	1.5%	4.0%	59.8%	10.9%	4.8%

*Data Source: APS 2021-2022, except * NMPED 2019-2020*

TABLE 12: McKinley Martinez/Yazzie NMPED Designated “At Risk” Student Populations as Compared to State and District Averages

School	Econ. Disadvan.	ELL	Native American	Students W/Disab.	Homeless*
State Average*	73%	16%	10%	15%	3%
APS Average	69%	19.2%	5.2%	20.9%	4%
McKinley	100%	26.4%	19%	32.8%	8%

Data Source: APS 2021-2022, except * New Mexico Public Education Department (NMPED)

3.(b). McKinley Academic Indicators:

Figure 5: Average McKinley Proficiency Rates 2019 (APS)

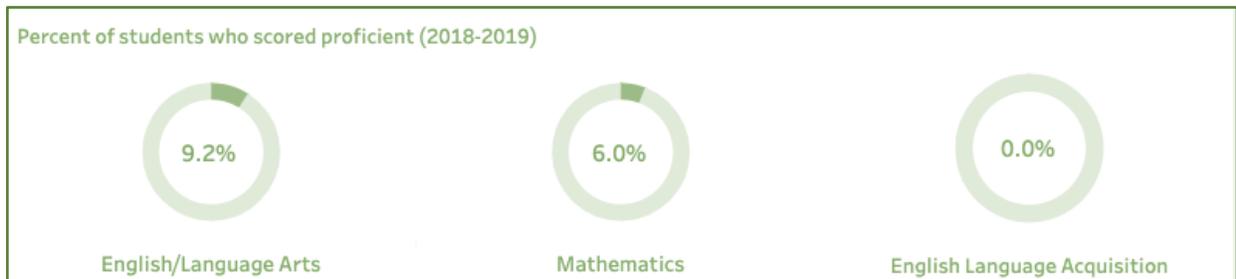


TABLE 13: McKinley Proficiency rates by demographic, 2019 (NMPED)*:

Demographic	Reading	Math	Science
State Average (all students)	34%	20%	35%
APS District Average (all students)	31%	20%	34%
American Indian	10%	≤ 5%	14%
Asian	45%	≤ 20%	
Black/African American	≤ 10%	≤ 10%	≤ 20%
Hispanic	11%	10%	28%
White/Caucasian	19%	14%	38%
Economically Disadvantaged	12%	9%	25%
English Language Learners	≤ 5%	≤ 5%	≤ 10%
Homeless	≤ 10%	≤ 10%	23%
Students with Disabilities	12%	11%	13%

*Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) I-Station Reading.

3.(c). McKinley Chronic Absentee Rate

TABLE 14: McKinley Chronic Absentee Rate by Demographic

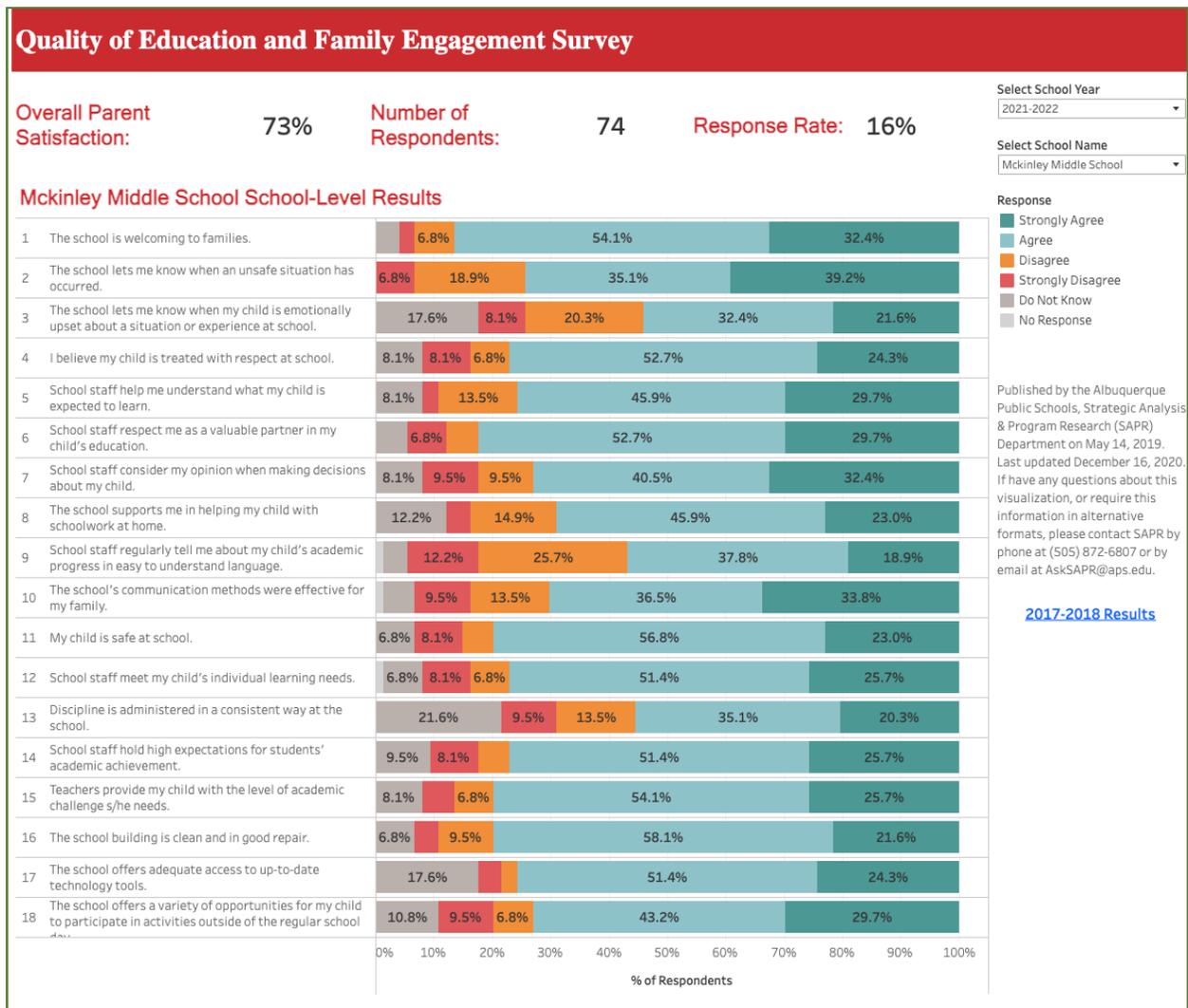
Demographic	McKinley Chronic Absentee Rate	APS District Average	State Average
American Indian	47.76%	53.37%	51.2%
Asian	NA	24.15%	23.96%
Black/African American	62.5%	47.85%	41.72%
Hispanic	48.99%	49.07%	42.16%
White/Caucasian	44.8%	45.50%	37.04%
Economically Disadvantaged	47.06%	53.71%	45.44%
English Language Learners	43.71%	49.72%	46.53%
Housing Insecure	79.31%	76.15%	59.12%
Students with Disabilities	53.51%	54.65%	46.4%

Data Source: New Mexico Public Education Department (NMPED) 2021-2022

3. (d). McKinley Quality of Education and Family Engagement Survey:

The survey response rate in 2021-2022 was just 16% with an Overall Parent Satisfaction rating of 73%. McKinley families gave especially low ratings to the statements “The school lets me know when my child is emotionally upset about a situation or experience at school”, “Discipline is administered in a consistent way at the school”, “The school supports me in helping my child with schoolwork at home” and “School staff regularly tell me about my child’s academic progress in easy to understand language.”

Figure 6: McKinley Quality of Education and Family Engagement Survey Results



III.B. The extent to which the proposed project will provide support, resources, and services; close gaps in educational opportunity; or otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project.

ABC’s proposed project and pipeline services are designed to address key need areas and disparities in student preparedness, achievement, health, family engagement, school climate, and capacity with a Full-Service Community Schools (FSCS) model. Well-implemented Community Schools lead to “an improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools.”²² ABC and our consortium partners’ proposed project design utilizes evidence-based findings from existing literature, the APS Strategic Framework, school-based data, and our own deep experience with New Mexico community schools.

While ABC’s proposed USDE FSCS project includes outcomes developed with our selected partner schools, the project is designed around two areas of focus that inform all our goals: 1) Increasing numbers served and equitable outcomes particularly for the at-risk student and family populations identified in the Yazzie/Martinez decision, and 2) Building immediate and long-term capacity for establishing, implementing, and expanding a transformative, equitable, and impactful Community School model.

²² Maier, A., Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>

1. *Equitable Outcomes for Students and Families*: Every child of every background has the potential to succeed in school and in life. ABC understands that a comprehensive Full-Service Community School approach is a very powerful educational equity strategy and especially relevant to the needs of families and students in New Mexico. Community Schools “are designed to identify and address inequitable practices, disrupt the systems that perpetuate educational and economic disparities, and increase opportunities for all through partnerships among all of the actors who shape children’s opportunities.”²³ Using the Four Pillars as a framework, ABC and our partner district APS, as well as specialized Professional Development contractors as needed, will train educators, Community School Coordinators, and other key stakeholders in how to engage and empower underserved students and families, build culturally relevant and responsive community networks and partnerships, and integrate relevant pipeline services in order to achieve and improve equitable outcomes and upend entrenched systemic inequities.

²³ Edley, C., & Darling-Hammond, L. (n.d.). *Community schools: A powerful strategy to disrupt inequitable systems*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/blog/community-schools-powerful-strategy-disrupt-inequitable-systems#:~:text=Comprehensive%20community%20schools%20represent%20a,the%20actors%20who%20shape%20children's>

2. *Community School Capacity Building*: ABC will ensure high-quality Community School implementation by providing intensive training, resources, tools, technical assistance and 1:1 mentoring to Community School Coordinators, Principals, educators, and Community School Council members at each of our partner schools, building capacity and infrastructure for long-term success and sustainability. There is an “explicit connection” between training, coaching, and other forms of professional development, high-quality implementation, and achieving meaningful outcomes.²⁴ Community School practitioners, educators, and Community School partners all benefit as they shift their practice in the direction of community schools. Key ABC services include: initial assessment and development of a technical assistance plan, targeted trainings, facilitation of strategic planning processes; application of planning tools for needs and asset assessments, partnership development, evaluation support, and sustainability planning.

Pipeline services and technical supports funded by the grant will directly address the above school needs (see section **IV. Project Design** and section **V. Project Services**).

²⁴ Maier, A., Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>

IV. Project Design

ABC’s project design reflects relevant and evidence-based findings from existing literature, which are cited throughout this proposal. Our design includes a tiered, high-quality plan for project implementation that integrates each of the four pillars of a FSCS model:

Integrated Student Supports, Expanded and Enriched Learning Time and Opportunities, Family and Community Engagement, and Collaborative Leadership and Practices. In order to ensure measurable impact, **our project also includes dedicated independent annual evaluation** (see section **VIII. Project Evaluation**) but also supports schools in developing valid evaluation and assessment systems for setting their own goals and tracking their own progress to ensure successful achievement of project objectives during and beyond the term of the grant.

One of ABC’s key strengths is our ability to be responsive to and offer appropriate technical supports to schools at multiple levels of the Community School planning and implementation stages. With a group cohort approach, we offer different levels of support to partner schools at different stages, however all Coordinators at any level can access all trainings:

- ❖ **Planning Phase** (Hodgin and McKinley): At this stage we offer onboarding and the 40-hour Coordinator Institute; weekly training; book study; intensive initial community engagement strategies which lead to the building of a diverse and representative Community School Council; training in the facilitation of a quantitative and qualitative needs assessment and asset mapping; conducting a Root Cause Analysis of all historical and current data gathered; the creation of a

community school action plan to be put into motion during the implementation phase and preparation for implementation funding.

- ❖ **Full Implementation** (Del Norte): The 40-hour Coordinator Institute; root cause analysis of the existing needs assessment and asset map data; the implementation of the community school action plan which includes measurable outcomes that are directly linked to the school’s overall improvement (90-day) plan and the district’s strategic plan; progress evaluation; monthly professional development sessions. This also includes ABC’s Legal Academy, a unique PD for Coordinators which brings them together with legal experts to discuss topics impacting student families, such as landlord–tenant laws, special education and the Individuals with Disabilities Education Act, Indian law (especially the New Mexico Indian Family Protection Act), and kinship guardianship.

IV.A. Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities. (4625(a)(4)(E))

ABC knows that Community School Coordinators are key to any successful implementation of a Community Schools strategy. From connecting students and families to in and out of school learning supports, to accessing physical or mental healthcare, job training opportunities, or tutoring, the Coordinator is the multi-directional bridge between the school, the community, and pipeline services. But in order for this work to thrive, Coordinators must develop and maintain collaborative leadership and practices, the fourth pillar of Community Schools, which provides

the essential infrastructure for all other aspects of the Community School model and “connects and reinforces the other pillars, making it foundational and critical for the success of a community school strategy.”²⁵

Of the three partner schools in the proposed project, only one, Del Norte High School, currently has a full-time Coordinator on staff.

- ❖ Del Norte’s Coordinator has been in the position for 1 year, and is supported during the first three years of the proposed USDE FSCS grant by an NMPED Implementation grant. No USDE funds will be used to supplant existing funding.

- ❖ McKinley Middle School is currently in the process of hiring a Community School Coordinator and entering the Planning phase of their Community School strategy. Fifty-percent of the cost of their Coordinator will be covered by the school through Title One and At-Risk funds, while a recent NMPED Planning grant will support the other half from 2022-2023. Here again, no USDE funds will be used to supplant existing funding.

- ❖ Hodgin does not have a Community School Coordinator. Upon notification of an award, ABC and APS will support Hodgin in a range of Planning activities, including initiating a search for the right candidate for their Coordinator. Funding for the position will be initially covered by USDE FSCS grant funds with the amounts tapering off in years 3-5 while other funding sources such as district Title I, school Title I, school at-risk funding

²⁵ Chapter 6. Community Schools Playbook. (2018, August 23). Retrieved from <https://communityschools.futureforlearning.org/chapter-6>

or state funding will ensure the sustainability of this critical position. ABC will support the school and the Coordinator in awareness of other available sources of funding and provide coaching in NMPED’s state Community School and other grants.

Coordinator Institute: All ABC Community School Coordinators will join ABC’s annual Coordinator Institute in August, which is a 40-hour week of training opportunities for all ABC Coordinators every school year. The Institute uses a cohort-based, tiered structure of support designed to meet Coordinators where they are. Based on both experience and capacity, they will be exposed to the training modules and their subsets to help educate and guide the work on their campuses, with more intentional and intensive extra support provided for new Coordinators such as the McKinley and Hodgin Coordinators.

Coordinators are introduced to the Four Pillars of the Community School Framework and ABC’s Four Critical Practices (Principal- Coordinator Meetings, Site Based Leadership Team or Community School Council (CSC) Membership and Meetings, Needs and Assets Assessment Process, and CSC Process) as well as ABC’s self-assessment and other dedicated tools designed to measuring each practice. We also introduce Coordinators to a cycle of implementation that the critical practices lead to—Build, Assess, Plan, Implement, and Evaluate— encouraging participants to view the Community School model as a strategy vs a program. A program has a start and finish, whereas a strategy is constantly being implemented and changes along with the ebbs-and-flows of the day-to-day life of a school.

ABC Coordinator Institute trainings have been developed into modules and subsets, as described in the table below:

TABLE 15: ABC Coordinator Institute Learning Objectives

Module	Subsets
Employee Engagement & Training	
Logistics	<ul style="list-style-type: none"> • ABC website training • ABC Partnership training • Gathering Coordinator input for training
Community Schools 101	<ul style="list-style-type: none"> • National Standards for Community Schools • The role of a Community School Coordinator • 30 Day Checklist
Community School Development	
Partnership/ Council Development	<ul style="list-style-type: none"> • Relationship building • Building an asset map • Building a diverse & representative Community School Council • Starting your council/ council cycles • Council facilitation
Data Gathering/ The Importance of Data/ Data Review	<ul style="list-style-type: none"> • Quantitative & qualitative needs assessment development practices with your council • Moving through a community assessment process • Using data

<p>Community Schools in Action</p>	<ul style="list-style-type: none"> ● Root cause analysis ● Intentionality <hr/> <ul style="list-style-type: none"> ● Creation of the implementation plan ● Transition from traditional to community schools ● Putting the theories to practice ● Building & maintaining a leverage map ● the 4 Critical Practices of Community School Development ● Duties unrelated to council work
<p>Strategic Planning</p>	<ul style="list-style-type: none"> ● Managing intentional projects ● Aligning community school activities with school improvement plan ● Aligning community school activities to school-day curriculum and instruction ● Aligning community school activities to the district strategic performance framework ● Articulating how community school implementation leads to outcomes ● Evaluating the effort (how much did we do? How well did we do it?) and the effect (is anyone better off?) of the community school action plan

IV.B. A plan for conducting the needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents; (4625(a)(4)(B)) and NFP)

ABC works closely with Coordinators and CSCs to plan and conduct annual needs and assets assessments that identify student, family and community needs to form the basis for implementation plans and future community engagement. All three consortium schools will conduct a comprehensive quantitative and qualitative needs assessment which includes extensive community engagement and how to utilize this data to integrate their Community Schools goals with their 90-day Improvement Plans.

Community stakeholder data, especially data from caregivers/families, students, school staff, and community members, can be gathered in multiple ways, best aligned with the communities served by each school. These methods include surveys, questionnaires, interviews, observations, focus groups, photo voice, community “audits,” and others.

Needs Assessment Process: ABC staff provide Community School Coordinators with tools to capture data and support them in the planning and deployment of the needs assessment process through the following steps:

1. Defining “need” as “the gap between the current state and the desired state.”
2. A needs assessment is the process of discovering the current and desired states and then identifying the steps required or needed to reach the desired state. It is not just a matter of surveying what people need, but it is a community organizing strategy. By rigorously and creatively assessing community needs, the process gives real ‘voice’ to individuals in the community. These voices can and should significantly influence community school program design.

3. Conduct outreach to key stakeholders and involve them in the design of the assessment. ABC schools are encouraged to reach out to faith-based organizations, community residents, parents/guardians, school-based or school-linked or community health organizations, tribal partners, disability advocates, nonprofit and business leaders, family engagement partners such as PTO or PTA, students, out of school time or childcare providers, and school staff. This group forms a site-based decision-making body known as the Community School Council (Council).
4. The Coordinator and Council begin to gather existing and archival quantitative and qualitative data about the school and community. These data might include existing survey responses, questionnaire or interview responses, community census data, student academic performance data including grades, behavior incidents, graduation rates, and attendance data, and other data the council thinks is important to form a well-rounded picture of the community school as a whole.
5. The Council looks at all historical and current data and determines what might be missing or what else they would like to learn. Since school populations change from year to year, the needs of the students, families, and community may also change annually. The council collaboratively decides on questions to ask for a quantitative data assessment which most likely is conducted through surveys and/or questionnaires. The council ensures that responses are received from four significant groups: students, families, school staff, and the community. The council also ensures that a statistically significant number of responses is received i.e. a minimum response rate of 20%.
6. After analyzing the responses from the quantitative assessment, the council next determines which data points need a deeper dive by conducting qualitative assessments as a follow-up. These assessments may be interviews, focus groups, one on one

conversations, small group conversations, photo voice, or others. Again, a statistically significant number of responses is gathered.

7. Once all quantitative and qualitative data is gathered, the Community School Coordinator and the Council conduct a root cause analysis of stories, patterns, and trends found in the raw data and identify multiple possible contributing factors. The root cause analysis includes diverse perspectives as a check against bias. The analysis informs the priorities of the community school support action plan. The analysis discusses the “why” behind the data trends seen in the assessment. For example, the council might discuss why 6th-grade attendance is so low, or why only 4% of 10th-grade students are proficient in algebra.
8. A needs assessment report is created by the Community School Coordinator and Council. The report includes the methods of data collection, strengths and limitations of the data gathering, and key participants. It also includes key findings and recommendations.

For each set of activities in the plan, ABC has developed a tool that considers four levels of the needs assessment process, from “Learning the Strategy” to the highest level, “Driving Transformation.” These establish minimum expectations for low-capacity schools while providing a pathway to more collaborative leadership and deeper impact.

TABLE 16: Needs Assessment Stages of Development

Assessment Actions	Stages of Development			
Description	Learning the Strategy	Engaging for Change	Achieving Impact	Driving Transformation

<p>1. Current and historical student, school, and community level data are gathered and include the community school climate/culture, student academic achievement, attendance, behavior, family engagement and, for high schools, graduation rates and readiness for college or a career.²⁶</p>	<p>The Community School Coordinator designs and deploys an annual needs assessment.</p>	<p>The Community School Council (CSC) informs the planning, design, and deployment of an annual needs assessment.</p>	<p>The CSC designs and employs a strategy for ongoing collaborative quantitative and qualitative needs and assets assessment process. Current and historical student, school, and community level data is gathered.</p>	<p>The CSC designs and employs a strategy for an ongoing community quantitative and qualitative assessment process. Current and historical student, school, and community level data is gathered and includes the community school climate, student academic achievement, attendance, behavior, family engagement and, for high schools, graduation rates and readiness</p>
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²⁶ N.M. Stat. § 22-32-4 (E)3

				for college or a career.
2. The Community School Coordinator, in collaboration with the CSC, plans and implements a process which employs multiple assessment strategies to gather needs assessment data in order to understand what the community identifies as needs. ²⁷	The Community School Coordinator, in collaboration with the CSC, plans and implements a process which employs at least one assessment strategy to gather needs assessment	The Community School Coordinator, in collaboration with the CSC, plans and implements a process which employs two or more assessment strategies to gather needs assessment data in order to	The Community School Coordinator, in collaboration with the CSC, plans and implements a process which employs two or more assessment strategies, including one quantitative and one qualitative, to gather needs	The Community School Coordinator, in collaboration with the CSC, plans and implements a process which employs multiple assessment strategies to gather needs assessment data in order to understand what the community identifies as needs.

²⁷ This strategy should include: Defining goals and vision for the needs assessment, defining how the data collected will be used, determining the timeline for the assessment (e.g., 3 months, 6 months), determining roles and responsibilities of team members, assigning tasks, such as outreach, based on skills and available resources, identifying how decisions will be made (consensus, majority vote, anonymous vote, etc). Surveys, key stakeholder interviews, individual conversations, focus groups, photo voice, and community convenings all provide opportunities to gather input from school and community stakeholders.

	data in order to understand what the community identifies as needs.	understand what the community identifies as needs.	assessment data in order to understand what the community identifies as needs.	
3. Needs assessment data are gathered from multiple stakeholder groups (e.g., parents/family members, students, school staff, and community partners, etc.).	Needs assessment data are gathered from at least one stakeholder group (e.g., parents are surveyed).	Needs assessment data are gathered from at least two stakeholder groups (e.g., parents/family members, students, school staff, and community partners, etc.).	Needs assessment data are gathered from at least three stakeholder groups (e.g., parents/family members, students, school staff, and community partners, etc.).	Needs assessment data are gathered from four or more stakeholder groups (e.g., parents/family members, students, school staff, and community partners, etc.).
4. A needs assessment report is created by the Community School Coordinator and	The Community School Coordinator is working	The Community School Coordinator creates a simple report showing	The Community School Coordinator and the CSC create a detailed report,	A needs assessment report is created by the Community School Coordinator and CSC. The report

CSC. The report includes the methods of data collection, strengths and limitations of the data gathering, and key participants. It also includes key findings and recommendations.	toward creating a needs assessment report.	results of a needs assessment process.	including some methods, showing results of a needs assessment process.	includes the methods of data collection, strengths and limitations of the data gathering, and key participants. It also includes key findings and recommendations.
5. The Community School Coordinator, in collaboration with the CSC, plans and implements a consistent, ongoing, effective process to develop and implement a campus and community assets map in order to understand what the community	The Community School Coordinator is working toward engaging a diverse team; there is no clear plan provided for a process to map campus and	The Community School Coordinator collaborates with one or two community school partners to create a clear plan for a process to map campus and community assets.	The Community School Coordinator maintains an ongoing process to engage the diverse stakeholders of the CSC in consistently developing and implementing a campus and	The Community School coordinator, in collaboration with the CSC, plans and implements a consistent, ongoing, effective process to develop and implement a campus and community assets map in order to understand what the community

values and to identify strengths. ²⁸	community assets.		community assets map.	values and to identify strengths.
6. A campus and community asset map and partnership inventory are created by the community school coordinator and the CSC as part of the asset mapping process. The partnership inventory includes tangible value tracking of each partner's contribution in areas such as basic need supports, family engagement, academic support,	The Community School Coordinator is working toward creating a campus and community asset map and a partnership inventory.	The Community School Coordinator creates a simple list of community school partners and the assets they contribute to the school. The Coordinator also creates a resource inventory which may include the tangible value of each partner's contribution.	The Community School Coordinator and the CSC create a detailed asset map which includes assets and supports. The Coordinator and CSC also create a resource inventory which may include the tangible value of each partner's contribution.	A campus and community asset map and partnership inventory are created by the Community School Coordinator and the CSC as part of the asset mapping process. The partnership inventory includes tangible value tracking of each partner's contribution in areas such as basic need supports, family engagement, academic support,

²⁸ These methods may include: developing a community diagram of existing resources, conducting interviews, conversations, etc. to gain an understanding of the assets in the community, and/or producing a school/community asset guide that is usable by stakeholders and the community.

and social emotional and project-based learning resources. ²⁹				and social emotional and project-based learning resources.
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IV.C. A description of the pillars of full-service community schools (as defined in this notice) that they have in place or how they will establish these pillars, or how they will implement these pillars with partners, including community-based organizations and collaborating with school leadership and staff. (FSCS NFP)

Under the leadership of ABC supported Coordinators, schools will analyze their needs and assets data in alignment with the Four Community Schools pillars in order to ensure implementation effectiveness and fidelity and coordinate appropriate services. Research has shown that the Four Pillars are “fundamental to the success of community schools” providing the structure to “instantiate the conditions and practices that enhance their effectiveness and help them surmount the barriers to providing high-quality learning opportunities in low-income communities.”³⁰

²⁹ An "asset" as defined as something the community values; it helps shape the neighborhood and may have the potential to become a resource in the future. A "resource" like a community health center is an actual, tangible entity.

³⁰ Maier, A., Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>

Of the three partner schools in the grant, only Del Norte is currently a designated ABC Community School while McKinley is currently being onboarded. While all schools have some elements of each of the Four Pillars in place, each needs significant support to create an integrated pipeline.

Initial analysis has identified needs that are common among all consortium schools. We are providing a general overview in the following table, with those common needs, some of the established pillar-aligned services already in place, as well as examples of identified community assets that could support improved implementation of each pillar (see section **V. Project Services** for more details on asset mapping, partnership inventories, and planned pipeline services to be supported under this grant).

TABLE 17: Four Pillars and Aligned Needs; Established Partners; and Assets for Implementation

Pillar 1- Integrated Student Supports: Programs and services that address out-of-school learning barriers for students and families. Basic needs, safety, and school linked or school-based health services		
Needs: <ul style="list-style-type: none"> ○ Food insecurity ○ Housing insecurity ○ Mental and physical healthcare access 	Established: <ul style="list-style-type: none"> ○ Roadrunner Foodbank (all schools) ○ Shine Partnership (all schools) 	Assets: <ul style="list-style-type: none"> ○ Southwest Pueblo Consultants (DNHS)

	<ul style="list-style-type: none"> ○ APS Counselor (s) (All) ○ APS Clothing Bank (all schools) ○ APS McKinney Vento outreach workers and other housing partners 	
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Pillar 2 - Expanded and Enriched Learning Time: Enrichment activities emphasize real-world learning and community problem solving. After-school weekend, and summer programs provide academic instruction and individualized support.

<p>Needs:</p> <ul style="list-style-type: none"> ○ Low ELA and Math proficiency levels ○ Low graduation rates ○ Lack of early childhood education supports ○ Low attendance in existing expanded and 	<p>Established:</p> <ul style="list-style-type: none"> ○ Project SEAL-21st Century Community Learning Centers (Hodgin) ○ Partnership with Boys and Girls Club (Del Norte) 	<p>Implementation Assets:</p> <ul style="list-style-type: none"> ○ 21st Century grant from NMPED through 2026 ○ Boys and Girls Club on site (Del Norte) ○ APS SEL training for OST staff
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<p>enriched learning opportunities</p> <ul style="list-style-type: none"> ○ Space for EELTO activities to take place after school (Del Norte) ○ Need for American Sign Language classes for Deaf and Hard of Hearing students 	<ul style="list-style-type: none"> ○ Partnership with Community for Learning (21st Century state grant) at McKinley ○ Upward Bound (Del Norte) 	
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Pillar 3 - Active Family and Community Engagement: Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and service as equal partners in promoting student success.

<p>Needs:</p> <ul style="list-style-type: none"> ○ Parents feel they lack information ○ Parents feel unsupported in helping their students ○ Families have expressed a desire for adult basic education classes 	<p>Established:</p> <ul style="list-style-type: none"> ○ APS Family Engagement Unit ○ STEP workshops ○ APS SEL Family Engagement trainings ○ ABC and Sin Fronteras Family 	<p>Implementation Assets:</p> <ul style="list-style-type: none"> ○ Family Liaisons ○ ABC Quantitative and Qualitative data gathering tools and support
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<ul style="list-style-type: none"> ○ Space to hold family engagement classes (Del Norte) 	<p>Engagement trainings from an equity lens</p>	
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Pillar 4 - Collaborative Leadership and Practices: Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared decision making and responsibility through a site-based leadership team.

<p>Needs:</p> <ul style="list-style-type: none"> ○ Lack of professional development and training for Community School Principals ○ Lack of administrative capacity at school sites 	<p>Established:</p> <ul style="list-style-type: none"> ○ Community School Council (Del Norte) 	<p>Implementation Assets:</p> <ul style="list-style-type: none"> ○ Community School Development Specialist ○ Community School Coordinators ○ Community School Councils (Site-Based Leadership Teams) ○ ABC Coordinator Institute ○ ABC Community-Wide Leadership Team.
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		<ul style="list-style-type: none"> ○ ABC Cohort support structure (individualized support)
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IV.D. A plan for developing annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—(i) Prepared for kindergarten; (ii) Achieving academically; and (iii) Safe, healthy, and supported by engaged parents. (4625(a)(4)(C) and FSCS NFP)

As the lead applicant of the consortium, ABC will work closely with schools to develop annual objectives and outcomes aligned with USDE’s FSCS grant’s evaluations goals, objectives, and indicators, supported by the APS performance framework and 90-day focus areas, and needs and assets analysis. With this selection of schools at varying stages of the process, we will customize our approach. However, as the Project Need section above demonstrates, each partner school does have two major features in common: high proportions of high-risk students and a pronounced need for resources and supports in order to implement and/or expand the Community Schools model with fidelity and in ways that are directly responsive to the needs of students, families, and their communities.

Based on these commonalities, grant guidelines, APS performance criteria, and preliminary school data, ABC and our partners are committed to achieving and measuring progress on the measurable outcomes and objectives below for the five-year term of the grant.

ABC will work with each school to support ongoing data analysis and the measurement of progress towards goals in order to adjust, reassess, or add to outcomes and objectives as needed.

TABLE 18: Objectives and Outcomes

Goals	Objectives	Assoc. Services and Resources	Measurable Outcomes
GOAL 1: All students have access to an equitable education	1.1 Increase the overall number of students and families targeted by pipeline services with at least three existing and two new pipeline services	<ul style="list-style-type: none"> CS Coordinators Services under this grant 	<ul style="list-style-type: none"> The number and percentage of families and students accessing targeted services— especially those in NMPED at-risk categories— increases by 5% annually over the Year 1 baseline.
GOAL 2: All students are academically prepared	2.1 Increase Kindergarten preparedness	<ul style="list-style-type: none"> Family Literacy support at home (Hodgin) UNM Family Development “Nurtured Heart” parent workshops 	<ul style="list-style-type: none"> By the end of Year 5, 75% of incoming Kindergarteners at Hodgin will have attended an early childhood education program.

across the Pre-K-12 grade span		<ul style="list-style-type: none"> ● Pre-K and K educators convene twice a year to support positive transitions 	<ul style="list-style-type: none"> ○ Kindergarten I-Station early reading indicators improve by 5% annually from Year 1 baseline.
	2.2 Increase academic achievement and grade promotion	<ul style="list-style-type: none"> ● 9th grade Summer Academy ● Educator Transition PDs and Convenings ● 21st Century (Hodgin, McKinley) 	<ul style="list-style-type: none"> ● Annual increase in percentage progressing towards math and literacy proficiencies of all students and NMPED “at-risk” student groups at all schools from 2019 baseline ● Decrease in the rate of student reclassification at Del Norte from Yr 1 baseline rate.

			<ul style="list-style-type: none"> ● 5% increase in ELL Progress rate in all schools from Year 1 baseline.
	2.3 Increase graduation rates, and postsecondary preparation	<ul style="list-style-type: none"> ● EdRedesign Student Success Planning program 	<ul style="list-style-type: none"> ○ By the end of Year 5, a 10% increase in the total number of Del Norte students and at-risk student groups who graduate high school in four years, as compared to the Year 1 baseline rate. ○ 100% of graduating students who have a post-secondary plan
GOAL 3: Students are healthy and safe.	3.1 Increase access to physical and mental health services available to students and families	<ul style="list-style-type: none"> ● Southwest Family Guidance Center 	<ul style="list-style-type: none"> ○ Chronic absences decrease by 5% annually ○ By the end of Year 5, a 10% reduction in Behavioral referrals

	3.2 Increase access to housing and food security services	<ul style="list-style-type: none"> ● Integrated student support pantry & Family Resource Center (hub for all three schools) 	<p>and suspension rates—especially students with disabilities</p> <ul style="list-style-type: none"> ○ 100% of students are fully vaccinated (or have valid exemptions) and have been screened for vision, hearing, and dental needs ○ 100% of Homeless or housing insecure and NMPED designated “at risk” students have access to food and housing supports upon request.
GOAL 4 School climate and	4.1 Improve school culture and safety	<ul style="list-style-type: none"> ● Community School Coordinator Training from Sin Fronteras 	<ul style="list-style-type: none"> ○ 10% decrease in the # of bullying incidents reported

culture is welcoming for all student groups			<ul style="list-style-type: none"> ○ 90% students and families report they feel safe and supported at school ○ By the end of Year 5, 10% increase in teacher retention rate from each school’s Year 1 baseline. ○ By the end of Year 5, 50% increase in teachers who feel better off because they work in a community school.
	4.2 Increase teacher/staff well-being	<ul style="list-style-type: none"> ● ABC training and supports 	
GOAL 5 Parents and Communities	5.1 Increase family and community engagement and decision-making power	<ul style="list-style-type: none"> ● Del Norte Student and Family Resource Center 	<ul style="list-style-type: none"> ○ Increased Quality of Education and Family Engagement Survey

<p>are engaged in and supporting student success</p>	<p>5.2 Increase opportunities for parents to engage with and support their child’s learning</p>	<ul style="list-style-type: none"> ● ASL classes for families ● CS Councils ● ESL, GED, Adult Basic Ed at Hodgin 	<p>Response Rate from 2022 baselines at each school</p> <ul style="list-style-type: none"> ○ 50% family member attendance at CSC meetings ○ Increase # of community-school partnerships active at the school from Year 1 baseline ○ 95% of family members Strongly Agree that they are respected as a valuable partner in their child’s education by the end of Year 5 ○ Percentage of parent completion in adult-basic education and/or workforce development programs
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<p>Goal 6: Schools develop sustainable FSCS capacity, infrastructure, and strategies</p>	<p>6.1 Ensure that a full time Community School Coordinator position is funded at each school.</p>	<ul style="list-style-type: none"> ● National Coalition Community School Conference ● ABC supports/CSC training 	<ul style="list-style-type: none"> ○ By the end of Year 5, all schools have identified funding to sustain the Coordinator position and pipeline services.
	<p>6.2. Increase collaborative leadership structures</p>	<ul style="list-style-type: none"> ● APS Principal training 	<ul style="list-style-type: none"> ○ At least 90% of the community school Council, which includes school staff, believe they are an effective and competent collaborative team
	<p>6.3 Strengthen performance assessment processes</p>	<ul style="list-style-type: none"> ● ABC eval resources 	<ul style="list-style-type: none"> ○ By the end of Year 1 Community School Councils are diverse and representative of student demographics ○ Percentage of Community School Councils school action plans fully

			implemented, including evaluation by council members
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Project Timeline: ABC will initiate grant and project management planning activities (see section **VII. Management Plan**) in addition to Community School Planning and hiring activities in the first six months of the granting period, January-June 2023.

January-May 2023

- Grant set up and management team convening
- FSCS Special Projects Coordinator hired
- Hiring Hodgkin Coordinator; onboarding of all Coordinators
- APS initiates Principal trainings
- Del Norte revisions to asset maps, pillar-aligned pipeline services continue/initiate, and renovations planning begins.

Beginning in August 2023, all schools will participate in ABC’s established and recommended program activities and cadence, which is typically aligned with the school year, from August-May. Intensive community and stakeholder engagement for Needs Assessments and Asset Maps will occur for Planning schools, Hodgkin and McKinley, in Year 1 of the grant. However, all schools will revisit the process in Year 4 to check in on how priorities may have shifted.

Community School Coordinators are typically not contracted through June and July so these time periods will be used for summarizing evaluation findings, annual reporting, and grant management planning.

The following timeline represents the Planning Year for Hodgin and McKinley:

August 2023

- Schedule and carry out weekly Coordinator/Principal meetings
- Lunch and learn (school staff, lunchtime)
- Whole staff True Colors activity
- Whole school PD (Community School 101
- Coordinator Institute
- Gather existing school-wide, community-wide and student level data
- Check-in with current partners, identify existing programs (partner relationship check in)
- Conduct baseline assessment of the school’s progress in the Four Critical Practices

September 2023

- Continue to build a Community School Council (CSC) of existing partners
- Identify potential new members of the Community School Council based on school and community demographics and using an agreed-upon onboarding process
- Continue weekly Principal Coordinator meetings
- ABC/APS Team leads Community Schools 101 presentation and collective dreaming activity with school staff
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

October 2023

- Begin Community School Council meetings twice monthly
- The community school coordinator, in collaboration with the CSC, plans and implements a process which employs multiple assessment strategies to gather needs assessment data in order to understand what the community identifies as needs
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

November 2023

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Continue identifying potential members of the Community School Council
- Quantitative needs assessment data are gathered from multiple stakeholder groups (e.g., parents/family members, students, school staff, and community partners, etc.).
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

December 2023

- A needs assessment report is created by the community school coordinator and CSC. The report includes the methods of quantitative data collection, strengths and limitations of the data gathering, and key participants. It also includes key findings and recommendations.

- Reflect on community assessment process, celebrate success and progress so far, set the stage with expectations for how the CSCI will work next semester
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

January 2024

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- The community school coordinator, in collaboration with the CSC, plans and implements a consistent, ongoing, effective process to develop and implement a campus and community assets map in order to understand what the community values and to identify strengths.
- The CSC determines and conducts qualitative assessment strategies to include at least two of the following: 1-on-1 interviews; focus groups; house meetings; field observations; Photovoice or other creative-based assessment strategies; Existing content analysis, including community members as co-investigators
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

February 2024

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings

- The community school coordinator leads the CS Council in identifying and categorizing the "stories, patterns, and/or trends" behind the raw quantitative and qualitative data gathered in the needs and assets assessment process.
- A campus and community asset map and partnership inventory are created by the community school coordinator and the CS Council as part of the asset mapping process. The partnership inventory includes tangible value tracking of each partner's contribution in areas such as basic need supports, family engagement, academic support, and social emotional and project based learning resources
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

March 2024

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- The CS Council conducts a root cause analysis of "stories, patterns, and/or trends" and identifies multiple possible contributing factors. The root cause analysis includes multiple, diverse perspectives as a check against bias. The analysis informs the priorities of the community school support action plan.
- Based on results of root cause analysis, identify potential partners and community school council members who might have a role to play in reducing barriers
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

April 2024

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- The CS Council creates a community school support action plan that is aligned to the overall school improvement goals identified in the priority focus areas of the school improvement plan and addresses at least one root cause. The community school support action plan defines the blend of academic and nonacademic supports and resources that will be delivered to students, families and the school to meet the needs identified in the needs assessment process
- Braided and blended funding is identified to implement and sustain effective community school support action plans
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting

May 2024

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Finalize development of community school support action plan including measurable outcomes to identify success Create a year-end report, including data and the strategic priorities for next year, to share with the school community.
- Weekly ABC Coordinator Cohort meetings

- Monthly ABC Coordinator PD meeting
- Conduct a year-end self assessment of the Four Critical Practices

The following timeline represents the Implementation Year for Del Norte in Year 1 and all schools in Years 2-5:

August 2023 (DNHS), 2024, 2025, 2026 (all schools)

- Schedule and carry out weekly Coordinator/Principal meetings
- Schedule and carry out twice monthly Community School Council (CSC) meetings
- Plan for a limited scope quantitative and/ qualitative needs assessment (survey, questionnaire or conversations) for new students, families, staff, community partners to update needs assessment report
- Conduct Community Schools 101 Presentation for new staff and community school partners
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- Gather and report participation data for all community school programs and services
- Conduct baseline assessment of the school’s progress in the Four Critical Practices

September 2023 (DNHS), 2024, 2025, 2026 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings

- Monthly ABC Coordinator PD meeting
- The Coordinator leads the CSC in revisiting the community school action plan and revising any goals as necessary
- Ensure the plan is aligned to overall school goals (90-day plan) and district strategic performance framework
- Add any additional data gathered from new needs assessment
- Prep for launch of implementation of community school support action plan
- Gather and report participation data for all community school programs and services

October 2023 (DNHS), 2024, 2025, 2026 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- The Coordinator and CSC implement the community school support action plan. This includes creating a timeline, clarifying team member roles and responsibilities to carry out the plan, and identifying measurable outcomes.
- Gather and report participation data for all community school programs and services
- As additional school needs and wants rise to the surface, identify new or existing resources to meet these and articulate alignment with the community school pillars. .

November 2023 (DNHS), 2024, 2025, 2026 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- Monitoring the implementation of the community school support action plan, making adjustments as needed.
- Gather and report participation data for all community school programs and services
- As additional school needs and wants rise to the surface, identify new or existing resources to meet these and articulate alignment with the community school pillars. .

December 2023 (DNHS), 2024, 2025, 2026 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- A community school support action plan report is created by the community school coordinator and CSC. The report includes progress toward measurable outcomes and a discussion for refinement of the plan if necessary.
- Reflect on progress toward goals, celebrate success and progress so far, set the stage with expectations for how the CSC will work next semester
- Gather and report participation data for all community school programs and services

January 2024, 2025, 2026, 2027 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- Review short, mid, and long-term goals from community school support action plan.
- Include adjustments to plan as needed
- Gather and report participation data for all community school programs and services
- As additional school needs and wants rise to the surface, identify new or existing resources to meet these and articulate alignment with the community school pillars. .

February 2024, 2025, 2026, 2027 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- Review progress toward measurable outcomes in community school support action plan.
- Review, or create, plan assessment tools to gather impact data that measures how much was done, how well the plan was implemented, and is anyone better off because of the plan.
- Gather and report participation data for all community school programs and services
- As additional school needs and wants rise to the surface, identify new or existing resources to meet these and articulate alignment with the community school pillars. .

March 2024, 2025, 2026, 2027 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- The CSC analyzes the implementation of the community school support action plan.
(Note: the analysis of the impact of the plan does not mean programs and services end)
- Review implementation process to make adjustments for next year
- Gather and report participation data for all community school programs and services
- As additional school needs and wants rise to the surface, identify new or existing resources to meet these and articulate alignment with the community school pillars.

April 2024, 2025, 2026, 2027 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- The CSC employs a mechanism to adopt, adjust or abandon the interventions within the community school success action plan based on outcomes
- The CSC prepares a report answering the questions: "How did the program or service implemented in the community school support action plan (Effort) lead to changes in the well-being of students, families, and/or communities (Effect)?"

- The report includes clear alignment between the community school support action plan and the school improvement goals and district strategic performance framework (for example, if the action plan was to improve 2nd grade literacy, the CSC’s report would include actual student academic performance data on 2nd grade literacy scores, data showing participation in the project/plan, and data reflecting how students and families (if applicable) are better off because of the project/plan)
- Gather and report participation data for all community school programs and services
- As additional school needs and wants rise to the surface, identify new or existing resources to meet these and articulate alignment with the community school pillars.

May 2024, 2025, 2026, 2027 (all schools)

- Continue weekly Principal Coordinator meetings
- Continue twice monthly Community School Council meetings
- Weekly ABC Coordinator Cohort meetings
- Monthly ABC Coordinator PD meeting
- Create a public facing year-end report, including participation data in all community school pillars, data from this school year’s needs assessment and asset map process, community school council membership and diversity, the outcomes of the community school support action plan (including measures of impact, effort, and effect) and the strategic priorities for next year, to share with the school community.
- Conduct a year-end self-assessment of the Four Critical Practices

V. Project Services

ABC and APS will work together to support our three consortium partner schools in resourcing, facilitating, coordinating, and/or providing **at least three existing and at least two additional pipeline services** as part of our USDE FSCS project.

V.A. A plan for identifying and developing pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities.

ABC will work with each Coordinator to develop a plan for identifying and developing pipeline services. Each school's plan will 1) Prioritize collaboration, engaging the community, parents/family members, and students in the processes; 2) Develop campus and community assets maps to inventory partners and services; 3) Complete and submit an action plan and budget; 4) Implement the action plan; and 5) Evaluate progress.

1. Collaborative processes:
 - a. Creation of a Community School Council
 - i. Membership is diverse and representative of the demographic make-up of the whole-school population and the community
 - ii. Stakeholders attend at least 50% of the time
 - b. Learning Conversations
 - i. What do people care enough about to take action
 - ii. What gifts and talents would they like to contribute

- iii. What would need to happen for them to join community effort
 - iv.
 - c. Community Observations
 - i. What needs community attention
 - ii. What obvious assets are there that can support
 - iii. What hidden assets are there
 - d. Existing Events
 - i. Use existing events organized by residents for the local community as a mapping opportunity for relationships, assets, passions, skills, and talents.
- 2. Asset map and partnership inventory:
 - a. A campus and community asset map and partnership inventory will be created by the Community School Coordinator and the Council.
 - i. The partnership inventory includes tangible value tracking of each partner's contribution aligned with the Four Pillar areas including basic need support, family engagement, academic support, and social-emotional and project-based learning resources.
- 3. Action plan and budget:
 - a. The Community School Council sets forward a Community School support action plan that is aligned with community needs assessment data and the priority focus areas of the APS school improvement plan and addresses at least one root cause.

- b. The Community School support action plan defines the blend of academic and nonacademic supports and resources that will be delivered to students, families, and the school to meet the needs identified in the needs assessment process.
 - c. The plan should be designed to focus on improving the Community School climate, student academic achievement, attendance, behavior, family engagement, and, for high schools, graduation rates and readiness for college or a career (N.M. Stat. § 22-32-4 (E)3).
 - i. Academic and nonacademic resources include diverse community partnerships.
 - d. Schools must submit their selected services, how they align with their needs assessment, asset and action plan, and budget to ABC for approval for all USDE FSCS grant funded pipeline services
4. The Community School support action plan is approved and implemented.
5. Evaluation and adjustment:
- a. During the implementation of the plan (and annually), the Council along with ABC and the USDE FSCS grant evaluation team will analyze the effectiveness of the funded services in the Community School support action plan based on their outcomes, objectives, and indicators.
 - b. The Council adopts, adjusts, or abandons the interventions within the Community School success action plan based on progress towards outcomes. If the

interventions were successful and effective, they may adopt and scale the following year.

V.B. Pipeline Services

Although the specific services, supports and opportunities available at individual Community Schools may vary based on the needs assessments and asset mapping processes as described above, ABC will work closely with APS to support Coordinators and school teams in identifying services and providers in their asset maps aligned with evidence-based USDE FSCS service categories that have been demonstrated to address barriers to learning and improve student academic achievement in a holistic and comprehensive way.

There are multiple opportunities for coordinated services across gradespans and schools as part of this project. All schools participating in this grant are interested in collaborating to establish, expand, or add services that support student transition from elementary to middle school and middle school to high school to prevent grade level reclassification. Del Norte and McKinley, and McKinley and Hodgkin, would like to conduct joint professional development opportunities among their staff to address academic challenges experienced by students as they transition from elementary to middle and middle to high school. The professional development envisioned would be based on data and would include teachers from each school to ensure that students and their teachers are better prepared during transition years. Hodgkin will convene Pre-K and Kindergarten teachers to support more effective preparations for Kindergarten, while Hodgkin and McKinley will create similarly create join PD sessions; for example, if a large percentage of 9th grade students are failing algebra, a PD might be designed between the 9th grade algebra teachers at DNHS and the 8th grade math teachers at McKinley to ensure that

curriculum and instruction strategies and expectations are aligned. The same could happen with 6th grade teachers at McKinley and 5th grade teachers at Hodgin.

Del Norte would also like to expand their current freshman "Jumpstart Day" to address the issues faced by students in their first year of high school, using a program called IMPACT, in which students are taught how to take Cornell notes, how to use interactive classroom and Google classroom, how to respond to the Socratic method of teaching. Students participating in this program before school starts should see faster gains once the school year begins and should be able to adjust more quickly to high school.

Del Norte, McKinley, and Hodgin are all schools which provide a concentration of services for students with hearing loss resulting in a need for daily and direct instruction from a Teacher of the Deaf. These classrooms also provide audiological services, speech language therapy, and sign language interpreting to support the unique communication, language, and educational needs of students who are deaf or hard-of-hearing. Through qualitative assessments, the schools have discovered that often the family members of students with hearing loss do not know American Sign Language and they are often unable to communicate well with their students. These schools would like to create ASL resource classes for the family members of students who are deaf or hard-of-hearing in order to support their educational needs, especially as the students transition from elementary to middle school and from middle school to high school.

Students at Del Norte have indicated that they want more expanded and enriched learning opportunities that address practical life and job skills such as welding, culinary arts, drone piloting, commercial drivers license courses, and broader STEM activities. Del Norte plans to address this by partnering with a nonprofit, Future Focused Education, to create paid career

internship opportunities for students. Del Norte also plans to engage in an expansion of the Harvard Graduate School of Education Redesign Lab's Success Planning model which pairs community members as mentors or "navigators" who meet weekly with students to ascertain their movement toward accomplishing whatever education, career, and life goals the student has set.

Finally, Boys and Girls Club has been an especially strong partner at Del Norte and plans to expand into McKinley. Expanding this partnership to Hodgin as well would create a continuous pipeline of opportunity and enrichment programming across the K-12 pipeline. A high priority for Del Norte is to renovate an existing space on campus that is currently a storage area. They'd like to turn this space into a Student and Family Resource center, staffed by the Boys and Girls Club, which would serve as a hub for all three consortium partner schools. The resource center would offer high-quality out of school time strategies linked to school-day curriculum while offering a space for parents/family members/caregivers to participate in adult education opportunities, including English as a Second Language and high school equivalency classes. Del Norte has a high number of newcomer/refugee families and these opportunities would be invaluable in helping them acclimate. Additional services in the resource center would be an on-site food pantry, clothing, hygiene and a school supply bank (currently these resources are scattered all around the school in various closets and rooms). The space could also be used for summer academic and expanded learning supports.

The chart below includes existing services that participating schools wish to expand as well as new services that schools would like to add as part of this grant. In addition, ABC has numerous partnerships in place at both the systems and school site level with programs and organizations throughout the Albuquerque area that align with the below pipeline service

categories, while in some cases APS may act as the provider, and these are also included. Schools may choose from but will not be limited to these partners or providers and may request support from ABC in identifying and coordinating services from partners or providers that directly meet school and community needs.

TABLE 19: Proposed and Potential New and Expanded Pipeline Services

USDE FSCS Evidence Based Pipeline Service	Existing Services for Expansion	New Services to Coordinate
(a) High-quality early childhood education programs.	<ul style="list-style-type: none"> ● Hodgin is a Hub for certain early childhood programs: Developmentally Delayed PreK, New Mexico PreK, and SCS PreK (for children with specific emotional support needs) 	<ul style="list-style-type: none"> ● Additional supports for kindergarten readiness needed for all Hodgin PreK students (based on these data) and for ELL students in particular (data)
(b) High-quality school and out-of-school-time programs and strategies.	<ul style="list-style-type: none"> ● Boys and Girls Club on-site (Del Norte) ● APS eSports (Del Norte) ● City of Albuquerque (skate park project with 	<ul style="list-style-type: none"> ● Expand Boys and Girls Club programming to include student-requested workforce development classes such as CDL,

	<p>Del Norte based on student voice)</p> <ul style="list-style-type: none"> ● Project SEAL- 21st Century Community Learning Centers (Hodgin and McKinley) in place until FY26 	<p>welding, drone piloting, culinary arts</p>
<p>(c) Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.</p>	<ul style="list-style-type: none"> ● “Jumpstart Day” for new freshmen (Del Norte) and incoming 6th grade students (McKinley) ● STEM camp for incoming freshman (Del Norte) 	<ul style="list-style-type: none"> ● Joint PD for educators to address academic challenges experienced by students as they transition from elementary to middle and middle to high school (Hodgin, McKinley, Del Norte) ● Increased engagement of caregivers and family members at existing school transition events
<p>(d) Family and community engagement and supports, which may include engaging or</p>	<ul style="list-style-type: none"> ● Family Resource Center (Hodgin, McKinley) 	<ul style="list-style-type: none"> ● Development of a Student and Family Resource Center on Del Norte

<p>supporting families at school or at home.</p>	<ul style="list-style-type: none"> ● Full-time Family Liaison (Hodgin, McKinley) 	<p>campus (open to the community)</p> <ul style="list-style-type: none"> ● Deaf and Hard of Hearing ASL classes (Hodgin, McKinley, and Del Norte are all hubs for Deaf and Hard of Hearing students) ● English as a Second Language, GED or High School Equivalency, Adult Basic Education classes (all three schools) ● Nurtured Heart approach for families to assist with children’s behavioral issues (Hodgin) ● Part time family literacy support specialist for ELL students, including refugee/newcomer (Hodgin) ● Family literacy and math support programs such as
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		<p>ABC signature program</p> <p>Homework Diner</p> <p>(McKinley)</p>
<p>(e) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.</p>	<ul style="list-style-type: none"> ● Jr ROTC Space Force (Del Norte) ● FAFSA nights ● CNM registration night ● Upward Bound ● Educators Rising 	<ul style="list-style-type: none"> ● Harvard Education Redesign Lab “Success Planning” Program in partnership with Future Focused Education (Del Norte) for supports and internships for students. <p>All three schools plan to strengthen their existing school transitions for incoming Kinder, 6th, and 9th grade students and families</p>
<p>(f) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the</p>	<ul style="list-style-type: none"> ● Alumni association (Del Norte) 	<ul style="list-style-type: none"> ● All ABC community schools engage a robust group of stakeholders to offer community-based

<p>community, facilitating their continued connection to the community and success in postsecondary education and the workforce.</p>		<p>support depending on need</p>
<p>(g) Social, health, nutrition, and mental health services and supports.</p>	<ul style="list-style-type: none"> ● Southwest Pueblo Consulting and Counseling (Del Norte) ● Roadrunner Food Bank (Hodgin, McKinley, and Del Norte) ● Full-time Community Health Worker (Del Norte, funded by a Kellogg grant) 	<ul style="list-style-type: none"> ● Full-time Behavioral/ Mental Health practitioner (McKinley) ● Food, clothing, hygiene items, school supplies for Family Resource Centers (all schools)
<p>(h) Juvenile crime prevention and rehabilitation programs.</p>	<ul style="list-style-type: none"> ● Young Minds Mentoring Initiative 	<ul style="list-style-type: none"> ● Potential expansion of Young Minds Mentoring Initiative into McKinley

V.C. The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership



Albuquerque students and families, especially underserved populations, experience multiple barriers to academic achievement across social, community, and economic factors. But communities in our City also have extraordinary resilience, rich and diverse cultures, and a wealth of talent and ingenuity. ABC’s project design emerges from our years of experience and expertise with optimizing the Community School strategy in collaboration with

Albuquerque students, families, partner organizations, the APS district, and local and statewide policy makers. Our project places the participation and well-being of children, caregivers, and their communities at the heart of our strategy. As a convener and project designer, ABC operates similarly to a Community School Council. We develop diverse partnerships and services as part of a comprehensive process that includes:

- Multiple-source need assessments and root cause analysis of the barriers to learning that students and their families experience;

- A process for setting goals, performance objectives and outcomes that are relevant to the school, aligned with district strategies, and meaningful to students and families;
- Asset mapping unique to each community’s strengths in order to reach those goals, and
- Consistent evaluation and assessment

ABC’s Evaluation plan includes a youth-led participatory action research, allowing students of Hodgkin, McKinley, and Del Norte inform evaluation activities, in addition to an evaluation Advisory Group, composed of a diverse and representative group ABC leaders and community stakeholders, such as educators, students, family representatives, and other community members (see section **VII. Evaluation Plan** for full description).

V.D. How such services will improve academic achievement and address the annual measurable performance objectives and outcomes

ABC will ensure that the selection of services funded under this opportunity must be aligned with this project’s goals, outcomes, and objectives as well as each school's needs assessment, asset map, and 90-day Improvement Plans before approving each school’s budget.

In addition, ABC’s long expertise in coordinating integrated student supports will also help schools access services in a way that is affordable and meets multiple objectives. Expanded learning time opportunities, family and community engagement, and collaborative leadership practices often reinforce each other. For example, our nationally recognized Homework Diner Program. Homework Diner involves parents in the school/after school community; engages parents in their child’s academic development; invites communication between home and school; and gives parents support for homework help and ideas they can use at home.

VI. Adequacy of Resources

Plans for a full-time Coordinator at each school, including a plan to sustain the position

beyond the grant period: ABC will work with APS and consortium partner schools to ensure that each school has a full-time Community Schools Coordinator and is developing and implementing plans to sustain those positions beyond the grant period.

As previously noted in the Program Design section, Del Norte’s Coordinator is currently supported during the first three years of the proposed USDE FSCS grant by an NMPED Implementation grant. McKinley Middle School is currently in the process of hiring a Coordinator and in Year 1 an NMPED Planning grant will support the position. Hodgins does not currently have funding in place for a Community School Coordinator. Upon notification of an award, ABC and APS will support Hodgins in initiating a search for and hiring their Coordinator, to be supported in Year 1 by APS and ABC matching funds, with the APS match coming from Title 1 funds. Salary for Coordinator positions is \$70,000 including fringe.

TABLE 20: Community School Coordinator Funding Sources

Grant Period	School	NMPED/APS (Matching)	USDE (this request)
YR 1	Del Norte	\$70,000	
	McKinley	\$70,000	
	Hodgins (TBH)	\$70,000	

YR 2	Del Norte	\$70,000	
	McKinley		\$70,000
	Hodgin		\$70,000
YR 3	Del Norte	\$70,000	
	McKinley	\$6,000	\$64,000
	Hodgin		\$70,000
Yr 4	Del Norte	\$20,000	\$50,000
	McKinley	\$15,000	\$55,000
	Hodgin	\$15,000	\$55,000
Yr 5	Del Norte	\$20,000	\$50,000
	McKinley	\$15,000	\$55,000
	Hodgin	\$15,000	\$55,000

Community School Coordinator Description: Coordinators plan, integrate, coordinate, and facilitate programs and services at each school. Roles and functions include: 1) Completing ABC Onboarding and Coordinator Institute trainings; 2) Establishing or maintaining the Community School Council; 3) Leading the school’s needs assessment and asset mapping processes; 4) Facilitating monthly CSC meetings; 5) Working with ABC to create a Community School Action Plan and budget; 6) Coordinating and managing community partnerships and pipeline resources in accordance with the Community School Action; and 7) Monitoring and analyzing

outcomes related to school goals and benchmarks of project goals and objectives, with support from ABC and evaluators. In addition, again with support from ABC, the Coordinator will facilitate communication and relationship-building with community partners, key stakeholders, and volunteers and serve as key contact person for other school staff seeking support or enrichment for students and families and professional development, including liaising with ABC for training and technical assistance activities (*for a full job description, see Appendix B*).

ABC and APS are committed to providing sustainable resources in the form of funds, technical assistance, partnership development, and services. ABC dedicates over 120 hours of training, technical assistance and support to Community Schools and Coordinators annually and provides a myriad of implementation tools to ensure that each school, while unique to its community, sustains the fidelity of the evidence-based Community School framework. ABC is leveraging \$713,608 in non-federal funds for the project. This includes \$250,000 in kind staff time from Bernalillo County for administrative support.

APS is committing in kind matching support through service provision. Most of New Mexico’s public schools are funded by the state through the State Equalization Guarantee (SEG) and other state and federal grants. The SEG guarantees school districts a state-determined amount of funding per student and takes into account students’ poverty, language-status and other risk factors when distributing funds. However funding allocations were frequently insufficient to meet the need in high poverty schools, and the SEG recently adopted a mechanism to address the “sometimes-extreme variation in poverty levels between individual schools within a district”³¹ including high-poverty schools such as Del Norte, Hodgin, and McKinley.

³¹ Wildau, E. (2021, August 30). New Mexico's K-12 schools: Funding the education system our students deserve.

New Mexico Voices for Children. Retrieved from <https://www.nmvoices.org/archives/15541>

VI.A. Plans for sustaining the programs and services described in section 4625(a) of the ESEA after the grant period. (4625(a)(4)(G))

Both ABC and APS are experienced in brokering public and private resources to support and sustain Community School services. A key piece of ABC's technical assistance and training is in building each Coordinator's awareness of funding sources and opportunities including practice exercises for completing NMPED and other grant requests that allocate funding specifically to Community School activities and supports. At least one year before existing school funding runs out, ABC and APS will engage Principals and Coordinators in budget planning and grant workshops including application timelines and funding availability. Throughout the grant term, ABC will help consortium partner schools in crafting funding proposals that address any gaps in programming, ensuring the USDE funds are always supplementing but not supplanting other funding sources. Currently, 13 of the 56 community schools in the ABC network have NMPED planning or implementation grants, including our three partner schools for the proposed project (see Budget and Budget Narrative) while ABC helps schools leverage additional funding from other NMPED Community School, At-Risk, Title I, City grants, and private foundations such as the W.K. Kellogg Foundation.

VII. Management Plan

As the lead applicant, ABC will ensure that the proposed project is appropriately managed and that all project elements are implemented on time and on budget. Our long experience with Community Schools includes the successful passage of major Community Schools policy initiatives in addition to launch, management and expansion of formally designated Community

Schools in our network, starting with micro-grants to four schools in 2010 and growing to a network of 56 schools in the 2022-2023 school year.

VII.A. The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU. (FSCS NFP)

ABC Community Schools Partnership (ABC) is an eligible, fully staffed and structured public entity housed within Bernalillo County. The Partnership itself represents and facilitates a broad consortium of city and state officials, higher education institutions, business leaders, unions, K-12 schools, community partners as well as the Albuquerque Public School district (APS).

While already system-level partners, ABC and APS are working with the three partner schools described in this grant as a unique consortium with explicit roles and responsibilities described in our preliminary Memorandum of Agreement (MOU). All partner entities of the consortium have signed the preliminary MOU (*see Appendix A, attached in Other Attachments*) which will be finalized by the end of Year 1 of the granting period, binding each member to the goals and activities indicated in this application.

VII.B. The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. (FSCS NFP)

As a joint powers agreement public entity, ABC itself represents an alliance of diverse stakeholders committed to improving outcomes for students and families. ABC has a long history of launching, supporting, and sustaining community schools in Albuquerque Public Schools. Leveraging access to state and district supports, ABC works in concert with state and

local systems, APS performance criteria, and funding opportunities to ensure that all our supports are effective and aligned.

ABC understands how to help Community Schools from launch, to implementation, to expansion. A key factor for success at every stage is the Community School Coordinator. While the role is critical, few studies have focused on 1) A framework for measuring the contributions of the Coordinator; and 2) Measuring the impact of a successful Coordinator. In 2019, ABC contracted with Apex, an evaluation consulting firm specializing in systems evaluation, to quantify the return on investment (ROI) of an ABC supported Community School Coordinator. Measuring the unique contributions of the Coordinator over five years, the study found that for every dollar invested in the Coordinator, over \$7 was returned to the school in net benefits, even without considering community ripple effects emerging from the Coordinator’s efforts.³²

Focusing on a single Coordinator at an APS elementary school with high percentages of ELL students, the study programming highlights initiated by the ABC-trained and supported Coordinator. This included launching a “Preschool Co-op” where parents came together, rotating to teach a preschool class for their children. With ABC grant training and support, the Coordinator facilitated and received a grant to fund a Manager position, which was filled by a Spanish-speaking parent. With existing ABC partners such as the University of New Mexico (UNM) Family Development Program and UNM Cariño Early Childhood, the program began to grow. Fourteen parent/teachers completed the Child Development Certification program at

³² Return on Investment of a Community School Coordinator: A Case Study. (n.d.). Retrieved from https://www.communityschools.org/wp-content/uploads/sites/2/2020/11/ROI_Coordinator.pdf

Central New Mexico Community College. Later, the UNM School of Law Economic Justice Clinic stepped in to support and train parents in establishing an LLC and turning the Co-op into a sustainable childcare business which is still in operation on a community school campus today.

Another example was the development of the “Homework Diner” pilot, where four teachers and one Spanish-speaking educational assistant helped parents and family members understand assigned homework while parent volunteers prepared dinner for all. With Community College of New Mexico’s Culinary Arts Program support and a collaborative USDA grant, ABC expanded Homework Diner into 12 schools and later, after receiving national recognition through an NBC news report, the program has been established in schools in 14 states across the country and is featured annually at the National Conference for Community Schools.

ABC was also featured in a recent Learning Policy Institute article,³³ emphasizing the effectiveness of ABC’s technical assistance and best practices, as well as gathering and using data and measuring outcomes through a results-based accountability (RBA) framework. ABC is also one of only 12 communities in the country to be chosen to participate in EdRedesign’s new Institute for Success Planning Community of Practice, housed at the Harvard Graduate School of Education. This program supports participating communities through a process of designing, expanding, or improving systems of personalized, relationship-based support for children and youth by ensuring each child is paired with a Navigator, a caring adult outside of their families.

³³ Maier, A. (2022, August 9). Technical assistance for community schools: Enabling strong implementation. Learning Policy Institute. Retrieved September 6, 2022, from <https://learningpolicyinstitute.org/product/technical-assistance-community-schools-brief>

VII.C. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

ABC has managed and successfully executed on multiple grant funded projects, including federal grants, within intended timelines and budgets. Over the five years of our proposed USDE grant period, ABC will lead the administration, planning, and implementation of the grant (*see Other Attachments for ABC Organizational Chart*).

Overall management of the project will be undertaken by the USDE FSCS Project Management Team, overseen and convened by ABC, consisting of:

ABC Community Schools Partnership:

- Executive [REDACTED]
- FSCS Special Projects Coordinator (to be hired)
- Special Projects Coordinator [REDACTED]
- Bernalillo County Budget Analyst

Albuquerque Public Schools District:

- Community School Development Specialist (CSDS)

Consortium Partner Schools:

- Principals (Principal [REDACTED], Hodgin, Principal, [REDACTED], McKinley, and Principal [REDACTED] Del Norte, *see resumes in Appendix B*)
- Community School Coordinators

Evaluation Team

- Insight Allies (██), *see resumes in Appendix B)*

This management team will meet on a weekly basis during the first quarter of the planning period and monthly thereafter to 1) monitor timelines and milestones; 2) modify the activities of the project based upon feedback received from the project’s staff and beneficiaries; 3) engage and collaborate with Independent Evaluators; 4) review annual evaluation reports and make recommendations for program changes.

Upon notice of an award, ABC will convene the Project Management Team to go over the preliminary MOU to confirm roles and responsibilities and timelines and ensure this project is appropriately managed and that all project elements are achieved on time and on budget.

Key Staff and roles:

ABC Executive Director ██ will provide Executive leadership and management of this project. Primary tasks include management and supervision of all ABC staff members, fiscal (including contract services), project, and evaluation oversight. ██ is an experienced director with over twenty years of experience working with educational programming, including serving as Community Schools Unit Manager with Albuquerque Public Schools. ██ holds a Bachelor of Arts in Criminal Justice from the University of New Mexico and a Master of Arts in Counseling from Webster University.

The to-be-hired FSCS Special Projects Coordinator (classified as a Special Projects Coordinator under Bernalillo County, see attached position description in Appendix B) will

coordinate with ABC’s Executive Director and Special Projects Coordinator, [REDACTED], to provide project-level management to build the capacity, partnerships and services and oversee and approve project school action plans and budgets. Primary tasks include supervision and management of consortium partner school Community School Coordinators and the oversight, planning, implementation, and management of all project activities. They will conduct school site visits, workshops and additional technical training and assistance opportunities.

Special Projects Coordinator [REDACTED] will work closely with the FSCS Special Projects Coordinator to liaise with project schools, onboard, and provide training, including weekly cohort meetings, to Coordinators. Together with the FSCS Special Projects Coordinator, she will oversee needs assessments, action plans, and partners. Prior to the hiring and onboarding of the new FSCS Special Project Coordinator, [REDACTED] will fulfill the role of USDE FSCS Project Director.

[REDACTED] previously served as Principal at the Manzano Mesa Community School and is currently the APS Community School Development Specialist. [REDACTED] will design and conduct onboarding, training, and technical support for the community school principals involved in the project. All training of principals will be aligned with ABC’s content and best practices implemented by the Coordinators.

Bernalillo County Budget Analyst [REDACTED] will provide accurate and timely reporting of financial activity, offer project management and accounting support, facilitate timely billing and collection of funds, administer, coordinate, oversee and monitor the grant award and coordinate, manage and oversee internal and external audits related to the project if necessary.

Project Management activities are organized under three phases. Each phase is described by project activities, milestones and key personnel responsible.

1) January 1-June 2023 (Set Up and Planning): This phase consists of intensive planning, position hiring, and setting up organizational structures. Del Norte, already an ABC Community School with an NMPED supported Coordinator, will move into implementation and budget activities.

2) July 1-June 30 2023-2027 (Implementation): This phase consists of all project activities described in the project, such as needs assessment, developing and implementing school-based action plans, initiating pipeline services, ongoing progress monitoring, professional development, capacity building, consistent communication and annual evaluations.

3) July 1-December 31 2027 (Final Evaluation and Sustainability): During this phase implementation continues, however there is an emphasis on ensuring that schools have secured or are securing sustainable funding sources. A special convening will be hosted to discuss evaluation findings, learnings, and best practices in achieving better and more equitable outcomes for students and families.

TABLES 21-23: Management Plan

January - June 2023 (Set Up and Management Team Planning)			
Project Activities Key	Time	Milestone(s)	Agency/Personnel Responsible
USDE FSCS Project Management Team Convened	January 2023	<ul style="list-style-type: none"> ● Confirm grant outcomes, objectives ● MOU roles discussed and refined ● Confirm budget and fiscal management processes for school budgets and services ● Evaluation plan established ● Implementation timeline created 	USDE FSCS Project Management Team: ABC Executive Director and staff, the APS Community School Development Specialist, School Principals, Community School Coordinators, Evaluators
Del Norte CSC meets	February 2023	<ul style="list-style-type: none"> ● Del Norte 	Del Norte

with ABC and evaluators		<p>baseline measures established</p> <ul style="list-style-type: none"> ● Four Critical Practices <p>Baseline self-assessment completed</p>	<p>Coordinator, CSDS, ABC Special Projects</p> <p>Coordinator, Eval team</p>
Hiring committee convened for USDE FSCS Special Projects Coordinator	February-April 2023	<ul style="list-style-type: none"> ● FSCS Special Projects Coordinator hired 	<p>ABC Executive Director, Bernalillo County HR Director</p>
Hiring initiated for Hodgkin and McKinley Community School Coordinators	February-April 2023	<ul style="list-style-type: none"> ● All consortium partner schools have full-time Community School Coordinator(s) 	<p>APS, Hodgkin and McKinley Principals</p>
Del Norte Community School Council Meeting to	April-May 2023	<ul style="list-style-type: none"> ● Del Norte Action Plan and budget updated 	<p>Del Norte Coordinator & CSC, ABC Special Projects</p>

discuss grant outcomes, action plan, and budgeting		<ul style="list-style-type: none"> Final budget approved 	Coordinator, APS Community School Development Specialist (CSDS)
Hodgin and McKinley formally brought into ABC Community Schools Partnership	April-May 2023	<ul style="list-style-type: none"> Agreements finalized 	FSCS Special Projects Coordinator, ABC Special Project Coordinator, CSDS, Community School Coordinators

<i>July December 2023 2027 (Implementation and Sustainability)</i>			
Project Activities Key	Time	Milestone(s)	Agency/Personnel Responsible
Planning activities for Hodgin and McKinley	August 2023-May 2024	<ul style="list-style-type: none"> Diverse and representative Community School Council created Quantitative and 	FSCS Special Projects Coordinator, ABC Special Projects Coordinator, APS CSDS, CSCs, Community School

		<ul style="list-style-type: none"> Qualitative Needs Assessments completed ● Root Cause Analysis conducted ● Four Critical Practices Baseline self-assessment completed ● Community School Action Plan created 	Coordinators
Annual School Action Plans and Budgets submitted to ABC for approval	May 2024-2027	<ul style="list-style-type: none"> ● Action Plans and Budgets Completed ● Budgets approved 	FSCS Special Projects Coordinator, ABC Special Project Coordinator, APS CSDS, Principals, CSCs, Community School Coordinators
Needs and Assets	August 2026-May	<ul style="list-style-type: none"> ● Updated Needs 	FSCS Special

<p>follow up for all schools</p>	<p>2027</p>	<p>Assessment Complete</p> <ul style="list-style-type: none"> ● Updated Action Plans complete ● Action plans revised and refined based on internal CSC evaluation of implementation which measures effort (how much, how well) and effect (is anyone better off?) 	<p>Projects Coordinator, ABC Special Project Coordinator, APS CSDS, CSCs, Community School Coordinators</p>
<p>Funding planning and application assistance for NMPED, private foundations, and leveraging district Title I funds and school Title I or at-</p>	<p>May 2023-2027</p>	<ul style="list-style-type: none"> ● School funding for Coordinators and services is diversified and secured beyond USDE FSCS 	<p>FSCS Special Projects Coordinator, Special Project Coordinator, APS CSDS, Community School Coordinators</p>

risk funds.			
Compile data from school year and for performance measures, budgeting, and grants management	Quarterly and annually, June-July 2023-2027	<ul style="list-style-type: none"> Program delivery issues identified and strategized around Annual USDE program and financial reports complete 	ABC Executive Director, Bernalillo County Budget Analyst, APS Rep, School Principals, Evaluators
Annual evaluation data analysis	June-July 2023-2027	<ul style="list-style-type: none"> Annual evaluation reports complete 	Evaluation team

<i>June December 2027 (Final Evaluation and Reporting)</i>			
Project Activities Key	Time	Milestone	Agency/Personnel Responsible
Compile final program and financial data and final evaluation reports	June-December 2027	<ul style="list-style-type: none"> Final performance and financial reports complete Dissemination 	ABC Executive Director, Bernalillo County Budget Analyst

		plan complete	
ABC and APS work with evaluation team to assess project for learning on equity impacts	June-December 2027	<ul style="list-style-type: none"> Equity Impacts analysis complete 	USDE FSCS Project Committee
Evaluation dissemination	Sept-Dec 2027 and ongoing	<ul style="list-style-type: none"> Findings shared with community stakeholders and posted to ABC website 	FSCS Special Projects Coordinator, CSCs, ABC Board Members

VIII. Project Evaluation

VIII.A. Plans for an annual evaluation based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement.

ABC has a long history of valuing and investing in evaluation efforts that will continue with this project by devoting approximately 20% of the overall budget to the project’s evaluation. The independent evaluation will be led by Michelle Bloodworth, PhD, and Catherine Bornhorst, M.Ed. As an Evaluation Team, they have successfully collaborated in support of Community School and related endeavors for many years, including multi-site initiatives [REDACTED] has

engaged in evaluations across the education spectrum from early childhood, K-12, community schools, STEM, higher education, and school health for over 20 years. She has conducted several Community School studies and evaluations, including a large multi-disciplinary and mixed-methods study of the development of over 100 Community Schools in Chicago that incorporated interviews with multiple stakeholder groups, school data, observations, and surveys. In 2019, she co-authored *Return on Investment of a Community School Coordinator: A Case Study*, subsequently contributing to the development of an app to support widespread dissemination of this methodology. Catherine Bornhorst, M.Ed., specializes in education/early childhood and culturally sustaining practices and pedagogies. Ms. Bornhorst's early professional experience as a classroom teacher in a community school forever affirmed for her the necessity of meaningful and intentional family and community engagement. Building on her classroom experiences, she has been an evaluator and/or project lead for local and national projects focused on community schools, student engagement, early college high schools, school-based health centers, early care and education, and primary education for the past 10 years.

The evaluation is designed to incorporate multiple perspectives and sources of data recognizing that an equitable evaluation has a responsibility to include and account for the diversity of voices of those affected by the project being evaluated. To achieve this, the evaluation will incorporate systems evaluation which considers the complex factors inherent in the larger system in which a project is implemented and be grounded in culturally responsive and equitable evaluation ([CREE](#)). CREE integrates cultural, structural, and contextual factors (e.g. historical, social, economic, racial, ethnic, gender) into all aspects of the evaluation by using participatory processes that seek to incorporate the voices of individuals most impacted. It influences how individuals identify and position themselves in relationship to one another and

the project, as well as perspectives on what is meaningful and who has knowledge relevant to the implementation and impact of the project. CREE makes explicit and advances equity by reflecting upon the ways cultural identities and contexts impact evaluation design, data collection and analysis, and the use of findings.

The Evaluation Team has engaged in extensive training in systems evaluation and CREE, which is further enriched by their long history in the local collaborative processes that have furthered the creation and proliferation of community schools and other educational activities and initiatives in the Albuquerque area and beyond. This meaningful history is integral to the evaluators' authentic relationships with individuals at all levels, to support the inclusion of local community members and district and statewide leadership. As such, the evaluators are poised to note and evaluate relational perspectives that shape the planning and implementation of Full-Service Community Schools and their long term sustainability.

One way the evaluation will incorporate multiple perspectives and account for the diversity of voices is the inclusion of a youth-led participatory action research (YPAR) component that will be implemented in collaboration with other project partners. YPAR is a process of learning and action that informs solutions to challenges youth experience. YPAR will inform evaluation activities by providing inquiry and evidence that are important to the students of Hodgin, McKinley, and Del Norte. With the student's endorsement of "problems worth solving" and the programs and services offered as solutions, we ensure proper planning and implementation that holds promise in achieving our intended goals and objectives. YPAR is a natural extension of ethos embodied in Full-Service Community Schools given its promotion of young people's sociopolitical development and empowerment that supports them in understanding the roots of problems within their own communities.

With a keen understanding as to how relationships and perspectives shape attainment of the project's goals, the evaluators are positioned to employ methods that assess transformational shifts in how individuals, including students, teachers, administrators, family members, and community members relate to and participate in community school planning, implementation, and sustainability. Further, the evaluators recognize every community school is different, and for this reason, it is important that the evaluation's methods be tailored to some extent to the context of each school. Contextual factors that will influence the refinement of the evaluation plan include the grades and ages of students served at each school, the community school's stage of development, the populations served by each school and their specific assets and needs. Thus, the Evaluation Team will work closely and collaboratively with ABC as well as be integrated as part of the project's management team to ensure evaluation activities continue to evolve and respond to emerging project needs and inform quality implementation. This collaborative approach will also inform strategy throughout the five years of the grant.

The evaluation team will also benefit from guidance and support from an Evaluation Advisory Group. The Advisory Group will be composed of a diverse and representative group ABC leaders and community stakeholders, such as educators, students, family representatives, and other community members who will be convened quarterly to provide guidance and input to refinement of the evaluation plan and tools.

VIII.B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (34 CFR 75.210)

The Evaluation Team will use a rigorous, mixed-methods research approach to achieve the evaluation's goals of 1) Refining and developing the goals and outcomes of the project; 2)

Pursuing continuous improvement; 3) Produce learnings and best practices that can be scaled to meet the needs of other APS schools; and 4) Provide data and results that can inform the efforts of ABC and consortium schools in sustaining the community school strategy.

To achieve these evaluation goals, the design of the evaluation incorporates both a process evaluation of the implementation of the project and a summative evaluation of outcomes.

The design seeks to answer the following questions:

1. How is the Community School strategy being adopted and implemented at each school?
2. How are key stakeholders experiencing the implementation and effects of the project?
3. How has the project impacted or achieved the stated outcomes?

The evaluation plan incorporates the project's outcomes and indicators, including all the required indicators relevant for the USDE Full-Service Community Schools grant, and are defined in *TABLE 24*, with associated data sources for each measurable outcome or indicator and frequency with which data will be collected.

The evaluation will include the submission of an application to the APS Research Review Board. The RRB ensures that all research done in the district is well-designed and has the potential to further our understanding of teaching and learning and expects all researchers to demonstrate high ethical standards, no conflict of interest, and a low probability of negative impact on APS participants. RRB approval of our research and evaluation methods is required before we can access any kind of student-level data including academic outcomes or survey responses.

VIII.C. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210)

The evaluation will take a comprehensive approach in gathering systematic data, utilizing both qualitative and quantitative methods, to understand the various components in the community school strategy, their integration, and progress on indicators linked to intended outcomes. This data will be gathered from all three consortium partner schools, starting with initial planning and during subsequent implementation throughout the five-year grant. Multiple methods will be used to include the diverse perspectives and experiences of school community members, partner organizations, and other agencies that support this project in the evaluation.

To answer the first evaluation question regarding implementation of the *Community School strategy* and to facilitate generating performance feedback to inform continuous improvement, a set of implementation measures will be utilized from the beginning of the project and across the five years. ABC has a robust set of implementation tools that will support implementation while providing the evaluation with rich sources of data in understanding how implementation is unfolding and identifying and sharing possible areas in need of improvement.

TABLE 24: Outcomes and Evaluation

Goals	Objectives	Measurable Outcomes/Indicators	Data Sources and Frequency of Data Collection
<p>GOAL 1: All students have access to an equitable education</p>	<p>1.1 Increase overall number of students and families accessing targeted pipeline services with at least three existing and two new pipeline services</p>	<ul style="list-style-type: none"> ○ The number and percentage of families and students accessing targeted services— especially those in NMPED at-risk categories— increases by 5% annually over the Year 1 baseline 	<p><i>Source:</i> Student Identification, Recruitment, and Participation Tracker <i>Frequency:</i> Ongoing</p>
<p>GOAL 2: All students are academically prepared across the</p>	<p>2.1 Increase Kindergarten preparedness</p>	<ul style="list-style-type: none"> ○ By the end of Year 5, 75% of incoming Kindergarteners at Hodgin will have attended an early childhood education program. ○ Kindergarten I-Station early reading indicators improve by 5% annually from Year 1 baseline. 	<p><i>Source:</i> APS Institutional Data <i>Frequency:</i> Annually</p>

Pre-K-12 grade span	2.2 Increase academic achievement and grade promotion	<ul style="list-style-type: none"> ○ Annual increased in percentage progressing towards math and literacy proficiencies of all students and NMPED “at-risk” student groups at all schools from 2019 baseline ○ Decrease in the rate of student reclassification at Del Norte from Yr 1 baseline ○ 5% increase in ELL Progress rate in all schools from Year 1 baseline 	<p><i>Source: APS Institutional Data</i></p> <p><i>Frequency: Annually</i></p>
	2.3 Increase graduation rates, and postsecondary preparation	<ul style="list-style-type: none"> ○ By the end of Year 5, a 10% increase in the total number of Del Norte students and “at-risk” student groups who graduate high school in four years, as compared to the Year 1 baseline rate. ○ 100% of graduating students who have a post-secondary plan 	<p><i>Source: APS Institutional Data</i></p> <p><i>Frequency: Annually</i></p>

<p>GOAL 3: Students are healthy and safe.</p>	<p>3.1 Increase access to physical and mental health services available to students and families</p>	<ul style="list-style-type: none"> ○ Chronic absences decrease by 5% annually ○ By the end of Year 5, a 10% reduction in Behavioral referrals and suspension rates—especially students with disabilities. ○ 100% of students are fully vaccinated (or have valid exemptions) and have been screened for vision, hearing, and dental needs. ○ 100% of Homeless or housing insecure and NMPED designated “at risk” students have access to food and housing supports upon request. 	<p><i>Source:</i> APS Institutional Data</p> <p><i>Frequency:</i> Annually</p> <p><i>Source:</i> APS Institutional Data, Nursing Services, School Based Health Centers</p> <p><i>Frequency:</i> Annually</p> <p><i>Source:</i> Student Identification, Recruitment, and Participation Tracker</p> <p><i>Frequency:</i> Annually</p>
	<p>3.2 Increase access to housing and food security services</p>		
<p>GOAL 4 School climate and culture is welcoming for all</p>	<p>4.1 Improve school culture and safety</p>	<ul style="list-style-type: none"> ○ 10% decrease in the # of bullying incidents reported. 	<p><i>Source:</i> APS Institutional Data</p> <p><i>Frequency:</i> Annually</p>

student and family groups		<ul style="list-style-type: none"> ○ 90% students and families report they feel safe and supported at school. ○ By the end of Year 5, 10% increase in teacher retention rate from each school's Year 1 baseline. 	<p><i>Source:</i> School Climate and Culture measures</p> <p><i>Frequency:</i> Annually</p>
	4.2 Increase teacher/staff well-being	<ul style="list-style-type: none"> ○ By the end of Year 5, 50% increase in teachers who feel better off because they work in a community school. 	<p><i>Source:</i> Professional Dispositions for Educators Survey</p> <p><i>Frequency:</i> Annually</p>
GOAL 5 Parents and Communities are engaged in and supporting student success	5.1 Increase family and community engagement, leadership capacity, and decision-making power	<ul style="list-style-type: none"> ○ Increased Quality of Education and Family Engagement Survey Response Rate from 2022 baselines at each school ○ 50% family member attendance at CSC meetings 	<p><i>Source:</i> Quality of Education and Family Engagement Survey</p> <p><i>Frequency:</i> Annually</p>
	5.2 Increase opportunities for parents to engage with and support their child's learning	<ul style="list-style-type: none"> ○ Increase # of community-school partnerships active at the school from Year 1 baseline 	<p><i>Source:</i> Community School Council Participation Report</p> <p><i>Frequency:</i> Quarterly</p>

		<ul style="list-style-type: none"> ○ 95% of family members Strongly Agree that they are respected as a valuable partner in their child’s education by the end of Year 5 ○ Percentage of parent completion in adult-basic education and/or workforce development programs 	<p><i>Source:</i> Adult basic education providers and Quantitative Data Assessment Tracker</p> <p><i>Frequency:</i> Annually</p>
<p>Goal 6: Schools develop sustainable FSCS capacity, infrastructure, and strategies</p>	<p>6.1 Ensure that a full time Community School Coordinator position is funded at each school</p>	<ul style="list-style-type: none"> ○ By the end of Year 5, all schools have identified funding to sustain the Coordinator position and pipeline services. ○ At least 90% of the community school Council, which includes school staff, believe they are an effective and competent collaborative team 	<p><i>Source:</i> Community School Council Participation Report</p> <p><i>Frequency:</i> Quarterly</p>
	<p>6.2. Increase collaborative leadership structures</p>		<p><i>Source:</i> Four Critical Practices of Community School</p>

	<p>6.3 Strengthen performance assessment processes of the community school council</p>	<ul style="list-style-type: none"> ○ By the end of Year 1 Community School Councils are diverse and representative of student demographics ○ Percentage of Community School Councils school action plans fully implemented, including evaluation by council members 	<p>Implementation and Assessment Rubric</p> <p><i>Frequency: Annually</i></p>
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One tool that will be central in collecting essential data for both implementation and evaluation is the *Community School Coordinator Return on Investment App* (ROI App), which is based on a 2019 study, produced by [REDACTED], that specifically examined the financial return to a school and community based on one community school coordinator. The study found for each dollar invested in the coordinator returned approximately \$7.11 in net benefits. The ROI App will be used to maximize usefulness of data, increase efficiency and consistency in data collection processes, and increase accuracy and credibility in data reporting. The ROI App will serve as a central repository for programs and services in the three cohort schools and help ensure programs and services are designed to focus on at-risk students to increase equity by removing achievement gaps.

Other features include:

- Document collaborations and contributions across partners and programs
- Support identifying the percentage and number of individuals targeted for services and who receive services during each year of the project period.
- Inform and guide state and district-wide scaling efforts

While the ROI App primarily focuses on tracking quantitative data related to community school implementation, it also includes a component to collaboratively capture stories related to the processes and impacts of the community school. The stories are tracked by program as well as how they relate to the pillars of community schools, providing an additional robust and organic source of qualitative data. Further, the ROI App also acknowledges the tremendous data collection burden placed on coordinators. The ROI app supports coordinators in having full awareness about what is occurring within their schools and invites their partners and colleagues

to contribute to this data set. Partners can be invited to contribute to the tracking of programs, benefits, expenses, stories, donations, in-kind goods, services, time, and expertise, etc.

The evaluation considers a critical element of this project—collaborative leadership. As mentioned prior, schools must be committed to implementing the community school pillar of collaborative leadership to be considered an ABC Community School. The evaluation is designed to consider the fidelity of the Four Critical Practices for Community School Development utilizing an existing assessment and rubric. The [Four Critical Practices of Community School Implementation Assessment and Rubric](#) is a tool that will be integral to the understanding development and implementation at each school as well as collaborative leadership practices. This tool was developed by ABC and is used to both support and assess the four critical practices that support the effective development and implementation of a community school. The four practices include regular meetings between the Principal and Coordinator, representative Community School Council membership and effective meetings, a thorough needs and assets assessment process, and Community School Council processes and planning that incorporates the needs and asset planning and root cause analysis. Additional Implementation and Engagement Measures that will provide data for the evaluation include the Principal Coordinator Meeting Tool, the Quantitative Assessment Data Tracker, the Qualitative Assessment Data Tracker, the Community School Council Participation Report, the Root Cause Analysis Tool, Whole Child Metric Report (for student and family participation), and the Community School Council Diversity Sectors (informational tool).

Another key element of this proposed project is support for critical transitions students experience. ABC proposed pipeline strategy includes activities, services and programs to support successful transitions. These key points include transition from Pre-K to Kindergarten, 5th to 6th

grade, and 8th to 9th grades. Evaluation activities are planned to gather data to understand and inform these key transitions to ensure we are planning for and implementing the right programs, at the most critical times, for those who need them the most.

There are several additional methods and data sources that will be incorporated into the evaluation to further contribute to understanding how implementation of the project is unfolding and to examine progress towards the desired outcomes. From a qualitative perspective, a key method will be annual individual and group interviews with representative school staff to include Coordinators, Principals, members of Community School Councils, ABC leadership, families, students, educators, and community partners, as well as surveys to explore professional dispositions for educators. These interviews will be an essential way in which the evaluation will answer its second questions around how key stakeholders are experiencing the implementation and effects of the project. Regular observations of spaces where key components and practices of the community school strategy take place will also be an important element of the evaluation, including Community School Council meetings, family engagement activities, professional development events, and programs and interventions.

Additional qualitative data sources that will be utilized and integrated into the evaluation include school needs assessments, asset maps, action plans, and strategic plans. Qualitative data will be analyzed using a systematic coding structure developed through a combination of a deductive process (drawing from the evaluation questions, the evaluation frameworks, and existing research on Community Schools) and an inductive process for localized themes that emerge as we are analyzing the data. Qualitative data will be co-analyzed and interpreted with the Evaluation Advisory Group described below.

There are several critical quantitative data sources that will be utilized by the evaluation to answer the 3rd evaluation question of how the project has impacted or achieved the stated outcomes. These data sources include existing student academic achievement and engagement data provided by APS, and participating consortium schools such as: 1) Student enrollment & demographics; 2) Student attendance; 3) High school graduation rates; 4) Student disciplinary records (suspensions and referrals); 5) ELA, Math, and Science proficiency rates, 6) Quality of Education and Family Engagement Survey responses.

Valid and reliable methods for assessing school culture and climate with students and teachers/staff will be developed in collaboration with the Evaluation Advisory Group and other relevant stakeholder groups. For teachers and staff, an alternative to survey methodology will be sought as this group has expressed that they are surveyed too often and do not feel it is methodology that effectively allows them to share their experiences and perspectives. A methodology such as dialog circles are an option that can be explored.

The district administers an annual Quality of Education and Family Engagement Survey to families that has the potential to provide valuable information toward understanding how families and their students experience their schools and the education they are receiving. Currently, the response rate for this survey is low at the three cohort schools. An early strategy of the community school councils will be to increase awareness of the importance of this survey and work to increase the number of families completing the survey. Significantly increasing the number of families responding to the survey can dramatically increase its validity of the survey for each school and help to answer evaluation question #2 - How do key stakeholders experience and describe the implementation and effects of the project?

Community school coordinators and community school councils will utilize data from the New Mexico Youth Risk and Resiliency Survey (NM-YRRS) to inform which targeted pipeline services should be offered for their school communities. The NM-YRRS is a tool to assess the health risk behaviors and resiliency (protective) factors of New Mexico high school and middle school students. The NM-YRRS is part of the national CDC Youth Risk Behavior Surveillance System (YRBSS) and is offered to a selection of high schools and middle schools in each school district in the fall of odd-numbered years. All data are self-reported by students who voluntarily complete the survey during one class period. Topic areas include risk behaviors related to alcohol and drug use, unintentional injury, violence, suicidal ideation and attempts, tobacco use, sexual activity, physical activity, and nutrition; resiliency (protective) factors such as relationships in the family, school, community, and with peers; and health status issues such as body weight and asthma. Access to critical datasets such as NM-YRRS support the first evaluation question in determining how and why community school strategies and targeted supports and pipeline services were selected.

For the evaluation to understand and demonstrate how components of the community school processes and strategy are leading to desired outcomes, it is important in the early developmental phases of the community schools to link participation and engagement of students and families to indicators known to positively relate to academic outcomes, such as attendance. In addition to examining the links between participation in programs and services and academic indicators, the evaluation will incorporate process evaluation methods to understand more broadly how the community school processes and strategy as a whole are leading to whole-school contextual and systemic transformation.

The evaluation plan will seek to create a statistical comparison group using propensity score matching to aid in examining the effects of the community school strategy on student academic outcomes. Propensity score matching (PSM) is a statistical method that will be used to compare students engaged in community school services to a matched group on overall GPA, mathematics, and science academic outcomes. PSM is a quasi-experimental method in which statistical techniques are used to construct an artificial control group by matching a student from a project school with a student of similar characteristics from a comparable non-project school. Using these matches, the researcher can estimate the impact of an intervention.

To support acquiring de-identified student level data from APS for the evaluation, a .5 FTE position within the APS Strategic Analysis and Program Research (SAPR) has been budgeted. This position is a critical support to the Evaluation Team given their ease within student information systems, allowing the Evaluation Team complete evaluation activities more in depth. Beyond Evaluation Team responsibilities, the position will help facilitate a Research Review Board (RRB) approval for the evaluation component of the project; compile, manage, and share community school data sets; provide the APS community with timely, accurate, and actionable information; and, support the project with strategic data analysis, grant technical assistance, and review of all external and internal applications to conduct research. This position is necessary in order to drill down into student-level academic, behavioral and graduation data which we need access to in order to show outcomes.

Evaluators will produce an that integrates qualitative and quantitative learnings to communicate progress and achievement of project outcomes and provide relevant recommendations. Evaluators will engage in in-person briefings and discussions about the report with ABC leadership, Community School Coordinators and Councils, school staff, community

partners, and community members. Evaluators will work with ABC to generate reports that are accessible to all stakeholders and reports will be made publicly available through the ABC website. The evaluation plan has been designed to promote learnings about effective strategies that can be disseminated widely, thus positively impacting community schools across New Mexico. The intention is for the methods and tools developed for this evaluation to be used at other community schools within the ABC network and more broadly, and to inform and support alignment to a new New Mexico Community School certification process.