

FY 2022 Full-Service Community Schools CFDA 84.215J

Submitter: Las Cruces Public Schools

Title:

Transforming Schools into Neighborhood Hubs For Every Student, Every Day

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SELECTION CRITERIA 1: NEED FOR PROJECT

Las Cruces Public Schools (LCPS), the designated applicant and qualifying local education agency, urgently calls for systems-level change on behalf of its 24,000 students and 3,200 employees. A failed state-level behavioral healthcare system and a five-year increase in violent crime, suicide, and Fentanyl, opioid, and methamphetamine use, along with an inequitable disconnection between rural and urbanized resources, create this sense of urgency. We request \$2,500,000 in funding for our community schools model to achieve measurable outcomes for nearly 10% (1,868) of our district student population under ***Absolute Priority 1: Title A Schoolwide Program Eligibility and Absolute Priority 3: Capacity Building and Development.***

We intend to increase partner-, community-, and staff capacities to improve educational outcomes in three of our current six community schools—Booker T. Washington Elementary, MacArthur Elementary, and Lynn Middle School. We will add two new pipeline services while expanding access and engagement across all others in these community schools.

To meet our district’s vision of transforming all schools into community schools by 2025, we also complete two phases of a three phased-approach to build a community school feeder pattern.

Table 1. Three Phased-Approach for 1st Community School Feeder Pattern

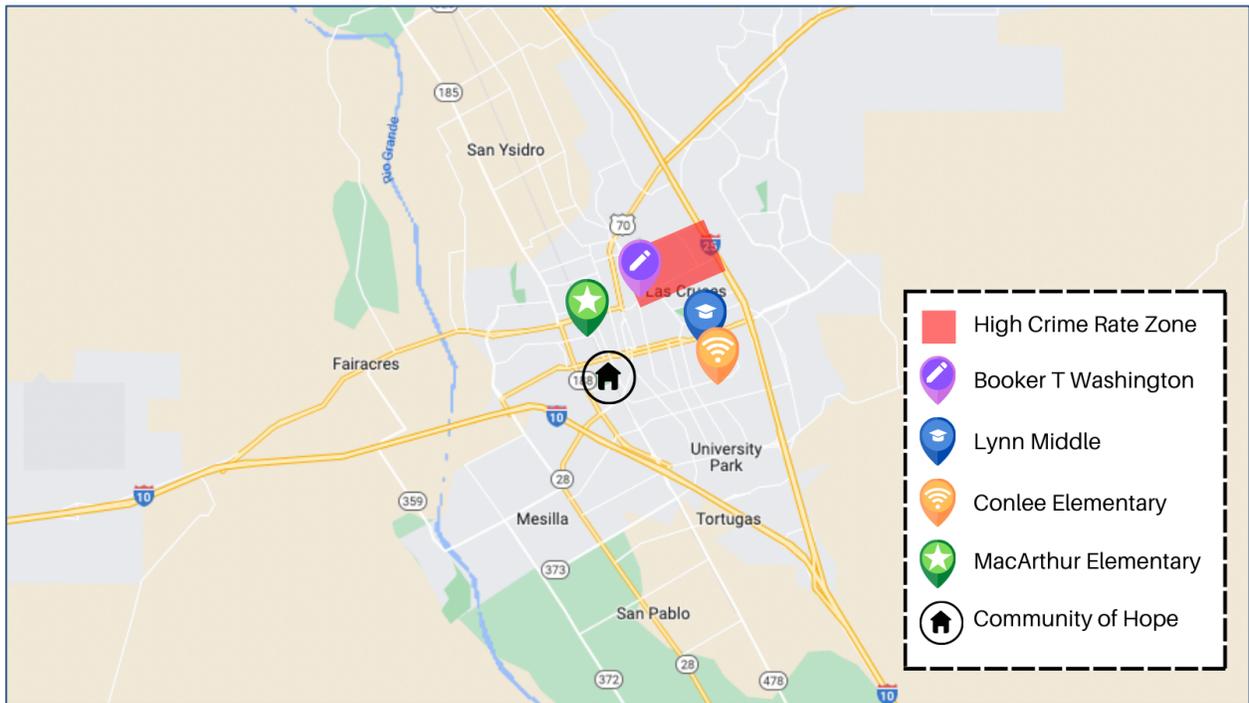
Phase	Outcome
I	Launch Conlee as an elementary community school.

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II	Integrate collaborative processes and coordination between Conlee Elementary and its feeder, Lynn Middle School.
III	Launch Las Cruces High School as a community school (after the project period) to complete our feeder pattern.

Please see Map 1, which identifies the clustered locations of the targeted community schools within the inner city of Las Cruces. Booker T. Washington Elementary is in a high crime rate zone, and all schools are near the Mesilla Valley Community of Hope, a nonprofit that supports individuals experiencing homelessness. As a result of this proximity, students can visually see homeless communities in *Camp Hope*, where 50 individuals live in tents, shower, and leverage outdoor cooking facilities.

Map 1. Targeted Community Schools with High Crime Rate Zone



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We propose consideration of five additional priority points under **Competitive Preference Priority 1**. LCPS and our community will provide measurable change using an evidence-based, multi-layered support system (MLSS) driven by trauma-informed care (via our behavioral health pipeline service providers) through national and state standards and frameworks.

While working through increased social, emotional, and academic needs within our school under Competitive Preference Priority 1, LCPS and its many collaborators will also fulfill **Competitive Preference Priority 2** as we target violent crime (specifically domestic violence) via an anti-poverty/anti-crime strategy called Lift Up Las Cruces. Lift Up Las Cruces is a City-led and coordinated effort between local government, the Las Cruces Police Department, businesses, education, and residents to combat crime in the heart of one of our proposed community school zones where 1,428 households reside. By joining the Lift Up Las Cruces movement, our district will be able to coordinate a systems-level, data-driven childhood trauma prevention approach for this city block, later replicated in other hubs riddled with crime and violence.

Capacity Building Requirement 1: “A description of the eligible entity”

LCPS serves a community vastly different from other southwest tourist destination points that come to mind when thinking of New Mexico. Nestled within the Organ Mountains, LCPS and its community school students and families live in Doña Ana County (County) and the state’s second-largest city, Las Cruces. Our County is the only one of 33 within the state that shares 64 miles of the international border with Chihuahua, Mexico, and the State of Texas—buttressed against our sister city of El Paso, Texas.

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High poverty rates (as high as 48% in rural communities), a majority Hispanic population (68%), low literacy levels, increasing diagnoses of chronic disease, and inadequate access to health and mental health care (HRSA Designated Medically Underserved Area, 2022) characterize Doña Ana County. Social and economic factors render our residents vulnerable to housing and job loss (rates of unemployment as high as 8%), substance use, domestic violence, other crimes, and mental health challenges. Our housing crisis has reached a new unprecedented level. Students supported via McKinney Vento-issued vouchers for short-term housing are now permanently living out of cars or hotels because there are no affordable or suitable places to rent.

These accounts of inequity occur within a growing County of 219,561 residents with a 5% growth rate and the second largest county in the state by population (U.S. Census, 2020). Our County includes over 25 small towns, villages, and cities that send their children to one of three school districts, with ours as the largest among our local educational counterparts and the second-largest in New Mexico. These students come from unique cultures stemming from their rural and semi-rural locales; many experience disconnection from urbanized Las Cruces, as seen by varying access to broadband, healthcare, and employment opportunities.

Half of the residents live in the County, while the remaining live in Las Cruces. Most are of Mexican-American descent, with over 50% of residents speaking a language other than English at home. One in five residents lives in poverty in these nearly 4,000 square miles of wild brush and isolated rural areas. According to the most recent County estimates, approximately 90,000 residents live in one of the 37 Colonias (unincorporated communities of extreme poverty) dotting the border. For example, Doña Ana Elementary

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is an LCPS community school where 370 students must deal with a lack of essential services such as water, infrastructure, housing, and sewage. Located in Doña Ana Village, this community is the oldest federally designated Colonia in southern New Mexico.

Our mission at LCPS is to provide an equitable student-centered learning environment that cultivates civic engagement, promotes excellence, and celebrates diversity. The student population is diverse, covering the City of Las Cruces, the Town of Mesilla (2,196 residents), White Sands Missile Range (3,200 square miles of military test range geography), and the middle third of Doña Ana County.

Map 2. Las Cruces Public Schools Boundaries



Within the district, there are 24 elementary schools (Pre-Kindergarten - 5th), one combined elementary and middle school (K-8th), eight middle schools (6th-8th), and seven high schools (9th-12th). Two of the seven high schools are early college high schools located on the campus of New Mexico State University (NMSU)—the oldest

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public institution of higher education in the state. LCPS also has its Virtual Learning Academy for elementary through high school.

Capacity Building Requirement 3: Description of the capacity of LCPS to coordinate and provide pipeline services at two or more full-service community schools.

LCPS derives the capacity to implement this grant from our history of lessons learned, implementation outcomes, and our professional network. Involved in the Community Schools movement since 2015, our journey began when community and district leaders began discussions on how to best address challenges in the community, given the state-level focus on New Mexico Governor [REDACTED] plan for education. This plan called for 11 focus areas deemed necessary for optimal educational attainment. In 2016, Lynn Middle School became the first LCPS Community School. 21st Century funds supported the hire of the first community schools coordinator through Ngage New Mexico. Ngage New Mexico is an established 501(c)3 nonprofit that focuses on education and nonprofit capacity building. The then-National Education Association President [REDACTED] was in Las Cruces on January 19, 2017, for the ribbon-cutting that officially recognized Lynn Middle School as Las Cruces' first community school and as an early model for the success of the program in New Mexico.

As a result of local funding from our LCPS operational budget and the New Mexico Department of Public Education (NM PED), three other schools (Booker T. Washington, Doña Ana Elementary, and MacArthur Elementary) became community schools in 2018. We then adopted a formal community schools policy at the district level in 2020. LCPS secured \$600,000 in Kellogg Foundation grant funding to support Alameda Elementary

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School's transition to the community schools model (July 2021). In January 2022, Mesilla Park Elementary became the latest community school to join the portfolio.

Since the inception of the community schools model, LCPS has been a leader in New Mexico, demonstrating success and lessons learned from implementing the evidence-based four-pillar framework for Community Schools. A study commissioned by the Legislative Education Study Committee found that LCPS had similar results to other community schools in peer-reviewed studies, demonstrating our early successes.

The Las Cruces Partnership for Community Schools Strategic Plan guides both policy and practice goals, such as developing and presenting statewide legislative priorities to local legislators and developing “elevator pitches” to share the importance of community schools with various stakeholders (e.g., staff, students, families, and the community); mentoring programs with existing principals to mentor new principals to engage additional schools in the community school process; and others.

Need for Project: Factors To Be Considered

Factor 1: Provision of support, resources, & services through this project.

LCPS proposes a Full-Service Community Schools expansion to address the following problem statement: *Las Cruces, New Mexico experiences high rates of childhood poverty, rising truancy rates, and increasing violence in areas of the community—all impacting the City's educational attainment outcomes.* Specific to this Full-Service Community Schools call for applications, LCPS did an internal assessment of resources and support systems. As a result, two pressing needs rose to the top: growing inner-city domestic violence rates within a neighborhood community and

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impoverished census tracts with increased food insecurity and chronic absenteeism after the pandemic. These areas aligned with the school footprints shown in Map 1. In addition, these schools are in the district’s top five most impoverished schools.

For this reason, LCPS will increase capacities within its current community schools of Booker T. Washington, Lynn Middle, and MacArthur, by adding the following new service pipelines associated with the Community Schools Pillar of Expanded and Enriched Learning Time and Opportunities via year-round, evidence-based, out-of-school interventions. A second new pipeline will be added and falls under the Integrated Student Supports through a mental health partnership with a federally qualified health center and nonprofit behavioral health organization. Our Quality of Evaluation Plan further indicates how we will measure change. The new pipeline services are as follows:

Table 1. New Pipeline Services and Associated Pillar

School ¹	New Pipeline Service/ Associated Pillar
<i>Booker T. Washington (C)</i>	Active Family and Community Engagement Pillar: <i>Home visitation model</i>
<i>Lynn Middle (C)</i>	
<i>Conlee Elementary (N)</i>	Integrated Student Supports Pillar: <i>Behavioral health services</i>
<i>MacArthur Elementary (C)</i>	

¹ C in the chart stands for “current community school” while N stands for “new community school.”

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Resources for this project component include established relationships with law enforcement agencies through Lift Up Las Cruces; a formalized relationship via a Memorandum of Understanding with La Clinica de Familia, a federally qualified health center; a referral and intake process to flag behavioral health issues and navigate students and families to the appropriate service; and trained and full-time community schools coordinators at each current community school with experience in various sectors, creating a unique and multi-disciplinary team as a whole (e.g., law enforcement, pre-k trainer, elementary teacher). LCPS will also use this grant award to transition Conlee Elementary, located less than a mile from Lynn Middle, into a full-service community school.

Table 2. Proposed Full-Service Community Schools Program Approach

Total Number of Students Served (estimated) by Year Five = 1,868	
School	Approach
Booker T. Washington (current community school) Competitive Priority Preference #2:	Expand four pipeline services and add two additional pipeline services to support 362 students by year five. By month nine, integrate the Lift Up Las Cruces initiative into the community school model to create strong community violence prevention.
Lynn Middle School (current community school)	Expand on three pipeline services and two additional pipeline services to support 630 students by year five. By year one, integrate core mechanisms to connect Lynn Middle to Conlee Elementary for the district’s first

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	community school feeder pattern.
Conlee Elementary (proposed new community school)	Implement core standards of a community school by year one, leveraging data from a needs and asset map assessment. Implement three pipeline services to support 481 students by year five.
MacArthur Elementary (current community school)	Expand on five and add two additional pipeline services to support 395 students by year five.

To ensure that the project is feasible, LCPS staff will (1) set up new pipeline services no later than month six of the grant; (2) serve at least 5% to 10% of campus students by the end of year one,² prioritizing at-risk populations first³; (3) serve between 30% to 50% of students in a community school campus by year two; and (4) serve

² The amount of students served will fluctuate from five to 10% given the level of sub-group populations that are prioritized (e.g., number of migrant families may be higher on one campus than another).

³ At-Risk Populations are considered those that have less than 90% attendance; three or more behavior incidents a year; or one or more grades of F in any core subject or are a special population (e.g., migrant, homeless, special education, English Language Learner).

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between 50% to 95% of students by years three to five. The overall district goal is 75% engagement. Current baselines for existing community schools are between 30% to 50%.

Table 3. Available Resources Overview

Community School	Intended Resources (Available Upon Award)
<p>Booker T. Washington (existing community school)</p>	<ol style="list-style-type: none"> 1. Full-time coordinator available and trained to begin services at the project's onset. Applicable funding source: <i>City of Las Cruces</i> 2. New pipeline service has an initial MOU with the service provider 3. City engagement as a prioritized neighborhood to address violent crime.
<p>Lynn Middle School (existing community school)</p>	<ol style="list-style-type: none"> 1. Full-time coordinator Applicable funding source: <i>LCPS General Funds</i> 2. Longest standing community school since 2016 with historical knowledge and policies in place. 3. Invested staff with specifically designed community school job descriptions 4. City Council is involved in pipeline services.

<p>Conlee Elementary (new proposed community school)</p>	<ol style="list-style-type: none"> 1. Full-time coordinator to be on-boarded by day 90 of this grant. Applicable funding source: <i>Full-Service Community Schools</i> 2. Partnerships secured for afterschool programming 3. Mentorship with Las Cruces Police Department/Special Service
<p>MacArthur Elementary (current community school)</p>	<ol style="list-style-type: none"> 1. Fully funded community schools coordinator through the NM-PED Community Schools grant until 2024. Support requested from Full-Service Community Schools grant after that. 2. Active investment from the community with waiting lists for pipeline services.

Factor 2: Close Gaps in Educational Opportunity

Our community model works. An LCPS full-service community school has fewer discipline referrals and suspensions. Our community schools have a 9% to 14% increase in math and reading scores overall. This increase is due to the district's integrated pillars and educational expectations. LCPS, its partners, and its pipeline service providers will continue to close gaps by providing all students, but more specifically, its most At-Risk students and their families, with the services and attention needed.

Table 4. Community School Progress During 2020/2021

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Areas Tracked	Traditional Model	Full-Service Community Schools
Discipline Referrals	9.9%	7%
Suspensions	7%	5.9%
Increased Test Scores/Reading	41.6%	35.8%
Increased Test Scores/Math	14.7%	9%

Concerning academic achievement, the district had a 35.4% proficiency outcome at the end of the year 2021/2022, intending to achieve 40% by April 2023. Currently, the state of New Mexico’s proficiency rates ranges from 21% (Math proficiency) to 40% science proficiency (New Mexico Public Education Department, 2019). LCPS is outperforming state standards. However, the gains we see within the traditional models at LCPS versus our community schools demonstrate too high of a variance for us.

Our community school students, all Title I, are already facing seemingly insurmountable barriers versus others in our district, creating issues in higher proficiency outcomes. For example, three siblings attending Conlee Elementary would report nearly daily to their counselor's office. They shared that they did not want to go home because there was no food. For this reason, we designed a project to close that educational gap for students to meet, if not exceed, those within the traditional model due to such disparity.

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Last, the school district has significantly changed the State's reporting requirements. From new teacher evaluations, departing from data-driven reports, to a new governor. The shock to the school systems has created a frenzy among many to effectively implement change. LCPS just finished hosting a principals' retreat in order to move all new standards forward in a streamlined manner. This potential grant award would allow community schools to be prioritized and supported while adjusting to new standards and increasing other indicators of success.

Factor 3: Addressing the needs of underserved populations most impacted by the Issue, Challenge, or Opportunity to be Addressed by the Proposed Project.

The County population is 26.7% non-Hispanic/White. Approximately 8% of the population is Black (2.4%), American Indian (2.3%), Asian (1.3%), Native Hawaiian (0.2%), or of other ethnic backgrounds. Slightly more than half (51%) of the population is female. Approximately 20% of the County population is considered rural by Census standards. Within the district, 70% of students deemed are economically disadvantaged, 21% as English Language Learners, and 16% within special education. Below is a snapshot of the targeted population by school. **Please note that every single student in this proposed project is on Free and Reduced Lunch.**

Figure 1. Full-Service Community Schools Proposed Project Snapshot

	Booker T. Washington	Lynn Middle	MacArthur Elementary	Conlee Elementary
Total School Population	362	630	395	481

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Chronic Absenteeism Rates	51.38%	44.29%	24.81%	43.08%
Special Education	17.19%	14.43%	12.06%	21%
English Language Learners	17.81%	19.13%	28.82%	18.68%
Economically Disadvantaged	74.69%	63.65%	68.82%	73.80%
Hispanic	92.81%	79.30%	92.35%	79.04%

Since the inception of the first community school, there have been key themes for our inner city community on which pipeline services are best needed. These have included a heavier emphasis on Integrated Student Supports given the lack of available medical support to families and students. As an example, Lynn Middle School has both a dental clinic onsite as well as a healthcare clinic for students. Both are run by partnering organization, La Clinica de Familia. Accessibility to nutritious meals is also a central theme and pipeline services/partners are associated with food distribution, community gardens, and pantries. Through this grant, pipeline services will be further built out in our Integrated Student Supports pillar to now include behavioral health care as an accompanying addition to ensure access to dental, primary care, and vision.

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The project will also boost afterschool programming at each site to achieve year-round, out-of-school time interventions, moving away from only summer or afterschool. Last, the pipeline services will create a stronger connection to parents/caregivers via a home visitation program. The rationale on why these pipeline services were chosen and the approach to program design are in the proceeding section.

SELECTION CRITERIA 2: QUALITY OF PROJECT DESIGN

Factors Considered

Factor 1: The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature

Factor 2: The extent to which the design includes a high-quality plan for project implementation integrating the four pillars of full-service community schools

The following section provides a literature review for the two new evidence-based pipeline services proposed in this application followed by a brief overview for implementation. Overall, the schools have key evidence-based wrap-around integrated support services such as dental care and counseling for children and families, which are foundational to a comprehensive approach for support. LCPS staff underwent this literature review to ensure a strong correlation in the programmatic intervention outcomes towards addressing chronic absenteeism and delinquency as well as crime prevention and strengthening food security.

Approximately 50.74% of students at the district are chronically absent due to a housing insecurity (Las Cruces Public Schools, 2020). In accordance with the McKinney Vento Act, LCPS collaborates with its partner organizations to provide services to

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students and families, including the support needed to find a suitable residence for students and families, while the parent(s) secure the assistance needed to support a safe, healthy environment. To complement this work already being done within the schools, a new pipeline service for home visitation was designed based on literature review outcomes.

New pipeline service one justification: Home visitation model

According to the article “The Link Between School Attendance and Good Health” published by the American Academy of Pediatrics, “chronic school absenteeism, starting as early as preschool and kindergarten, puts students at risk for poor school performance and school dropout. Chronic absenteeism puts students at risk for unhealthy behaviors as adolescents and young adults as well as poor long-term health outcomes.” Moreover, a well-implemented integrated student support model contributes to increased student attendance, math achievement, and overall GPA, and decreased student grade retention and dropout rates (Oakes, J. Maier, A, 2017). LCPS will launch a home visitation practice to decrease chronic school absenteeism in all four community schools to realize at least the district average of 37.61% by the end of the project period.

Table 5. Anticipated Chronic Absenteeism Reduction Outcome

Measurable Outcome: Decrease and then maintain chronic school absenteeism to at least the district average of 37.61% by the end of the project period.		
School	Current Chronic Absenteeism Rate (FY 2020/2021)	% Point Change Desired by Year Five

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Booker T. Washington	51.38%	-13.77%
Lynn Middle	44.29%	-6.68%
MacArthur Elementary	24.81%	-5% to 7%
Conlee Elementary	43.04%	-5.34%

Overall, community school models demonstrate at least a 7.3% change in elementary and middle schools and 8.3% point change for high schools, a factor that was considered when identifying feasible end outcomes for each school (New York City Community School Strategic Plan, 2017). In order for us to make changes to educational outcomes, we must first ensure all our students are in school. Nationally, communities have implemented this model with statistically significant outcomes as highlighted in the results of a 2015 study within five high-poverty schools of 20 classrooms where significant reductions in absenteeism were recorded (Erbstein, N; Olagundoye, S, & Hartzog, C., 2015). In another study, a teacher home visitation program refined over three years with a small randomized control trial in the fourth year had strong outcomes (Cook, P.J., Dodge, K.A., Gifford, E.J., & Shulting, A.B., 2017). LCPS also reviewed the outcomes of four Learning Collaborative school sites during the 2014 - 2015 school year where they worked to address chronic absence rates due to unexcused, excused, or suspensions (Kerr, J. et al, 2012). In another longitudinal study, data was collected from 39 students on rates of chronic absenteeism and on specific family and community activities showing that community partnership practices can significantly decrease chronic absenteeism.

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In review of LCPS' previous work with chronic absenteeism within Booker T. Washington, an early truancy prevention initiative was launched and implemented from 2003 - 2005, achieving a 95% daily attendance rate. As administration changes took hold, the program had been deprioritized. Now as a community school, this program will integrate long-standing practices and policy so that it remains a priority outside of shifts in leadership.

Once Conlee is introduced into the community school portfolio, the theory of change is that if both Conlee Elementary and Lynn Middle have strong early truancy prevention programming, then the high school associated with the feeder pattern—Las Cruces High School—will see a long-term change in chronic absenteeism by at least 12%.

Theory of Change: If both Conlee Elementary and Lynn Middle School have strong early truancy prevention programming, the high school associated with the feeder pattern—Las Cruces High School—will see long-term change in chronic absenteeism by at least 12%.

Currently, Las Cruces High School has a 47.6% absenteeism rate with 17.5% due to unexcused absences, one of the highest in the district. Las Cruces High School has a very positive culture towards daily attendance as well as infrastructure that will be considered after the term of the project once we begin to transitioning that campus to a community school.

Another notable consideration is that 38.8% of chronically absent students are English Language Learners (ELLs). Upon further review, this may be due to an eventual

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immersion of ELLs into an English-only setting from a 90% Spanish-10% English setting. Students may feel overwhelmed and not able to complete key factors for success such as reading in English and choose not to attend. There may be other factors outside of their control as well (transportation disadvantages). Employing a home visitation model will support identifying the challenge and bringing the students back into the classroom. While onsite, teachers or other volunteers would be able to educate parents on how to help advocate for their child to request and receive high-yield tutoring.

LCPS will leverage Extra Hours Agreements (EHA) to allow teachers and counselors to visit families, providing salient information about barriers experienced by students and family members. Volunteers would also be recruited to this initiative from the Lift Up Las Cruces project. Team members would experience changes to include completing home visitation during the day, weekend or evening to increase chance of connecting with the family.

**Table 6. Comparison of Student Risk Factors in
Community Schools VS. District-wide**

Risk Factor	Enrollment	Chronic Absenteeism	Avg Excused	Avg Unexcused
District Wide	25,748	37.61%	4.43	11.75
Current Community School Demographic Overview				
Lynn Middle	630	44.29%	3.50	13.26
Booker T.	362	51.38%	1.64	16.06

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Washington				
MacArthur Elementary	395	24.81%	1.88	9.89
Proposed New Community School: Conlee Elementary	481	43.04%	5.22	11.56

New pipeline service two justification: Evidence-based mental health services.

Measurable Outcome: By the end of year two, LCPS will be able to build a long-term behavioral health partnership plan based on trends in referrals and appointments.

In 2013, many residential services were lost after state-level actions to stop Medicaid funding to 15 service providers who were wrongfully accused of fraudulent allegations. Many providers closed, never to open their doors again, disrupting services to vulnerable communities disproportionately. As a result, our community is undergoing a mental health crisis along the U.S. Mexico border; our proposed pipeline services work to address the unmet primary care and behavioral health needs of our students so they may thrive academically.

We continue to see the gap in behavioral health services to this day as Las Cruces read newspaper headlines, now more common than scandalous, such as a 25-

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year-old stabbing a 51-year-old resident him to death, decapitating him, and playing soccer with his head as law enforcement descended on the scene. This was not an isolated community trauma; instead, this was the second decapitation this man performed in the last four years. Other headlines in the last six months range from a 75-year-old woman with dementia being shot dead on her doorstep as she brandished knives at police to another man shooting his wife dead in front of his four children, only to surrender after gunfire exchange alongside a community park.

The 2019 New Mexico Youth Risk and Resiliency Survey showed that 14.8% of middle/high schoolers have seriously considered suicide, and 3.6% were injured in a suicide attempt. This data point may have been an advanced fair warning to teachers and behavioral health specialists when, in 2020, New Mexico hit a new milestone with the highest suicide rate in the nation (Kaiser Family Foundation, June 2020), identifying 25 suicides per 100,000 individuals. Looking more granularly at the data in our County, our students ranks 12th out of 33 New Mexico counties reporting sadness or hopelessness—36.1% respectively—nearly twice the national average (CDC, 2020). Local data further shows that over 1/3 of residents need mental health services, and of those residing within Colonias, 30% identify a need for mental health support (Center for Community Analysis at New Mexico State University, Sept. 2020).

Our desire is to build out the fourth pipeline service of a current three-pronged Integrated Student Supports Pillar approach (primary care, dental and vision services). This proposed project will leverage the current staffing structures at each school to build out mental health clinic hours available to students. Literature review shows that mental health care in a community schools model may impact school suspensions, disciplinary

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referrals, problem presentation, personal responsibility, future aspirations, and family engagement (Olubiyi, O., Futterer, A. and Kang-Yi, C.D. ,2019)

The pipeline service will provide evidence-based mental health services via a nurse practitioner and staffed by La Clinica de Familia, a local federally qualified health center. In addition, partnering organization, Families and Youth Incorporated, will send their “La Vida On the Move” mobile unit to our campuses at a routine time to provide counseling services.

LCPS staff will establish a “counselor slip” approach to allow teachers to refer students to a Counselor or Administration. The Counselor then evaluates students to determine further referral (e.g., suicidal ideation, depression, anxiety, domestic violence, drug use). The Counselor or Administration then contacts La Clinica De Familia for a referral to either off-site school-based support systems in order to expect the student’s arrival or schedule an appointment for La Clinica’s school-based hours. If transportation or time due to urgency does not allow for this type of in-person visit, the Counselor will schedule a telehealth visit pending the parent’s permission. The integration of this pipeline service is key as there are only 80 counselors across the 24,000 students that LCPS works with daily.

Based on a tiered need of urgency, students are referred to be seen at the moment or scheduled an appointment at a later time in the school year. To identify the level of need, evidence-based assessment and screening tools used by behavioral health partners include but are not limited to: Comprehensive Assessment, Level of Care Assessment, Family Assessments in Child and Wellbeing Services, Child Adolescent Trauma Screen (CATS), Crisis Assessment, Child And Adolescent Needs Strengths

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(CANS), Motivational Interviewing, Protective Factors Survey, and Clinical Reasoning Case Formulation.

After the assessment, outpatient mental health services and where needed (for family members or students) substance use services will be offered. Current evidence-based modalities of intervention could include the use of Eye-Movement Desensitization Reprocessing, Trauma-Focused Cognitive Behavioral Treatment, Cognitive Behavioral treatment, Dialectical Behavior Therapy, Trauma-Based Relational Interventions. All evidence-based modalities are delivered in a Trauma-Informed Care environment to ensure that students and family members are not re-traumatized and feel that they are in a safe and supportive system.

La Clinica de Familia will bill through Medicaid or Medicare for onsite mental health services, have an on-site space as well as a dedicated office should volume and types of referrals dictate this, and begin seeing youth within the first quarter of the project period. La Clinica de Familia will work in partnership with the LCPS director of Academic Counseling and Behavioral Health in order to bring licensed clinicians to the school.

With the increase in in-school and out-of-school suspensions, the LCPS Full-Service Community Schools model implemented a new discipline and counseling system, the Restorative Justice model. Restorative Justice ensures students are in charge of conflict resolution for their own infractions, rather than taking excessive punitive measures or involving the justice system. The model also involves school leadership and community partners intervening with students and their families (if deemed required) in a family-friendly atmosphere. Opportunities are created for counseling student groups and housing community service projects. Teachers and staff members receive professional

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development training for Restorative Practices. At Lynn Middle School alone, this program benefitted 59 students in the month of February 2022 alone when doing a random review of monthly usage. The Restorative Justice Program on Lynn Middle Campus has also seen a drastic decrease in fights, nearly 15%.

Our intent is to further expand this as this is a district-wide initiative. As an example, Lynn Middle School created a restorative room so that if feelings of anxiety are reported or they feel overwhelmed, they receive a “pressure pass” and go to the restorative room. There, students have access to journals, coloring books and other calming activities in order to help support feelings of frustration or worry. The room is staffed by a social worker who stays to observe and evaluate the student. Based on their initial evaluation, the social worker would be able to now refer to the robust mental health services component we would build in to our Integrated Supports Pillar as a result of this award.

Each school evaluated their internal capacities to be able to roll out a stronger Restorative Justice program and link it to a behavioral health referral system. Currently, MacArthur Elementary has a social worker and counselor available for training and support.

Lynne Middle will act as a model/mentor to other school administration staff to implement the program with their two social workers and counselor. Booker T. Washington and Conlee have one Counselor at this time and will review the best way to embrace this program on their campus. All schools will start with implementing the model as well as creating restorative rooms on each campus.

Capacity building efforts to expand existing pipeline services: Access to food and year-round, out-of-school time interventions

Measurable Outcomes:

Increase of 75 to 100 bags of food each month for current community school campuses to support food stability at home.

Integrate in workforce readiness mentoring programming by end of year one in order to address causal issues associated with food security.

Transition from afterschool programming offering at each school to year-round, out-of-school interventions by year two.

In alignment with USDA’s categorization of food insecurity, areas within the City of Las Cruces and the feeder patterns presented in this application have either low food security (reports of reduced quality, variety, or desirability of diet) or very low food security (evidence of disrupted eating patterns and reduced food intake). These rates are confirmed by the level of SNAP enrollment and poverty levels outlined by the Healthy Paso del Norte Community Dashboards and Tier I designation factors. LCPS prioritized the areas of food security for increased capacity building activities as children who grow up in food insecure homes will often fall behind their food-secure peers in terms of cognitive, emotional, and physical development as they are literally “too hungry to learn” (Children’s Health Watch, n.d.). They show smaller gains in both reading and math (Jyoti et al., 2005) and were more likely to be chronically absent (Tamiru & Belachew, 2017).

LCPS and the state of New Mexico in general experience significant levels of poverty and food insecurity. In June 2022, a state-level advocacy group New Mexico Voices for Children revealed that 38 percent of children under 17 and 40 percent of

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children under the age of four in Doña Ana County live in poverty. “The 100% Community Survey Report, Doña Ana County, 2020” also reported that 27 percent of children aged 17 and under, live in food-insecure households. In addition, nearly half (49 percent) of children under 18 in the County are living in a household with Supplemental Security Income (SSI), cash public assistance income, or Food Stamps/SNAP. Other respondents were impacted by the "cliff-effect," which is when a slight change in income (e.g., \$10) pushes families off subsidized support programs such as food assistance or subsidized child care. Those children under six that reside within the City of Las Cruces limits have the highest rates of poverty at 35.1 percent which only increases when considering ethnicity and race (U.S. American Fact Finder, 2020).

Full-service community schools were built to disrupt such ills and instead, integrate key social and health services to include access to healthy foods. Internal assessments of student data have indicated that nearly 52% of LCPS chronic absenteeism is due to food insecurity. The design of this program is to include key partners to support after-school programs that integrate access to healthy eating as well as weekend food boxes, enrollment into SNAP, and support for workforce development to eventually stabilize the household and increase income levels.

The Roadrunner Food Bank, a statewide agency, will continue to deliver food once a month to LCPS for community school coordinators to work with volunteers from the Las Cruces First Church to distribute food to families. Coordinators build relationships with the volunteers and the organization, as their assistance is a great help to staff and to those in need. Each month, 10 volunteers arrive with a trailer where they sort and

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distribute 100 bags of food. These volunteers request those picking up food sign a sheet of paper and provide comments, most of which are filled with gratitude.

Booker T. Washington will increase its capacity for food support as it now has two different partners to provide food boxes. Previously, food boxes were only coming once a month and now are delivered twice a month due to the increase in need. They provide 100 families with food every other week. Our intent is to increase that capacity.

To provide a deeper level of support, our literature review identified that the most long-term sustaining change to address food insecurity is to develop programming for equitable economic prosperity of families. Additional measurable outcomes include identifying baseline data for a mentorship program that would take place within the Active Family and Community Engagement Pillar at our most economically disadvantaged school in the district, Booker T. Washington. Within this program parents/caregivers would be matched with a professional mentor and over a series of eight months foster higher levels of engagement, communication skills, and achieve career development and personal growth goals. 10 parents/caregivers will walk through this mentorship program annually for a total of 50 by the end of the project period. Our goal is to have 60% complete the mentoring program.

Each school has a unique offering of partners and after school program. For example, the New Mexico State University 21st Century STEM program partnership is rooted in evidence-based practices and offers a range of after-school programs open to all students, including a dance club, martial arts club, engineering club, Roblox club, and an aerial RC club. Other partners include the Boys and Girls of Southern New Mexico

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who offer an after-school program with a dinner meal (via AmeriCorps through FYI+) as well as evidence-based mentoring provided by the local Big Brothers Big Sisters chapter.

The goal is to increase overall attendance in the after-school programs while building out programming year-round. Some students have been willing to reengage in after-school programs with the return to in-person learning, but others have not. Our goal over the next year is to survey students to understand what offerings they would like to see on campus and what barriers are keeping them from engaging, refining out-of-school-time interventions by age and need as well as how well the programs are delivered.

Funding has been include for learning enrichment opportunities. We propose that each campus have themed (e.g., civic engagement) enrichment days, once a month. Funds from this grant would provide resources for teachers to maximize the types of activities they can do with their students (e.g., field trips, which would include transportation, entry fees, national park visits, museums, and even just onsite providing enrichment activities for them to do).

Last year, Booker T. Washington took students to the El Paso Chihuahuas, a Triple-A baseball team in the neighboring city of El Paso, Texas. For many students, this type of access is completely out of financial reach. Staff tied the field event to its literacy and numeracy curriculum (fourth and fifth grade) and used it during the activity. This year needs and asset map assessment outcomes indicate a desire to expand it. The staff will follow a process to align all activities to reinforce attainment of national common core standards seen via pre and post-quizzes. This is a requirement to ensure that all field trips tie directly to the grade level standards. Field trips would happen once a year and enrichment days, once a month. This could change annually, but enrichment days would

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happen in year one and year two, as they are part of the four pillars of community schools.

The current pipeline services by pillar for each campus are as follows:

Table 7. Pipeline Service By Pillar

Pipeline Service by Pillar				
School	IS	EELTO	AFCE	CL&P
Booker T. Washington	Food Distribution Healthy Snacks Vision Screening Mobile Health Unit	Community Gardening Afterschool services Portfolio of summer and enrichment programs	First Teacher/Primero Maestro (ages 0-5) New workforce mentoring program	Roundtable leadership and Site-Based Leadership Teams
Lynn Middle	Onsite Dental Clinic Food service distribution Healthcare screenings	Summer Las Cruces Police Department Mentorship Afterschool Programming	Parent Engagement Classes (GED, technology, language)	Site-Based Leadership Teams

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MacArthur Elementary	Food services Laundry services	Bike Club Archery Club Sports Recreation AmeriCorps afterschool programming	Parent Engagement Classes (GED, technology, language)	Site-Based Leadership Teams
Conlee Elementary	Creation of mental health services Creation of food services program	Expansion of afterschool programs/ summer programs	Creation of year-round, out-of-time enrichment learning	Creation of a Site-Based Leadership Team by Year One

Competitive Priority Preference 1. Through the Multi-Layered System of Supports (MLSS) our Community Schools Steering Committee will coordinate with the district-level MLSS team to intertwine the 13 key indicators of this evaluation in order to look at the whole child and then identify key drivers on what is creating negative behaviors/academic outcomes. MLSS is being rolled out districtwide. In 2014, communities and schools across New Mexico sued the state for violating constitutional rights of students to a “sufficient and adequate education.” Focused on supporting Indigenous students, English Language learners and other At-Risk populations, plaintiffs Louisa Martinez and Wilhelmina Yazzie went from a Santa Fe courtroom to injunctive

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relief. As a result, the NMPED created a master plan and timeline that led to every district being mandated to implement MLSS.

MLSS is an evidence-based framework to shift how we think about an RTI system (Response To Intervention). LCPS has designed a platform to integrate all the principles that involve MLSS. The framework tracks the many layers of supports that students have that will drive the decisions made for student success. The intent is to provide data regarding key components (e.g., levels of need for mental health, homelessness rates). MLSS is able to consider external considerations such as family dynamics as well.

MLSS starts with the teacher. Teachers can identify the student's academic challenge and would be able to initiate a process to review types of pipeline services and other school-level interventions to support the child. MLSS then provides the teacher the autonomy to be able to start and stop interventions based on the student's progress. A comprehensive team would come together to assess the "layers" that are necessary and what supports are most appropriate (e.g., reading intervention, stable housing) to address social emotional, academic, physical and other unmet needs. This data-driven discussion will be linked to our evaluation plan and ensure that we prioritize the most At-Risk and in-need students.

LCPS established a baseline with seven schools in 2021 regarding MLSS. We worked with each school to complete a self-assessment and put teams together for site visits/coaching calls with NMPED as they interviewed community and family members. Among the seven schools, key themes were identified alongside baselines. All administrators have been educated about MLSS via the district level team and the district will provide the level of fidelity to MLSS.

Competitive Priority Preference 2. Competitive priority preference strategies are integral to the overall design of our project. At **497 incidents for every 100,000 people, the annual violent crime rate in Las Cruces is shockingly above the national violent crime rate of 379 offenses per 100,000 people.** Our students are also constantly exposed to traumatic events including one of the fastest growing rates of domestic violence calls from 2015 - 2019 in the state and require a systems-level approach to address these trends. In 2017, the Las Cruces Police Department reported 778 domestic violence incidents while Dona Ana reported 1,257. Only Albuquerque, a more densely populated area ranked highest with 7,772. Still, it is jaw-dropping that our one community comprises at least 10% of all domestic violence calls across the state of New Mexico (Caponera, 2018). What is more concerning is that in 2018, Las Cruces Police Department received 1,399 domestic violence calls while Albuquerque began to trend downward. In combination with Dona Ana Sheriff's calls we now represented 12% of all state calls for help (Caponera, 2019). 2019 fared worse with 1,458 calls for help to the Las Cruces Police Department (Caponera, 2020) and Dona Ana's explosive domestic violence crisis sky rocketing to 3,802 calls for the year.

An increase in crime during the pandemic further aggravated the mental health crisis. Closed businesses became the target of roving rings of car burglars. Property crime skyrocketed by 23% from 2019 to 2022; non-residential and auto burglaries grew from 45% to 52% and vehicle thefts more than doubled from 91 to 186 in 2020 (data for 2022 was not currently available at the time of this application). These occurred in key districts where community schools are present.

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Most concerning is the growth of violent crime. Aggravated assaults are currently at an all-time high as indicated by a continued three-year increase to 43% of crime type, from 103 to 147. Rates in 2021 have grown significantly compared to the same time as last year. Robberies increased 76%, going from 15 to 26.

The City of Las Cruces continues to work on the ground to ensure a safe community but challenges persist as New Mexico lacks key legislation (state gang enhancement laws) to support law enforcement efforts. With over 4,000 gang members in and around Las Cruces, gang activity/behaviors have changed; these homegrown gang members now coordinate efforts rather than fight for territory in order to increase business dealings and operations.

Gang culture is no longer underpinned by a gang name—but by money—reports Street Crimes Officer, [REDACTED] (Cooke, 2020). The Las Cruces Police Department, another key partner within this application, works closely with other law enforcement entities including the Doña Ana County Sheriff's Department, the New Mexico State Police, and police departments in El Paso, Alamogordo, Deming, and Silver City to coordinate efforts and protect their respective jurisdictions. Billboards and ads with the catchphrase "Gun Crime = Federal Time. No parole" replace previous messaging to emphasize the seriousness of these crimes and highlight collaborative efforts between the local Federal Bureau of Investigations office and the Las Cruces Police Department.

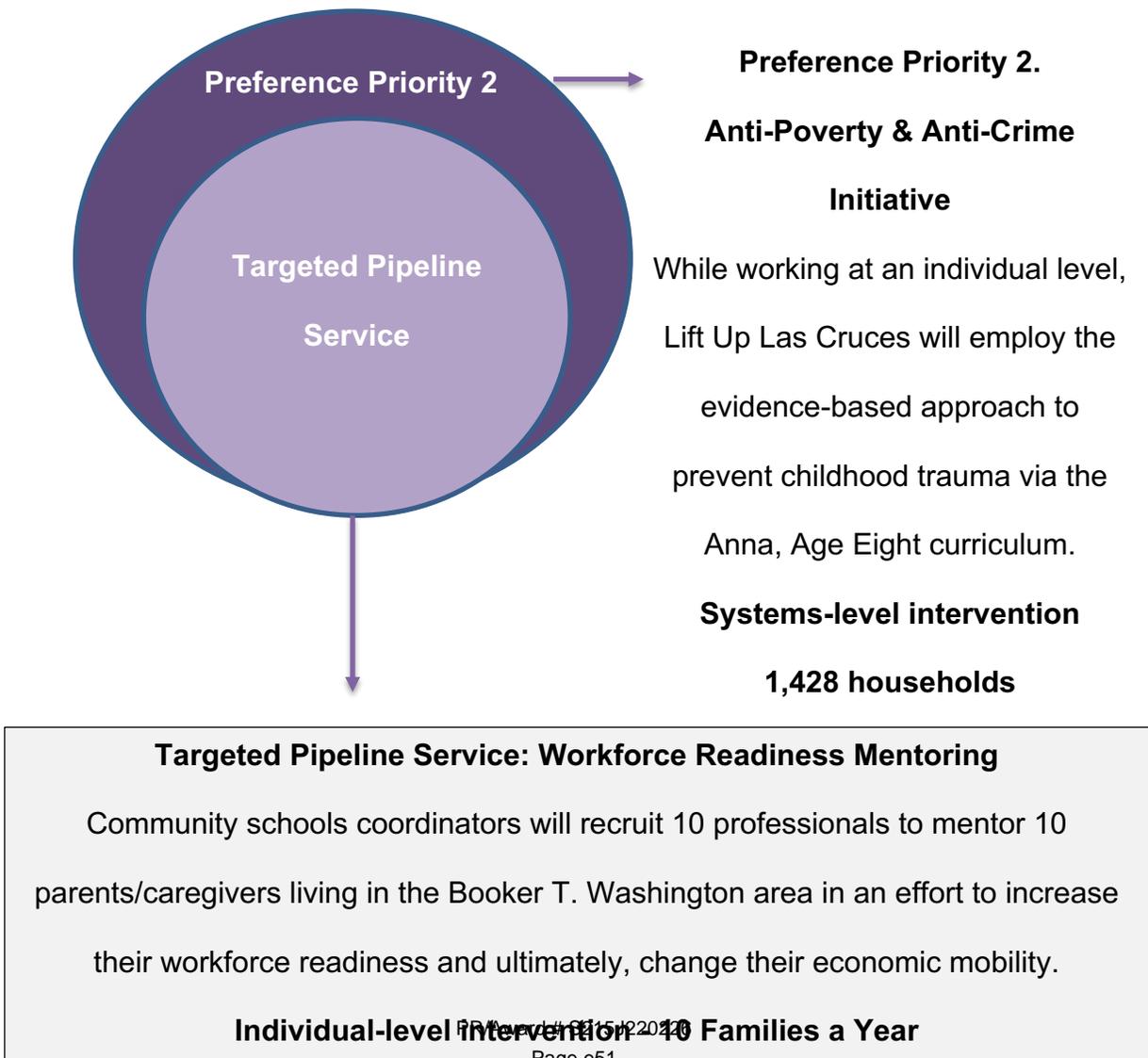
Booker T. Washington Elementary School is located in a high-crime area, where a crime occurs every 67 minutes (on average) (CrimeMaps.org, 2021). The school houses a population of 323 students, 162 being female and 161 being male. Overall, the population is 93% Hispanic, 1% African American, and 1% Native American. This school

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houses the highest enrollment of prekindergarten students in the district and is currently expanding to four additional classes next year via a remodel. They have 11 pre-k classrooms, with students from all over the city, participating in all campus activities. The school has a community garden only a few steps from the street and remains unlocked and available to the community.

As Booker T. Washington is also located in one of the highest crime rate zones in Las Cruces, we linked our workforce readiness mentoring program that was previously described to Competitive Preference Priority 2.

Figure 2. Synergistic Preference Priorities For Programmatic Work



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Under this priority, LCPS will work with Lift Up Las Cruces to dismantle the systemic challenges keeping our families in poverty, food insecure, and either involved in or victim to criminal activity. While we work with 10 households in the neighborhood through our new mentoring service, Lift Up Las Cruces via the City will deploy a series of tactics to increase safety in the neighborhood.

Specifically, we will work with the City in an effort to implement the data-driven approach to prevent childhood trauma—the Anna, Age Eight Curriculum. The City will work to ensure families have the ten essential services to move the community from “surviving” to “thriving.” Many of these ten essential services align with our proposed community school model. Booker T.. Washington would be positioned as a community hub to support work done in this area by being the physical location for events, townhall-style meetings, and being a safe environment for families and students to come together.

Table 8. Anna Age Eight 10 Essential Services

Anna, Age Eight 10 Essential Services	Service Supported at Booker T. Washington
Medical Care	La Clinica de Familia
Behavioral Health Care	Families and Youth Innovations
Food Security Programs	La Semilla and Las Cruces First
Housing Security Programs	McKinney Vento and a new partnership with the Community of Hope
Transportation to vital services	Families could receive transportation from the McKinney Vento funding to and from

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	Booker T. Washington to receive services (e.g., bus passes)
Parent Supports	Parent trainings and workshops via LCPS
Early Childhood Learning	Kindergarten readiness services via Booker T. Washington's pre-k hub
Community Schools (fully resources schools with health centers)	Las Cruces Public Schools
Youth Mentors	Big Brothers Big Sister of Mountain Region
Job Training	New pipeline service for mentoring

Overall, the following goals, objectives and measurable outcomes were created for the above-presented pipeline services (new and expanded) and preference priority consideration.

Table 9. Goals, Objectives, and Outcomes

Goals	Objectives	Strategies and Resources	Measurable Outcomes	Evaluation and Data Collection Components
<p>Goal A: Proposed community schools will be at grade-level proficiency.</p>	<p>Increase reading and math proficiency to strengthen academic achievement outcomes.</p>	<p>Provide professional learning communities via the LCPS Teaching and Learning Center for teachers to improve instruction. Leverage the MLSS framework and Community Schools evaluation plan to ensure all pillars and</p>	<p>Preschoolers are considered kindergarten ready as seen through their completion of the kindergarten readiness assessment by the end of year five and early childhood observation tool. LCPS is meeting national and district level</p>	<p>Demonstrated adoption of four pillars Review of participating school reading achievement STAR scores end of year one compared to prior year's data, aggregate and broken down by grade and demographics.</p>

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		pipeline services are completed with fidelity.	STAR proficiency rates as set each year.	
Goal B: Reduce Chronic Absenteeism	B.1 Address causal issues of chronic absenteeism.	B.1 Add the home visitation pipeline service and behavioral health pipeline service to address potential barriers for students in attending school	B.1 Decrease and then maintain chronic school absenteeism to at least the district average of 37.61% by the end of the project period.	B.1 Review of participating school absentee rates at end of year one compared to prior year's data, aggregate and broken down by grade and demographics.
Goal C: Maintain a safe and supportive environment.	C.1 Create stronger linkages between trauma informed care philosophies,	C.1 Implement new pipeline services and expand current pipeline services.	C.1 Increase of 75 to 100 bags of food each month for current community school campuses to	C.1 Demonstrated adoption of four pillars

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	<p>behavioral health services, and restorative justice.</p>	<p>Participate in Lift Up Las Cruces to increase community safety considerations and prevent childhood trauma.</p>	<p>support food stability at home. Integrate in workforce readiness mentoring programming by end of year one in order to address causal issues associated with food insecurity. Transition from afterschool programming offering at each school to year-round, out-of-school interventions by year two.</p>	<p>Assessment of mentoring outcomes by end of year five such as job readiness skills attained and wage gains. Assessment of school safety climate survey.</p>
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Factor 3. The extent to which there is the use of appropriate evaluation methods to ensure the successful achievement of the project

The project evaluation is guided by the American Evaluation Association Guiding Principles (2018), integrating best practices and recommendations for evaluating Community Schools, in particular (Oakes, Maier, & Daniel, 2017), which complement each other. Approaches align with both of these documents, including the ongoing review of data, evaluation of the model implementation, outcomes, and recognition that implementation may differ across sites given the varying needs and resources of the schools and communities, promoting transparency and active participation sharing of data and findings.

The overarching goals of the evaluation are to: 1) Build critical systems to ensure that the project team and LCPS have reliable mechanisms to collect data needed to gauge impact and stakeholder feedback; 2) Provide the project team with key information to assess and achieve their goals and objectives; 3) Integrate multiple stakeholders into the evaluation process to offer critical feedback and input about the project at each school; 4) Facilitate regular use of data to inform decision-making; and 5) Utilize a collaborative model where the evaluation team and project team work together throughout the grant to ensure methods are appropriate, feasible, and sustainable after funding ends. Reflected in the approach are the goals detailed below.

SELECTION CRITERIA 3: QUALITY OF PROJECT SERVICES

QUALITY OF PROJECT SERVICES FACTORS TO BE CONSIDERED

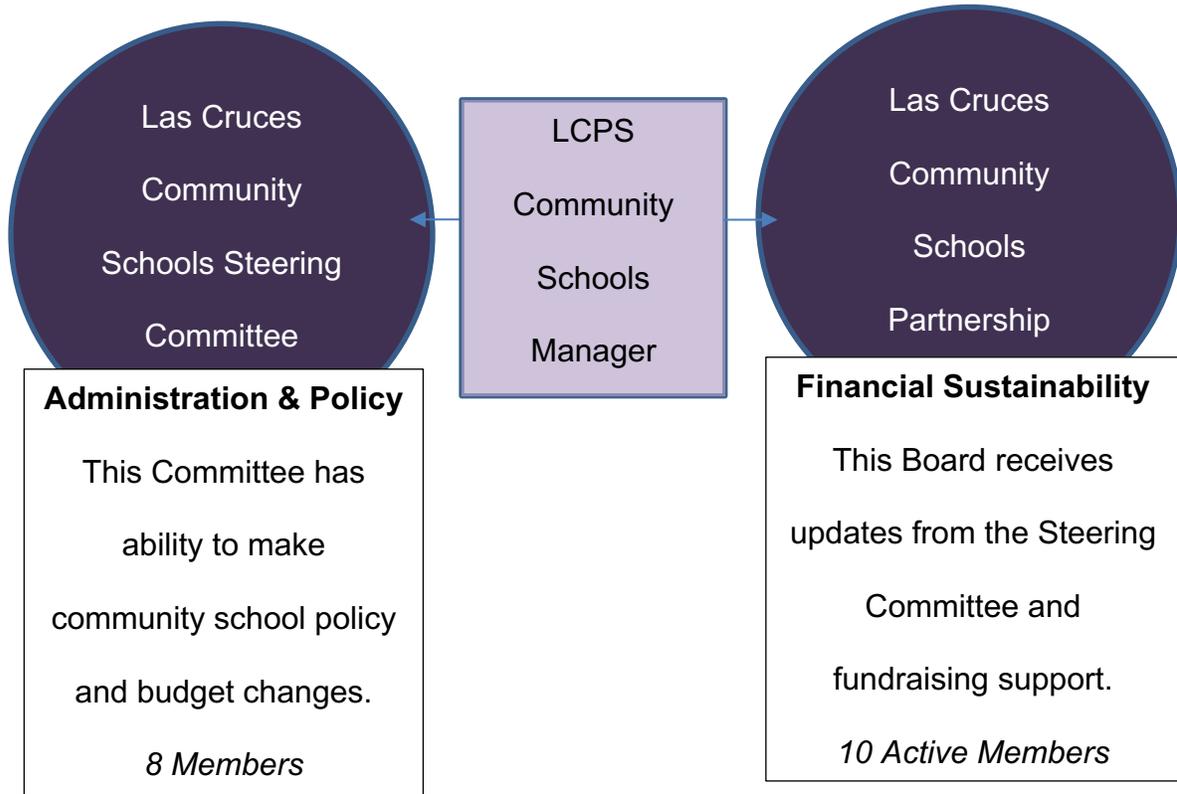
Factor 1. “The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators, and staff, beneficiaries of services, school leadership, and community leadership.”

LCPS can assure that our project will include diverse perspectives at every turn both within the design and operations activities. To do so, we employ the five key steps from the Department of Education’s best practices in strategies and considerations to increase diversity (Department of Education, 2017).

The first step is to ensure we build a “team with broad representation and engagement from the community.” Specifically, we ensured that district and school personnel came from key areas of expertise which include instruction, policy, budget and federal programming. These areas provide leadership in key areas that impact our work in community schools.

There are two supporting committees that have been in place since the onset of our community schools journey—the Las Cruces Community Schools Partnership Board and the Las Cruces Community Schools Steering Committee.

Figure 2. Supporting LCPS Community School Committees



A Joint Powers Agreement⁴ was established in 2018, between the City of Las Cruces and the LCPS where we formalized our commitment to scale, support, and spread Community Schools via the Las Cruces Partnership for Community Schools Board. This Board supports LCPS in diversifying revenue streams for long-term sustainability. As an example, the City of Las Cruces currently commits and has committed since 2019, \$100,000 of annual funding to community schools work. Most recently, the Las Cruces City Council approved an additional \$50,000 annually to increase work. The City also

⁴ A Joint Powers Agreement is a formal agreement between two or more public agencies that share power and want to work together to implement a program.

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ensures that community schools **are** a strategic priority and written into their 2022 - 2026 strategic plan.

The Partnership Board is very supportive of fund development efforts. In November 2021, the National Education Association of Las Cruces, New Mexico sought and secured grant-writing support for LCPS in order to submit a federal application for full-service community school work. They also provided technical assistance to support us secure three of five New Mexico Department of Public Education (NM PED) grant awards.

The Partnership Board also attends events and advocates for funding at the City level. This support allows our Community Schools leadership to focus on growing pipeline services as well as to stay abreast of the latest trends and finding in well-run community school models. Partners are in Table 2. *Las Cruces Community Schools Partnership Board.*

Table 11. Las Cruces Community Schools Partnership Board

Organization	Members
City of Las Cruces	<p>District 1: Mayor Pro-Tem and Counselor </p> <p>District 3: Counselor  <i>(Partnership Board Vice-Chair)</i></p> <p>District 6: Counselor </p>

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National Education Association of Las Cruces	President [REDACTED] Board Member [REDACTED]
New Mexico State University	Vacancy being filled
Dona Ana Community College	Vacancy being filled
Families and Youth Incorporated	Chief Executive Officer, [REDACTED]
Boys & Girls Club of Las Cruces	Chief Executive Officer, [REDACTED]
LCPS Board of Directors	[REDACTED], Chair of the Partnership Board Carol Cooper
Las Cruces Public Schools	[REDACTED], Deputy Superintendent of the Division of Teaching, Learning, Leadership, & Research

The Las Cruces Community Schools Steering Committee focuses instead on administrative and policy-driven issues. To enact change, several LCPS leadership members sit on this committee to include the Deputy Superintendent, the Associate Superintendent of Equity, Innovation, and Social Justice, the Chief Leadership Officer, the Director of Federal Programs (where our community schools work is overseen) , and the LCPS Community Schools Manager.

Their discussions regarding strategic planning and data analysis are informed by NEA New Mexico’s President and Board Member as well as a representative from NEA

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National. An example of their support includes researching, creating and securing approval for specific principal-level community schools job descriptions so that community schools is seen as a cultural component not a program. They also decide (with community input and analysis) which schools will transition into a community school. The Community Schools Manager then reports to the Partnership Board to hear and apply recommendations.

These partners are joined by over 100 supporting providers, donors, and community members that work with our community schools model and are prepared to begin support in this new initiative. Letters of support as a supplemental demonstration of commitment to all Pillar work expansion include Anna, Age Eight Institute's leadership team and all of our Congressional Delegation. These entities provide state-level support and recommendations from both a research and policy perspective that will inform long-term planning considerations. Those considerations will be reflected in our LCPS Community Schools Strategic Plan.

Beyond these two supporting entities, LCPS is guided through step two: identifying and collecting relevant data⁵. This is done through a thorough needs and asset map assessment (also referred to in the NOFO application instructions as a comprehensive plan). Community school coordinators will distribute surveys (electronic and paper) to

⁵ This section supports our response to the Capacity Building Require 4b, 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)

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students and parents first. Thereafter, we secure survey feedback from staff and community partners. The process is done annually with a survey response rate set for students and parents/caregivers at 75% and 100% for staff.

The surveys include key questions to find out information such as basic needs and how well they are being met, desired programming, access to technology and health services. After the process of surveying is complete, the community school coordinators begin the process of asset mapping, gathering formal and informal information about needs and resources available in the community for students and their families. Community school coordinators host one-to-one interviews, and review district and school-level data. Please note that data security and student privacy, policies and procedures are in place with community school coordinators trained.

Step three includes analyzing the data. This data review is done in partnership with the Community Schools Manager as some data does not paint a fair and accurate picture. For example, Dona Ana Elementary has one of the lowest SNAP enrollment outcomes in the district, yet they have the highest use of food security programs. There is clearly an unmet need; assumptions can be made based on the strong familial and tight-knit culture of Dona Ana Village that they choose not to enroll due to mixed immigration statuses within their family, a belief that public benefits are a “hand out” or other considerations.

A more concrete example could be that last year, only two reports of suspected child abuse (Las Cruces Public Schools, September 2022), despite an increase in domestic violence calls received from local law enforcement dispatch (local Las Cruces Public Schools Staff Interview, September 11, 2022). La Casa, a domestic violence shelter in Las Cruces reported being at full capacity with continued calls for help

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throughout the pandemic. We know there is a problem surrounding Booker T. Washington and why becoming a part of Lift Up Las Cruces is so important in order for us to identify and help children who may be witnessing or being the victim of domestic abuse. We cannot ignore the growing trend of domestic violence that is being reported by law enforcement.

Step four leads with determining the most appropriate diversity strategies. We engage our Student-Based Leadership Team to finalize strategies and pipeline services. A new initiative to better engage students will take place in this grant. Specifically, Lynn Middle will increase its capacity to improve student outcomes. In this proposal, the community school coordinator and school administrator will meet with a newly formalized student council which was implemented on March 31, 2022 and is composed of 30 students, one representative from each grade level's advisory classroom. Every two weeks the community school coordinator and principal will meet with representatives to discuss current needs, future goals, and the framework of community schools. The meeting agenda and outcomes are shared with parents, stakeholders and staff of Lynn Community Middle School.

Parent engagement is also a key component of this school. Parents receive flyers with a list of available resources and goals of their community school, through face-to-face meetings in the morning as their child(ren) are dropped off at school and other approaches. Parent engagement has also been a focus as attendance for Parent and Teacher meetings as well as SLBT were stagnant. Parents have shared ideas that both families and students could benefit from, such as a drug prevention/education course.

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families have expressed interest in adult after-school programs that are currently not available, such as GED and ESL courses.

Another new component is to ensure that not only are evaluation outcomes of this project made publicly available, but that we take it a step further and integrate components of data equity into our work with community partners, parents/caregivers and students. Rather than simply providing a lecture-style presentation to community members, our LCPS Community Schools Partnership Board, community school coordinators and community schools manager will provide a hands-on learning session to the community on how to interpret graphic visualization of the project outcomes under each pillar. We desire for our community to “own the data” and not just participate in surveys but ask questions on outcomes and teach us how they want it visually represented so we can, long-term, grow our community’s capacity to become more engaged in project design, operations and the vision of what their community school should do for them.

SELECTION CRITERIA 4: ADEQUACY OF RESOURCES

Factors Considered

Factor 1. The extent to which the grantee has plans for a full-time coordinator at each school.

There are currently three full-time service coordinators already in place, located at Lynn Middle School, MacArthur Elementary, and Booker T.. Washington. These full-time coordinator positions are paid through either the district’s operating budget or grant funding from the state of New Mexico Public Education Department. Conlee Elementary

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will hire a full-time coordinator at the onset of the project period through funds from this proposed grant award. Hired in year one, quarter one of the proposed project timeline, the coordinator will go through an initial training process and begin work. Our MacArthur Elementary School campus will be supported with funding for their community school coordinator by NM PED funding until May 2024. At that time, we will place them on this grant budget request in order to complete the project.

Factor 2. The extent to which there is a plan to sustain the position beyond the grant period.

Our district leadership works with principals to identify key funding sources for the ongoing sustainability of the community schools coordinators. From December 2021 to May 2022, the LCPS Community Schools Manager and Director of Federal Programs worked in partnership with a consulting firm to develop a fund development strategy to sustain this grant award after its term.

The 2023 - 2025 fund development plan leverages our current culture of prioritizing community school staff as a key asset to the strategy. We have never relieved a community school coordinator from their position as a result of a lack of funding. We value and understand the importance of their role and the fidelity it brings to the overall model.

The fund development plan also leverages our mixed revenue streams we've developed since 2015. The fund development plan strategies are as follows:

Strategy One. *Ensure a safety net funder is in place.* As the project begins to term in year four, each campus will review their allocations of Title I funding should no other source of funding be identified by that time. Title I funding acts as our district's safety net

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and payor of last resort in order for us to maintain community schools coordinators as priority.

Strategy Two. *Expand City-level funding to support more coordinators by year three of the grant award.* As a result of this grant, the LCPS Community Schools Steering Committee will have additional bandwidth and evaluation expertise to demonstrate a cost-benefit analysis to the City Council during their work sessions. The intent is to show how community school models, when implementing pipeline services in alignment with all four pillars, increases STAR testing outcomes, decreases chronic absenteeism and increases overall family economic mobility. Our goal would be to increase support two community school coordinators per year from these funds.

Strategy Three. *Work in coordination with the City of Las Cruces and other jurisdictions to apply for mutually beneficial grant applications.* LCPS will complete a “partner fund development asset map” that charts all partners to include government entities and their funding priorities with how committed they are to the community schools mission. We will work with those who are most committed, have the best understanding of the model and have an aligned agenda in order to apply for additional grant funding. Initial work was done on this fund development asset map in order to begin to develop grant applications within the second half of year one of the project period. These initial partners for collaborative and regionwide grant writing work includes:

1. The City of Las Cruces in order to expand the Lift Up Las Cruces foot print from the initial Booker T. Washington zone to others (which would be identified by the end of year one and presented to City Council and the City Management office for discussion). The Lift Up Las Cruces initiative is already supported via a \$250,000

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investment from the City's Telshor Fund, a specific set-aside to support healthcare related initiatives. As this initiative is City-Management level led, our district knows that it is a key priority for their departments.

2. Partners such as Families and Youth, Incorporated Inc in order to co-create a response to the mental health crisis stated in this application. The partner has already applied for Substance Abuse and Mental Health Administration funds to become the first Certified Community Behavioral Health Clinic in the state of New Mexico. This special designation provide funding to expand services to fully meet the need for care. There is opportunity to grow partnership to sustain our proposed pipeline service.

Outside of jurisdictional support from the City, the Las Cruces Partnership Board will look to other governments for participation. This would include entities such as the County of Dona Ana and associations such as the Dona Ana Village Association. The Dona Ana Village Association is an organized body of residents that have already secured funding for outdoor recreation on behalf of their youth. In partnership with this entity, the Las Cruces Partnership Board could coordinate grant applications for other pipeline services such as state-level funding for youth conservation, "opportunity youth" funding for workforce readiness from local/regional foundations, and others.

Strategy Four. *Cultivate new and existing philanthropic funders with the expansion of feeder patterns.* As an example, our district is proud to have secured a \$600,000 award from W.K. Kellogg to grow two community schools. Although the grant is terming in 2024, we plan to discuss longer-term partnerships associated with building out our feeder

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pattern systems and moving towards the district's vision of all community schools for all children.

Overall, the community schools coordinator position is one of a larger budget component associated with the community schools' operations. From January 2022 to February 2022, the LCPS Community Schools Manager mapped out the cost of each school to include in-kind services or services paid by a third-party (e.g., donors, grantors, insurance companies) so that a true cost could be generated for each school. This community-school level budget provides each campus an opportunity to know real cost and value behind services provided. In this grant application, there will be an evaluation of costs per student versus those costs associated with negative outcomes (e.g., juvenile probation, lost wages in home, and potential lower life expectancy by school) to demonstrate to the community the lasting impact of this program.

Factor 3. Description of how the full-time coordinator position will serve to plan, integrate, coordinate, and facilitate programs and services at each school.

At the core of LCPS FSCS community schools is its community school coordinators. We understand they are integral to the model and provide competitive salaries and dedicated time to ensure they can cultivate partnerships, resources, activities, outreach, and outcomes associated with the four pillars within each school. The district relies heavily on their insight in planning the next steps to expanding the district's vision of fully implementing a district-wide community model. The process for their engagement within the community school is as follows:

Table 12. MOU Signatories and Their Strategic Role

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Key Community Schools Coordinator Activities	Timeline Period	Supporting LCPS Department
Initial orientation via the NEA curriculum consisting of an initial online class where the community schools coordinator is enrolled in September. Community Schools Manager would provide a 90-day success plan and overview of daily responsibilities.	Ongoing	Federal Programs
Coordination of local needs and asset assessments	August to May each year	Federal Programs and Principal Leadership
Development of community Site-Based Leadership Team	Three to four months	Federal Programs and Principal Leadership
Participation in the strategic plan development to sustain pipeline services	Annually in June/July	LCPS Steering Committee and Partnership Board

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Alignment and recruitment of community partners	Ongoing	Principal Leadership and Site-Based Leadership Team
Sharing leadership strategies to increase family and youth engagement	Ongoing	Principal Leadership and Site-Based Leadership Team
Collection of data from pipeline service outcomes (e.g., attendance rates, case studies, surveys, pre and post tests)	Ongoing	Federal Programs
Outreach to stakeholders to align and recruit partners	Ongoing	LCPS Partnership Board, Site-Based Leadership Team

SELECTION CRITERIA 5: QUALITY OF THE MANAGEMENT PLAN

Management Plan Factors Considered

Factor 1. Extent to which the grantee has, or demonstrates a 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 preliminary MOU⁶.

“Plan. Develop. Coordinate. Provide. Evaluate.” LCPS has a strong and strategic operating infrastructure that blends both internal staff and leadership with external community-based organizations, city government, and faith-based communities. The attached MOU signature pages (please see Appendix) represent our “champions” that will be key in the planning and development activities in year one of this initiative as well as coordinating (and to some extent, providing) those pipeline services/capacity building activities through years two through five. Please see *Table 13. MOU Signatories and Their Strategic Role*, for more information. To further streamline roles, a community school pillar champion will focus on expansion or new pipeline service development, coming together under the leadership of LCPS Community Schools Manager, Naomi Chavez Lopez, in order to receive further direction and provide recommendations.

Table 13. MOU Signatories and Their Strategic Role

Partner	Strategic Role in Pipeline Service Growth (Current and New)
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⁶ This section also responds to the Capacity Building Requirement 2: A preliminary MOU among all partner entities of the eligible entity, identified at the time of application, that will assist the entity to plan, develop, coordinate, provide, and evaluate pipeline services and that describes the roles and responsibilities that the partners, including the broadly representative consortium.

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<p>Big Brothers Big Sisters of Mountain Region Boys & Girls Club of Las Cruces</p>	<p>Expanded and Enriched Learning Time Champions <i>Expand current use of evidence-based mentoring program for identified school sites.</i></p>
<p>Casa de Peregrinos</p>	<p>Integrated Supports Champions (Nutrition) <i>Expand current and create new points of access to nutrition and increased food security in impoverished households.</i></p>
<p>Families and Youth Incorporated (FYI+)</p>	<p>Integrated Supports Champion (Trauma-Informed Care) <i>Create new access to evidence-based mental health services and increase capacity for current mental health. Provide recommendations for financial sustainability via the Las Cruces Community Schools Partnership Board.</i></p>
<p>La Clinica de Familia</p>	<p>Integrated Support Champion (Behavioral Health and Primary Care) <i>Expand access to evidence-based mental health services.</i></p>
<p>La Semilla Food Center</p>	<p>Active Family and Community Engagement <i>Expand and create new community gardening and nutrition programming rooted in evidence-based frameworks.</i></p>

<p>Las Cruces Public Schools</p>	<p>Collaborative Leadership and Practices To Support High Quality Teaching</p> <p><i><u>Approve the expansion of or integrate new use of evidence-based practices across schools for staff development.</u></i></p> <p><i><u>Make policy change as a result of evaluative and needs assessment outcomes.</u></i></p>
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Specific to the *Collaborative Leadership and Practices to Support High Quality Training Champion* listed in Table 13, the signatory—LCPS Superintendent—ensures that the Community Schools Steering Committee receives support for district-level policy change by placing key decision makers at the table. The Superintendent also ensures that School Board-level leadership sits on the Las Cruces Community Schools Partnership Board, driven by a Joint Powers Agreement with the City. Both of these entities are described in the proceeding section, *Capacity Building Requirement 3*.

Evaluation is done through a community needs assessment and asset mapping process that is the traditional approach for data collecting and gathering information that dictates pipeline services. The assessment and map is overseen by the CS Steering Committee and run by the community school coordinators. Given that the proposal instructions for this grant indicated applicants could not budget sub-awards, our proposed evaluator, currently the Southwest Outreach Academic Research Evaluation and Policy Center at New Mexico State University (SOAR), will go through procurement. For LCPS procurement policy reasons, SOAR did not sign the Preliminary MOU. However, upon

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award LCPS will define a scope and have SOAR sign a final MOU within the first three months of the project period.

[REDACTED], Ph.D., director of the SOAR Evaluation and Policy Center at New Mexico State University, will manage the independent evaluation supported by her team of staff and doctoral students. She has participated in national metrics collection in a prior role at the National Institutes of Health-funded Institute in Seattle, Washington. [REDACTED] is prepared to work with the Department of Education to support the project team gather data for federal reporting purposes.

Outside of the preliminary MOU attached, LCPS has several standing agreements with providers and included Action for Healthy Kids as an example. Additional entities will be added to the preliminary MOU such as Las Cruces First, a faith-based community that will join our collective efforts in addressing food insecurity within community schools.

Factor 2. Extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.

LCPS has completed significant and transformational outcomes including the creation of a balanced calendar, experiencing new scheduling considerations (e.g., intercessions, intensive interventions), and learning loss as it is related to the pandemic and key sub-group population that were impacted by the pandemic). This current initiative is moving the staff and leadership into a different district-wide approach to decision-making.

Other elements of effectively managing key projects to benefit the youth served included building outdoor learning spaces at every school to allow students to benefit

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from this new learning environment. This was as a result of COVID-19 learning environment modifications.

The district has key summer programming to support enrichment and other efforts. In collaboration with the bilingual department, community outreach and community stakeholders, the multi-disciplinary team (e.g., homeless education team, migrant education team, Native American education team, and the community schools team), targeted key populations to attend a summer camp. Given their poverty levels and isolating factors, these students don't experience the same levels of confidence as others (e.g., new school supplies, shoes, backpacks, etc.) on the first day of school.

The Olympian University for Cosmetology provided haircuts and the Lions Club provided eye exams and screenings, along with glasses for those in need. Each child received at least one new outfit, lunch bag, reusable water bottle, and a pair of shoes. Their immunization records were reviewed and arrangements were made to ensure they were up-to-date on their immunizations. They also were provided bags of non-perishable foods for their at-home pantries. This increased self-confidence via ESSER funds (COVID-related funding).

Overall, the district oversees various types of complex funding such as over \$10M in Title I funding; \$800,000 in Title IV funding; within ESSER funds all \$7M in CARES Act dollars were exhausted; \$29M in CRRSA funds are currently being obligated to project work; American Rescue Plan Act funds at approximately \$64M are just at the onset of spending. These major categories of funding complement other dollars received such as those specific to community school work. These funds include New Mexico PED grants at \$150,000 each per site, with two awards, a \$75,000 award (close-out year), and other

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\$50,000 planning grants. Kellogg Foundation to support two-year programmatic implementation (\$600,000 in total) work is also under strong financial stewardship.

The LCPS prides itself on financial solvency and management to ensure programmatic completion on time and on budget. Similar approaches to management will be applied to this project which includes [REDACTED] overseeing the overall budget in federal programming; the proposed Project Director would work on key expenditure activities under her oversight. They review all terms and conditions and ensure expenditures are tied to both the grant agreement and the four key pillars as well as the needs of each individual community. For strong checks and balances the Finance Department, led by Chief Financial Officer, [REDACTED], ensures his team supports a formal review prior to approval. Marlena Hartmann, assistant controller of grants, within the Finance Department will be responsible for ongoing monitoring and financial spend down processes.

At the onset of the award, the Board will receive notification of the award and a presentation on the management plan for consideration and discussion, alongside State of the Community Schools presentations. This will be integral for one of their key responsibilities which is to ensure that community schools are further embedded, valued and reflected in overall district policy.

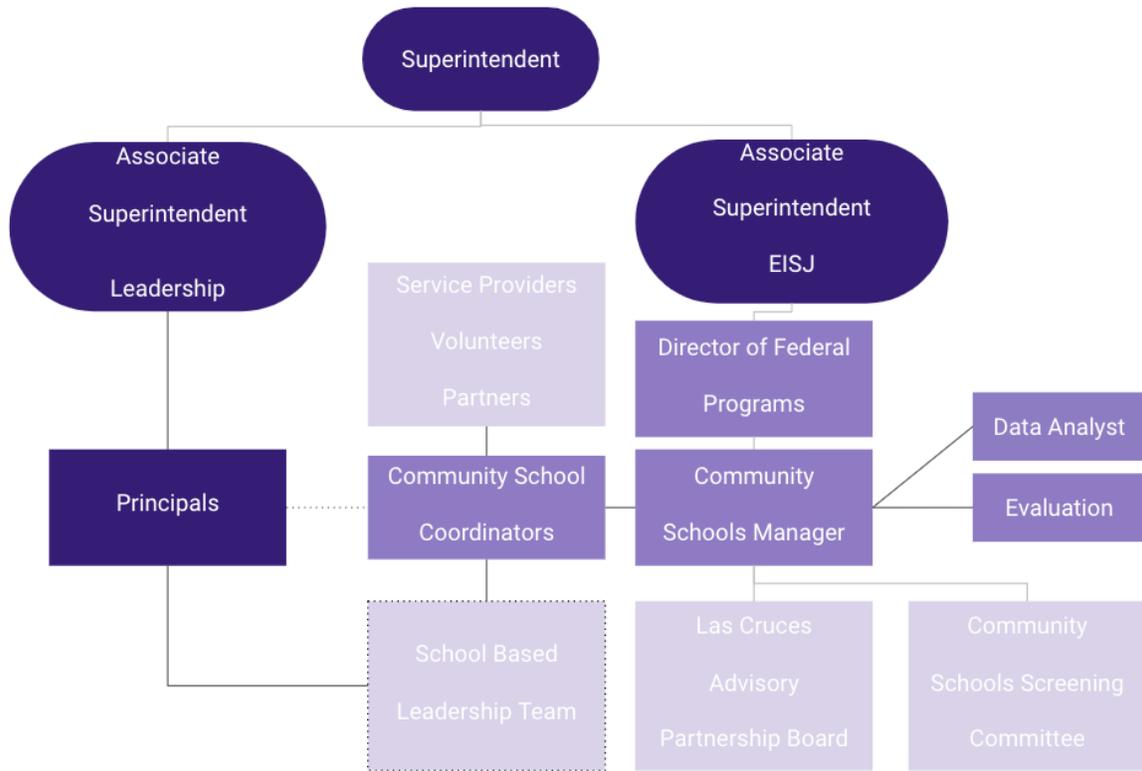
Factor 3. Adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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The project will be overseen by Naomi M. Chavez Lopez, the community schools manager. Naomi will be the coordinating entity between all supporting committees, evaluator and community schools coordinator so that information runs through one person. She will oversee the project work plan and provide guidance and direction to the community school coordinators on a daily basis as they are direct reports to her and the office of Federal Programs. Naomi has been the community schools manager since December 2021 and has already made great gains in centralizing data outcomes, creating data collection plans on each pipeline service, and securing additional funding for LCPS community schools. Prior to her employment as a community schools manager, she was the Assistant Principal for Las Cruces High School, a promotion she received after first demonstrating significant leadership as an Administrative Intern, a Title I interventionist, and a Media and English Teacher.

Three community schools coordinators (resumes attached) and a newly hired community schools coordinator (job description attached) will receive support from her and also have onsite support from their assigned school principal. A newly hired data analyst (also known as a community school integrated support specialist-job description attached) will work in partnership with the evaluator and the community schools manager to map outcomes back to the evaluation plan, support with preparing community-based data review meetings, and analyze potential policy changes that would be presented to the Steering Committee and the Partnership Board. This position will also support with grant reporting activities. Please see the Organizational chart for additional information.

Chart 1. LCPS Community Schools Organizational Reporting Chart



There are many interrelated activities associated with this project. To create clarity for all parties involved, our LCPS Steering Committee created a project management timeline. Given that the evaluation component is so key to this initiative we designed a separate timeline to track all data collection. Both will be inputted into our online project management software where project management leads (Community Schools Manager, Community Schools Coordinators, the Evaluator, and Executive Director of Federal Programs) would be able to track outcomes and communicate real-time on activities.

Table 14. Timeline - Planning Year Activities

Planning Year Activities	Deadline
Create an interview committee (<i>Principal, Community Schools Manager, staff from chosen community schools</i>)	January 2023
Onboard community schools evaluator (<i>Community Schools Manager and Director of Federal Programs</i>)	January 2023 to March 2023
Post the community schools coordinator position and interview.	January 2023 to March 2023
Milestone: Hire and onboard (e.g., training on creating a comprehensive plan) the Community Schools Coordinator and Data Analyst (<i>Community Schools Manager</i>)	March 2023 to June 2023
Complete an initial kickoff meeting with staff at campuses to answer questions, refine community investment, further explain the commitment to the Community Schools model. (<i>Community Schools Manager and Principal</i>)	May 2023
Create community school Site-Based Leadership Teams (<i>Community Schools Manager, Principal, and Community School Coordinators</i>)	July 2023 - September 2023
Complete a needs and asset map assessment for Conlee Elementary to identify the academic, physical, nonacademic, health, mental health and other needs of the students, family and community. This will include all schools.	July 2023 to June 2024

Table 15. High-Level Timeline - Implementation Activities

Implementation Activities	Deadline
Pillar One: Integrated Student Supports	
Launch the home visitation program: Recruit participants, identify students, create schedules and prepare for visits via a training. <i>Community school coordinators, SBLT</i>	July 2023 - October 2023
Prepare for increased use of services due to awareness activities (e.g., purchase new washer / dryer for every campus, restock the health and dental clinics with additional supplies, furnish family resource room) <i>Community school coordinators and service providers</i>	January 2023
Attend travel to the annual community schools conference <i>Community school coordinator and community school manager</i>	Annually
Set up evidence-based mental health services at each school: Sign updated memorandums of understanding, train staff on referral approach, integrate in restorative justice approach on new campuses; and identify/outfit restorative rooms. <i>Service Providers, LCPS Counseling services, community school coordinator</i>	January 2023 to August 2023

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<p>Increase food security activities with additional outreach to parents about services and increased access implemented for students on each proposed school. <i>Service providers, community school coordinators</i></p>	<p>January 2023 to August 2023</p>
<p>Milestone: Initial data outputs from the two new pipeline services begin to come in for CS Steering Committee to review and analyze outcomes. <i>Data Analyst, Steering Committee, Community School Manager</i></p>	<p>October 2023</p>
<p>Community Priority Preference 1. MLSS data intensifies alignment between pipeline services and student need from a comprehensive approach to academic achievement. <i>District-level MLSS staff, data analyst, community schools manager, evaluator</i></p>	<p>Ongoing</p>
<p>Pillar Two: Expanded and Enriched Learning Time</p>	
<p>Assess alignment of all afterschool programming to begin expansion efforts on current community school sites. Begin re-alignment and expansion via promotion activities and increased enrollment strategies. <i>Community school coordinators, service providers, data analyst, evaluator</i></p>	<p>January 2023 - July 2023</p>
<p>Begin monthly enrichment days, beginning September 2023. <i>Community school coordinators, school administration</i></p>	<p>Monthly</p>

<p>Milestone: Outcomes from enrichment and annual field day events demonstrate academic gains in the classroom setting. <i>Data analyst, school administration</i></p>	<p>February 2024</p>
<p>Pillar Three: Active Family and Community Engagement</p>	
<p>Parent engagement classes are enhanced with additional GED, technology, and language support systems across all schools. <i>Service providers, community school coordinators</i></p>	<p>Ongoing</p>
<p>Milestone: Launch of the new workforce mentoring component for parents/caregivers living in the Booker T. Washington school zone <i>Community school manager, volunteers, teachers</i></p>	<p>September 2023 (cohorts each year of 10 for eight months)</p>
<p>Community Priority Preference 2. Begin curriculum implementation of Anna, Age Eight in partnership with the City of Las Cruces and Lift Up Las Cruces coalition <i>City of Las Cruces staff, community school manager, community school coordinator</i></p>	<p>August 2023 (ongoing thereafter until all 10 services are aligned by the term of the project.</p>
<p>Pillar Four: Collaborative Leadership and Practices</p>	
<p>Instruction to improve teaching and learning in academic proficiency <i>Community School Steering committee and Associate Superintendent-level support, teachers</i></p>	<p>Ongoing</p>
<p>SBLT engages in all four pillars for planning and implementation <i>Community School Coordinator and SBLT</i></p>	<p>Ongoing</p>

SELECTION CRITERIA 6: QUALITY OF THE PROJECT EVALUATION

Project Evaluation Factors Considered

Factor 1. Extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Evaluation of Student Outcomes: The evaluation is guided by the goals and objectives of the proposal, with data sources that most effectively capture progress and goal attainment, using various sources of information for robust findings that include quantitative and qualitative data. Table III presents goals, objectives, and corresponding strategies and outcomes, with crucial data sources. Data and metrics for measuring these areas are included in the table below.

The table demonstrating our data mapping approach links key outcomes to clear data sources, although not exhaustive of all the data gathered during the grant. The evaluator will work with the project team to ensure that these data collection mechanisms are in place early on and that the team is prepared to report on data of interest to the Department of Education about school staff retention, turnover, spending, and other areas that are listed in the funding and program documents. Where possible, we will examine data on minority and at-risk students to assess the extent to which they are engaging with services and whether their outcomes are improving.

Table 16. Key Outcomes and Data Sources

Outcome	Data Source
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Reduction in chronic absenteeism (Table II)	LCPS district electronic student records
Ensure students are prepared for Kindergarten	Kindergarten readiness assessment
Growth in grade level achievement (Students are achieving academically)	STAR data records
Students are safe, healthy, and supported by engaged parents	Student school climate survey and rates of parent attendance
Student discipline rates	LCPS district electronic student records, updated real time
Reduction in behavioral health incidents	LCPS district electronic student records
Drive down juvenile delinquency and family violence	LCPS district electronic student records
Students engage in Community Schools services	Program records and student demographic data

Fidelity of Implementation to Community Schools Model: It is important that the evaluation include a thorough and ongoing assessment of the implementation of the Community Schools pillars as intended at each school, to ensure the research-based model and approach is utilized fully. Different sources of data to obtain fidelity information, will

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include direct feedback from stakeholders, tallies of programs and services, and review of school activities. The project leadership team will review this data at the end of each semester (fall, spring, and summer) to facilitate the effective use of the pillars. These fidelity assessments will be tailored for each school and appropriate for their timeline. The evaluation team will work with the coordinator and other district and school stakeholders to strategically and deliberately gather data as often as planned without interfering with schedules (e.g., surveying parents each semester is not as meaningful and requires much coordination).

Table 17: Fidelity Assessment Methods

Pillar	Fidelity Assessment Data Sources
(1) Integrated supports (e.g., social and emotional learning, access to health and nutrition services)	<p>Track partnerships and resources available and utilized through the schools (e.g., number of families who use food distribution, partnerships with mental health service providers)</p> <p>Student Teacher Accountability Reporting System provides a 40, 80, and 120-day report for how many students used Social and Emotional Services, High Yield Learning, tutoring services, and Wrap-Around Services.</p>

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<p>(2) Expanded and enriched learning time (e.g., after-school enrichment and summer school)</p>	<p>Track after-school/summer programs offered (content areas, hours offered, and does it fit what students need) and utilization, including examination of ESSA categories (e.g., healthy and active lifestyle, academic enrichment, drug and violence prevention counseling)</p>
<p>(3) Active family and community engagement</p>	<p>Track family and community organization outreach programs, events, and communications</p> <p>Track family and community attendance at events, feedback from families and community groups about involvement and input in school decision-making</p> <p>Family climate and engagement survey (yearly)</p>
<p>(4) Collaborative leadership and practices to support high-quality teaching</p>	<p>Track creation of memberships, and roles and utilization of site-based leadership teams, decisions and policy about instruction and teaching that are informed by this group</p> <p>Track opportunities provided and efforts for diverse stakeholder input, to include families, students, and community members, and decisions made that are informed by these groups</p>

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Needs Assessment: As described earlier in this application, each coordinator will conduct a needs assessment at their school with the help of their Site-Based Leadership Team. These results will inform the services offered and partnerships established. These results will be revisited with the project team and Coordinator during their yearly evaluation interviews (described in the following section) and evaluation reports to assess if these results are being utilized and if services and partnerships have been formed as planned and the extent that they meet the needs of participating stakeholders.

Evaluation of Pipeline: One of the main components in the pipeline is the universal teacher home visitation model, implemented across all schools. The team will track the utilization of this practice at the schools and include it in the fidelity tracking as well. The year-round, out-of-school time intervention and behavioral health services at Booker T. Washington are also included in the fidelity evaluation in TABLE 17, as these are key parts of the first two pillars and are important to monitor and assess.

Evaluation of Sustainability After Funding Ends: This evaluation includes a comprehensive assessment of the sustainability of the new services offered once funding ends after the five-year period. Examination of the resources and support services described in Table I is vital, as the SOAR team will evaluate the effectiveness and intended expansion of these services. The evaluator will interview individuals in key positions, including LCPS's [REDACTED] and [REDACTED], to review expenditures and if the district is financially set up to move forward with the current model. These sustainability-focused interviews will begin in year four as an initial assessment of sustainability, culminating with a final sustainability discussion during the year five

evaluation. Sustainability also includes the project team's ability to utilize the systems set in place to monitor and act on data. SOAR will review the project team's ability to understand and use protocols (during years four and five), and monitor how it utilizes data after the grant ends.

Integration of Services: Finally, the evaluation will synthesize whether or not the *integration* of services is meeting the needs of students, families, and community stakeholders through a well-functioning system of supports and resources. We will integrate these findings into yearly evaluation reports, described in the following section.

Factor 2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Throughout the grant, the SOAR team will meet with the project team to discuss metrics and data collected to compare actual results and progress to what was planned, and noted in the management plan. SOAR will also have monthly evaluation check ins with the team to make sure data collection mechanisms are in place as needed and to answer questions or instill procedures to gather new data of interest. More detail about regular review of data is described in the following sections.

Stakeholder Feedback: An important part of the evaluation includes gathering stakeholder feedback among those who are integral in the success of model implementation for multiple perspectives about what is working well, challenges encountered, and other information that can inform changes. This includes the site based

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leadership team, external partners such as La Clinica de Familia, La Semilla Food Center, and members of LCPS administration.

The community school coordinator is also a critical part of the entire model, and the evaluation team will speak with this individual on a yearly basis to understand if they are fulfilling their responsibilities, gather their perspective on if the model is being implemented as intended, and to discern any areas that need attention from the larger project team. Interview questions will be designed to ascertain this information from these stakeholders and will also be guided by the implementation stage at each school and the four pillars components to get targeted and useful feedback.

Formative Team Interviews and Review of Data: At the end of each grant year, the SOAR team will interview members of the grant leadership team to ask for their perspectives on challenges and successes encountered, along with an examination of their objectives, targets, and timeline to assess if they are on track in each area. These interviews will present available data, such as chronic absenteeism rates, STAR data, and fidelity data gathered for the year. This data will serve as a source for the formative interviews in helping the team reflect on the year and their progress toward overarching grant goals. SOAR will then prepare a comprehensive evaluation report at the end of each year, presenting this data and synthesizing all formative and stakeholder interviews. This report will have main findings and recommendations gleaned from a review of this diverse data. The evaluation team will share the report with the project team and school-based stakeholders to ensure transparency in the evaluation.

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Evaluation Timeline: The timeline below presents key evaluation activities, which include data review, formative interviews, fidelity checks, and all components described in this section.

The timeline is based on the assumption that the grant will begin in Spring 2023. For the evaluation, that semester and Summer 2023 would be utilized for planning for data collection and meeting with the project team and stakeholders to discuss the necessary data and begin to layout data collection plans accordingly. Additionally, those semesters would be used to develop and pilot fidelity checklists and the student and parent climate and engagement surveys.

The subsequent academic years would all largely follow the same general schedule, with fidelity data collection each semester, survey deployment in the Spring, and end of year interviews and data review with SOAR and the project team and key stakeholders. Data review will take place in the end of August / beginning September after standardized test scores are available and the district has had time to validate any student records for the academic year. The final semester of the grant, Fall 2027, would be used to synthesize all data collected during the grant for SOAR to produce one culminating report that describes if the team achieved their objectives, factors that hindered and supported goal attainment, assessment of sustainability after funding ends, and to tell each school’s story over the course of the grant.

Table 18: Evaluation Timeline Overview

Planning Semesters (2023)	N/A	Spring	Summer
Data planning meetings		X	X

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Develop and pilot parent and student engagement and climate surveys		X	X
Develop and pilot fidelity checklists and protocol		X	X
Academic Years One Through Five (2023 – 2024, 2024 – 2025, 2025 – 2026, 2026 – 2027)	Fall	Spring	Summer
Fidelity data collection and review	X	X	X
Collect student and parent engagement and climate surveys		X	
End of year stakeholder (partner, site-based leadership team) interviews		X	
End of year review of student outcome data with project team			X
End of year formative interviews with project team			X
Production of end of year report			X
Presentation of key report findings to team and stakeholders			X
Sustainability interviews and evaluation (Years Four and Five)			X

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Final Grant Semester (2027)	Fall	N/A	N/A
Sustainability interviews and evaluation	X		
Production of final report with synthesis of all data gathered during the grant	X		
Final presentation of findings and recommendations to stakeholders	X		

Factor 3. Extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Consistency in Data and Collection Approaches: The independent evaluator will work with the project team to ensure that all key student outcome data are reliably tracked throughout the grant, and we have already ensured that these data have a clear and reliable source that can be measured in a timely manner as needed every year. Most of the necessary data are tracked in the district data system, which ensures the reliability of data across schools. For other data outside of the data portal, we will work with the schools to ensure that the collection plan is clear and that procedures (e.g., surveying individuals) are adhered to, with SOAR staff helping with the processes to ensure consistency across sites. Fidelity checks will also be guided by a structured checklist that is driven by the four pillars, and the SOAR individuals responsible for this data collection will all meet early on to review the form, ask questions, and work with the Community

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Schools Manager before they individually gather any data. It is also important to note that our data sources described above are appropriate indicators for each outcome, e.g., standardized test results for academic improvement and proficiency, student and parent feedback for climate and engagement perceptions, and absence/truancy data for behavior changes as well.

Data Analysis: The data analysis approaches will also be informed by the project objectives and data sources and will contribute to the overall validity and reliability of the results. To examine changes in student outcomes, we will analyze trends in these areas over the course of the grant, using prior data (e.g. absenteeism rates) for the years preceding the grant as baseline information. We will also break down these figures to focus on minority and at-risk students in particular. It is important to acknowledge that Covid impacted all student data, which will be taken into account when examining older outcome data as a point of comparison. Since students will also be tracked at the individual level, the evaluator will integrate the use of statistics such as regressions to identify if there are any combinations of services or demographic information that have any strong relationships with successful student outcomes.

Interview protocols will also be constructed from the MLSS framework and with the four pillars in mind, and thematic coding will be used to discern key findings from these discussions with stakeholders. Through thematic coding and data reduction, the evaluation team will be able to take the rich feedback from stakeholders and identify specific findings and recommendations that can be utilized for the project team. Additionally, the SOAR team will use multiple sources of data (e.g., interviews, outcome

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data) when constructing their yearly evaluation reports to triangulate the findings and ensure that recommendations have a robust foundation.

Student and Parent Climate and Engagement Surveys: LCPS has been utilizing a survey guided by the Community Schools framework that measures the extent that students and families feel safe in their schools. At the start of the grant, the evaluator will revisit the survey and will work with the project team to ensure that the four pillars and MTSS frameworks are integrated into the questions, aiming for a standard survey to be utilized across schools with room for flexibility in additional questions as needed based on school circumstances. Questions will cover areas such as the extent that students and parents feel the school is safe, supports the whole child needs, if they feel they are contributing to school decisions, awareness and use of resources, and if their needs are being met. We will pilot these surveys and edit them based on stakeholder feedback, and these results will be examined on a yearly basis to identify trends and if targets are being achieved. This use of a solid framework, content experts, and a pilot process will help instill trust and validity in these surveys, and we will utilize this approach if other surveys are developed throughout the grant as well.

Transparency of Data and Accountability: Another important part of the evaluation that spans all areas discussed involves sharing results with stakeholders and holding LCPS accountable. The evaluator will work with a member of the LCPS data team who has been designated to work on the application activities in order to design approaches for sharing results and making efforts transparent to the public. This includes designing dashboards and progress updates that are easy to understand, available in Spanish and

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English, and maintainable after project funding ends for continued accountability. Further, when sharing these updates at meetings with these individuals, the evaluator will invite questions and feedback so that stakeholders may offer suggestions for additional data collection or context that is relevant for the evaluation findings.