

ELEV8 & Community Schools New Mexico: The Lessons We Have Learned; The Lessons Yet To Come

A Presentation Prepared For
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Questions To Explore

- What Do We Know About Elev8 & Community Schools In New Mexico?
- Why Are Community Schools So Important In New Mexico?
- What Lessons Have We Learned?
- What Lessons Are Yet To Come?

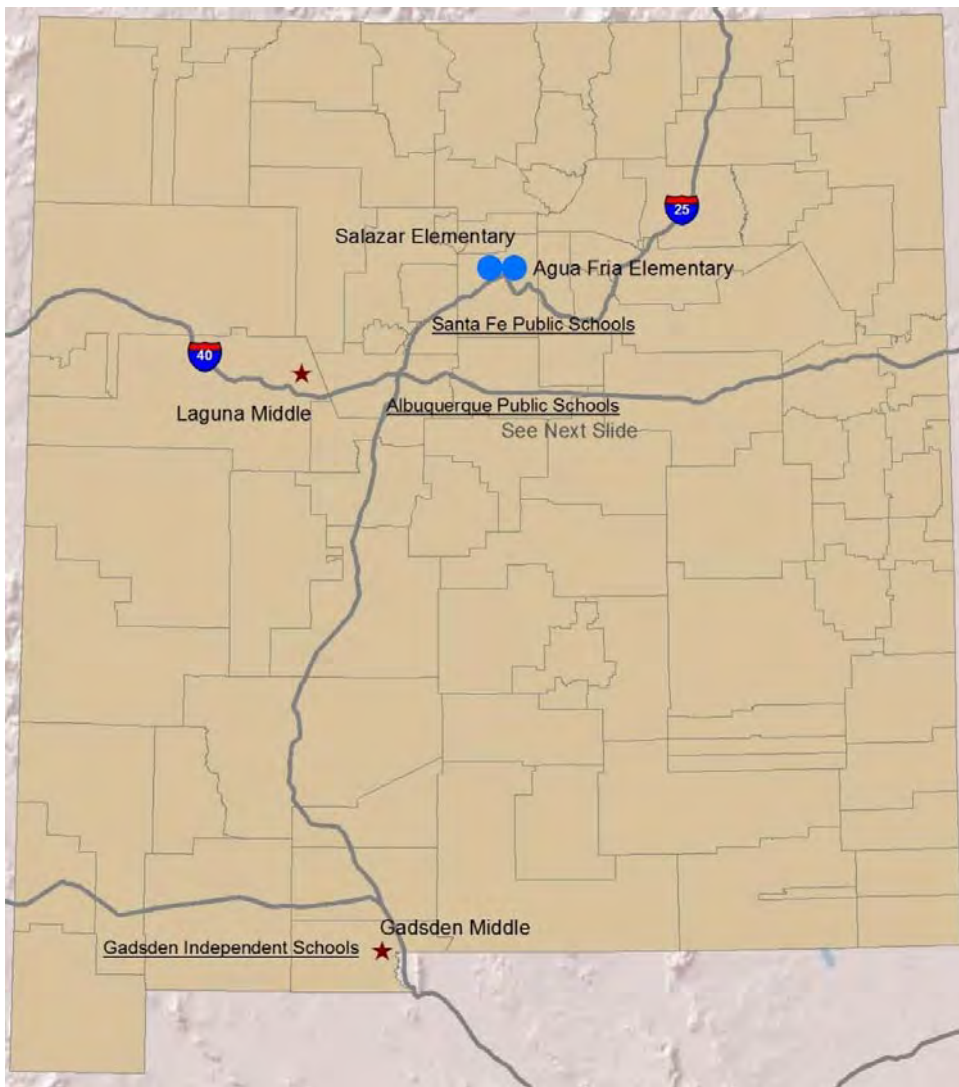
NM's Community School Movement

- 2003: Albuquerque's Community Schools Task Force established to advance community schools.
- 2006: Albuquerque Public Schools, Bernalillo County, and the City of Albuquerque adopted resolutions to support growth of community schools.
- 2007: The Albuquerque-Bernalillo County Community School Partnership (ABC Partnership) was established.
- 2007: ABC Partnership expanded to include Albuquerque Business Education Compact, United Way of Central NM, and the NM Community Foundation.
- 2007: Atlantic Philanthropies provided funds to New Mexico Foundation to cultivate the Elev8 Initiative in five schools across New Mexico.
- 2008: ABC Partnership began site-level work.
- 2010: Youth Development, Inc. (YDI) became the lead agency for Elev8 NM.
- 2013: HB542: The Community Schools Act, passed the House (37-29) and the Senate (34-0) and was signed into law by Governor Martinez.

Community Schools in NM

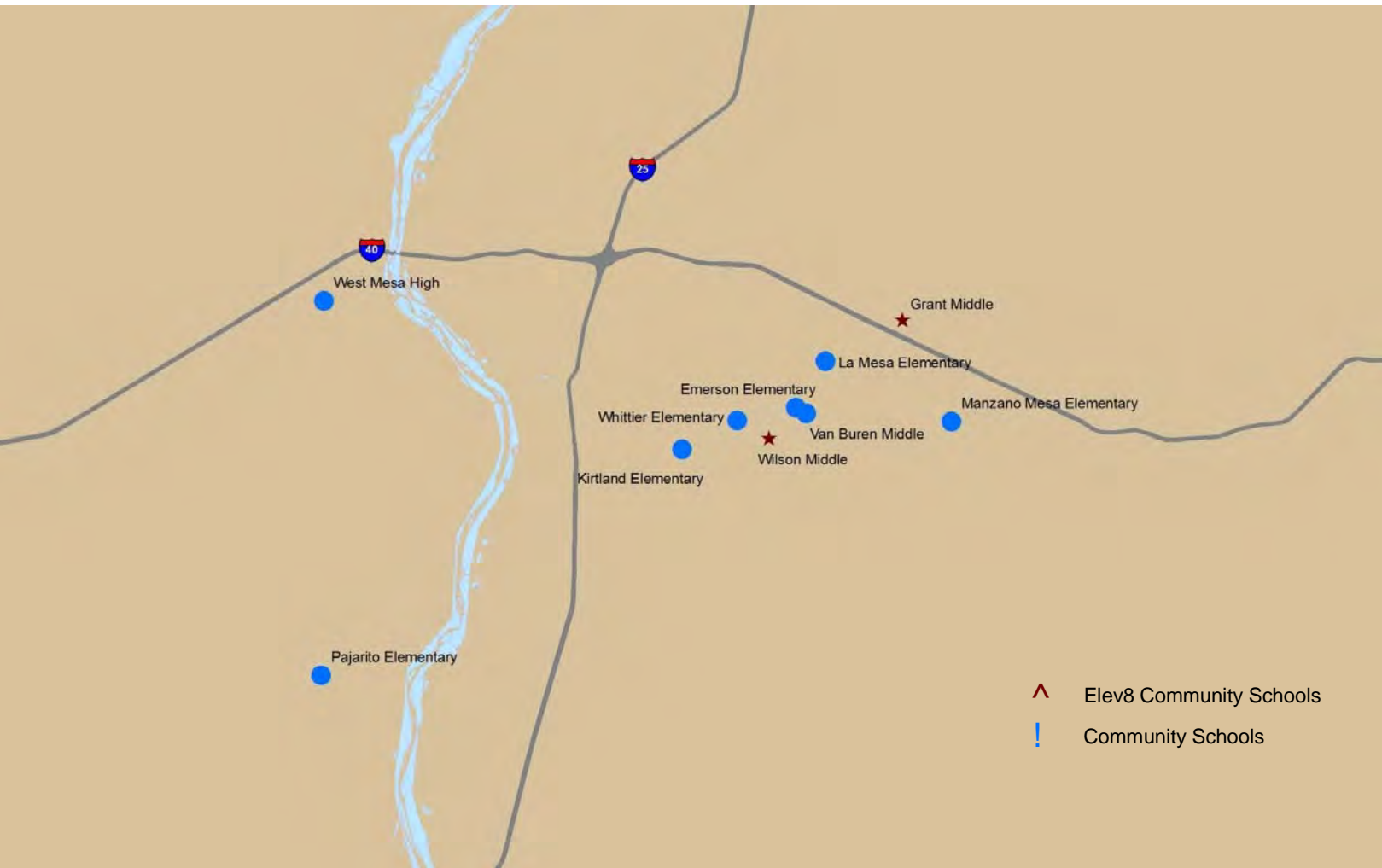
District	Name	Model/Support	Established	Status
Albuquerque	West Mesa HS	YDI/Elev8, ABC, CNM, UNM, & Lumina Foundation	2013	Active
Albuquerque	Grant MS	YDI/Elev8 Full Service Community Schools	2007	Active
Albuquerque	Wilson MS	YDI/Elev8 Full Service Community Schools	2007	Active
Albuquerque	Van Buren MS	APS/NM Public Education Department's 21 st Century Community Learning Center Project	2007	Active
Albuquerque	Emerson ES	Boys & Girls Clubs/Children's Aid Society	2013	Active
Albuquerque	Pajarito ES	WKKF/ Success by 8 and Linkages Initiatives	2008	Active
Albuquerque	Manzano Mesa ES	WKKF/ Success by 8 and Linkages Initiatives	2010	Active
Albuquerque	La Mesa ES	WKKF/ Success by 8 and Linkages Initiatives	2010	Active
Albuquerque	Kirkland ES	APS/Albuquerque Community Learning Center Project	2013	Active
Albuquerque	Whittier ES	APS Albuquerque Community Learning Center Project	2013	Active
Albuquerque	Native American Community Academy	YDI/Elev8 Full Service Community Schools	2007	Inactive
Albuquerque	Helen Cordero ES	ABC Early Childhood Focused Community School	2010	Inactive
Pueblo of Laguna	Laguna MS	YDI/Elev8 Full Service Community Schools	2007	Active
Anthony	Gadsden MS	YDI/Elev8 Full Service Community Schools	2007	Inactive
Santa Fe	Salazar ES	Communities In Schools	2012	Active
Santa Fe	Agua Fria ES	Communities In Schools	2012	Active

Elev8 and Community Schools in New Mexico



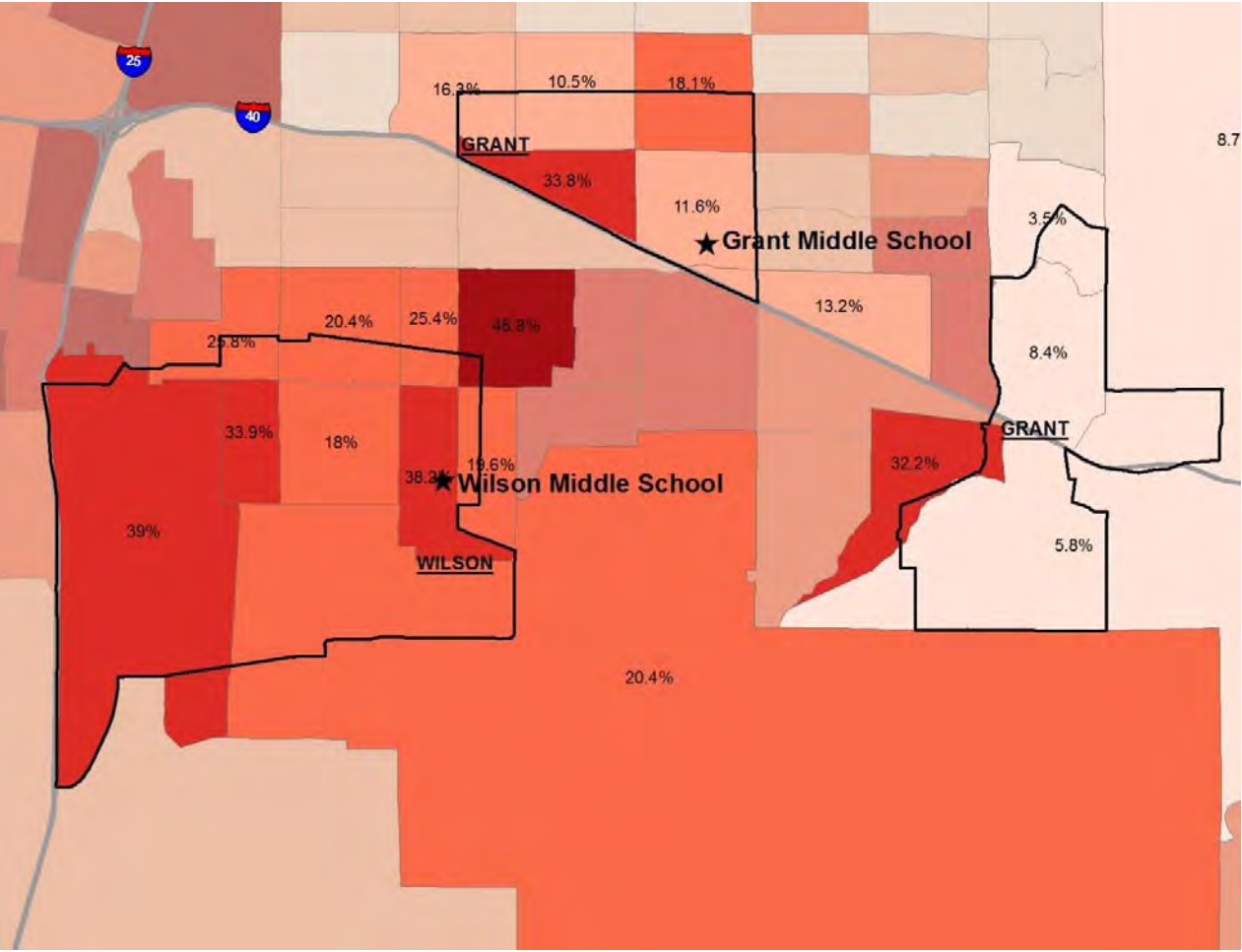
- ^ Elev8 Community Schools
- ! Community Schools

Elev8 and Community Schools in Albuquerque

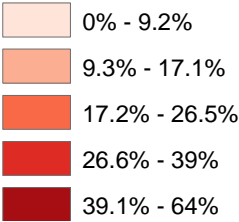


New Mexico's Elev8 Schools

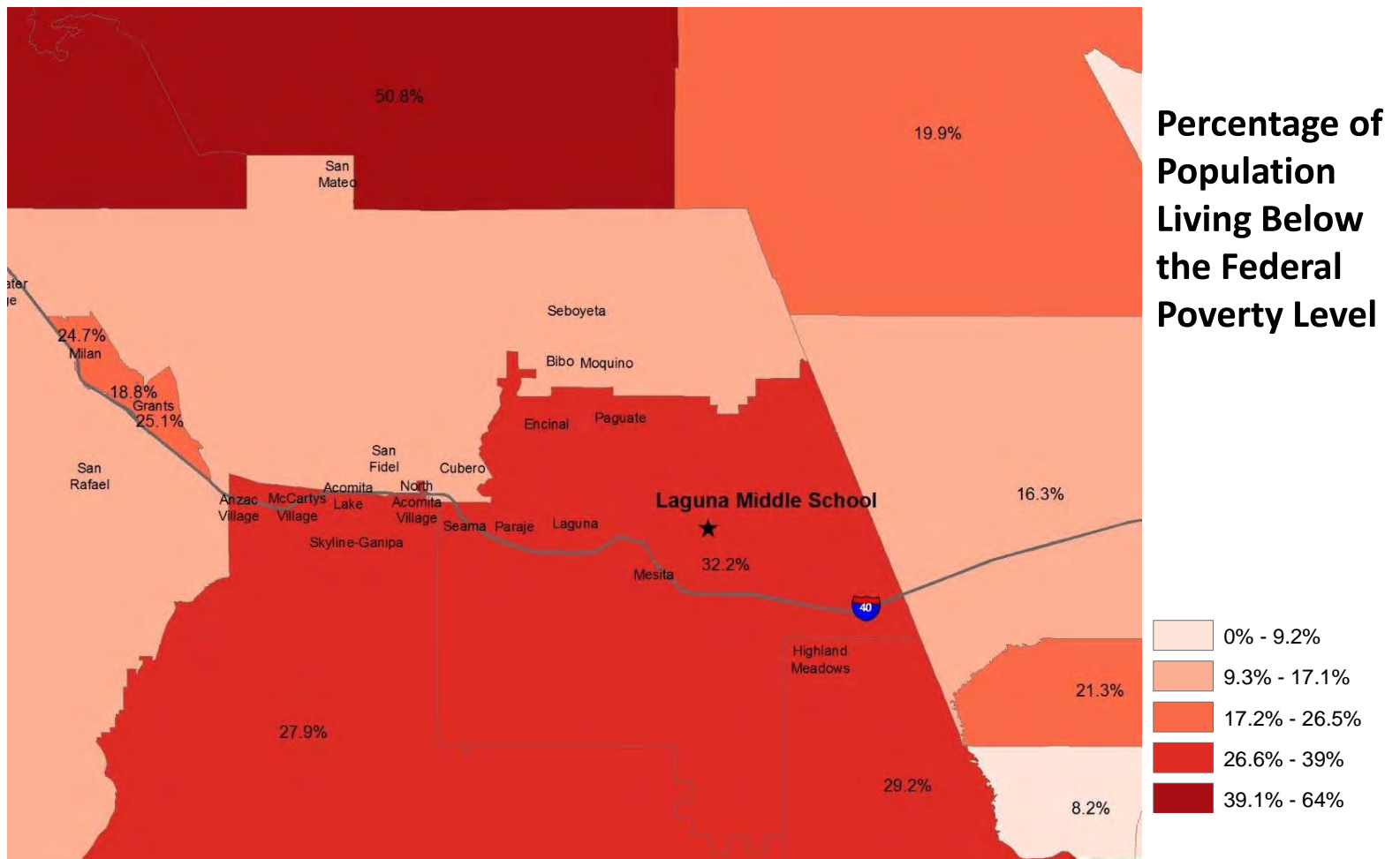
Albuquerque



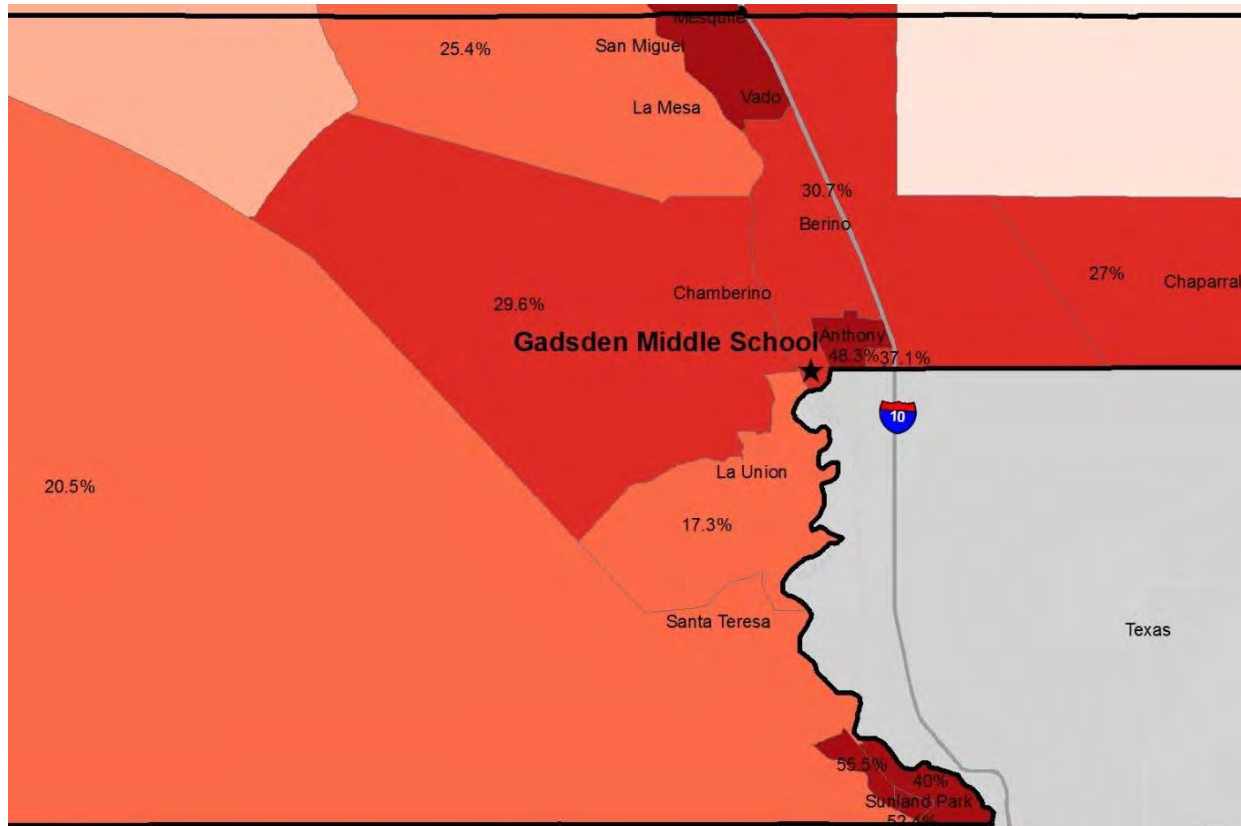
**Percentage of
Population
Living Below
the Federal
Poverty Level**



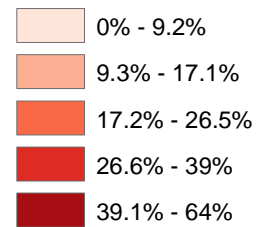
Laguna Middle School



Gadsden Middle School



**Percentage of
Population
Living Below
the Federal
Poverty Level**



Community Schools

A Comprehensive Approach to Student Success

- Student is viewed as a ‘whole child’ and his/her needs are addressed which enables the student to focus on learning and succeed in school.
- Supports are in place for the student in the areas of healthcare and academics, while family may access resources and services that help mitigate deficits in the household.
- Support services are integrated in a seamless fashion by shared governance to avoid duplication and achieve efficient use of resources.
- Services are coordinated at the school that also promote family engagement in their students’ learning process.
- Partnerships with community members and businesses are formed to attract volunteers, resources, and funds to support during- and after-school learning and extra-curricular enrichment programs for students, and workshops and classes for families and the community.

The Essential Elements Of Community Schools

- **School-Based Health Center (SBHC):** Students receive access to on-site primary and behavioral healthcare, contributing to their overall well-being and engagement at school. In some models, health services are linked to the schools rather than being on-site.
- **Extended Learning Opportunities:** Students are offered a variety of academic and other enrichment programs from homework support to science, computers, economics, photography, crafts, cooking, and more, providing them with skillsets useful in career and life.
- **Access to Support Services:** Family Resource Centers or other places for the families and community members to access resources/information.
- **Family and Community Engagement:** Families are involved with their children's education in a variety of ways from attending school events and parent-teacher conferences to actively contributing to school governance.
- **Role of the Coordinator:** Charged with coordinating and integrating services, extended learning programs, family supports, the coordinator is key to the success and sustainability of community schools.

Why Community Schools Are So Important in New Mexico

How Do You Bring the Adults Together?

The Politics Of Education Have Become So Polarized That It Is Difficult For People Of Good Will To Find Common Ground. The Notion Of Community Schools, If Clearly Defined, Offers The Possibility Of Common Ground.

Welcome to
Education Reform



The Debates

- One way to think about the current education debates in the United States and in New Mexico is to consider these two overarching philosophies:
 - One philosophy holds that children who come from impoverished homes face a host of day-to-day traumas and obstacles that inhibit their learning. This group tends to focus on student support services and parent engagement as key reform strategies.
 - The second philosophy holds that poverty should not be used as an excuse for poor performance, and tends to focus on teacher quality and other reform strategies directed at schools and classrooms, rather than the student's life outside of school.

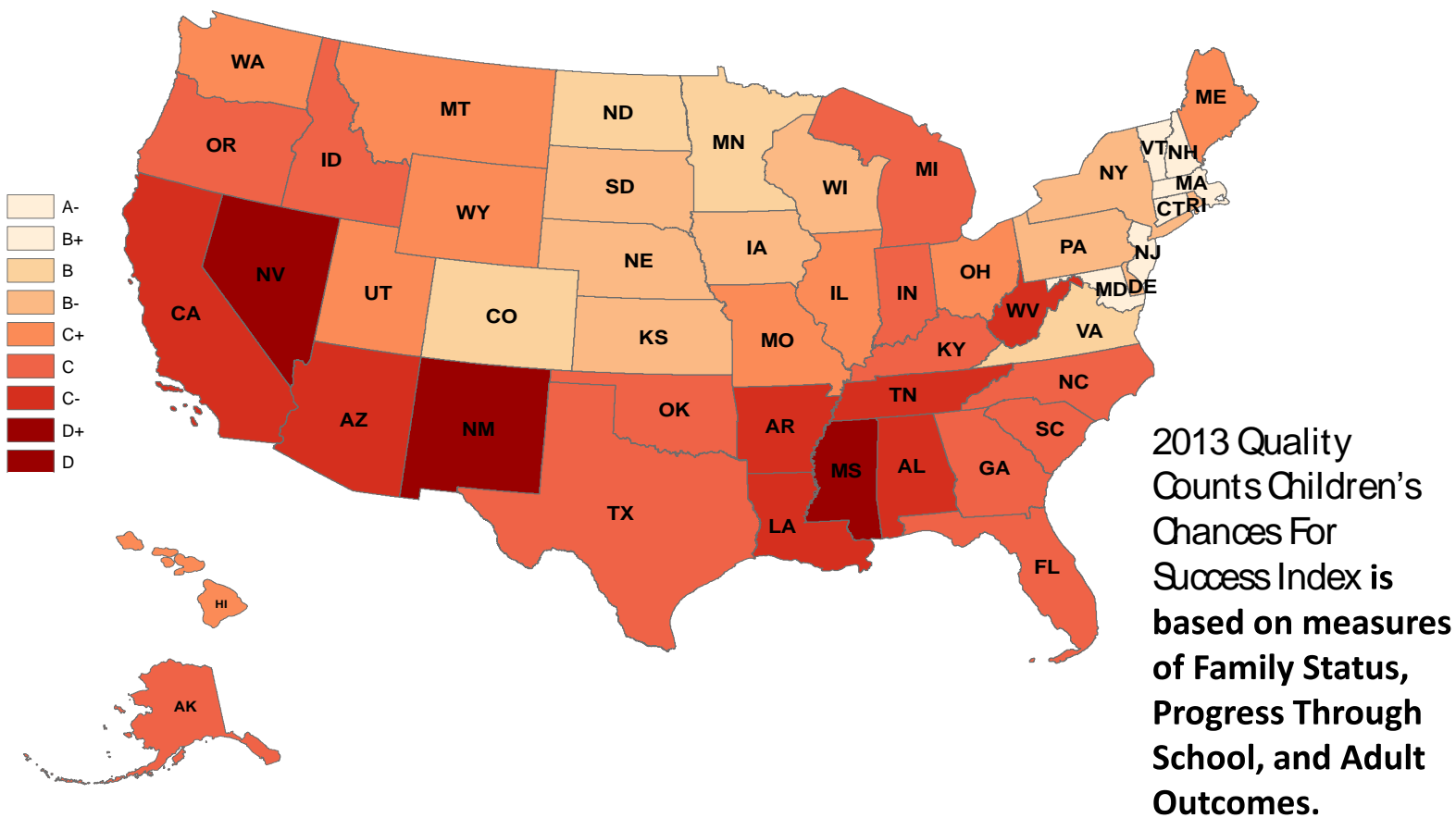
Community Schools Offer Common Ground

Our communities are stronger when we bridge this divide, and find common ground between the two approaches. We can do this by recognizing the devastating effects of poverty, but also recognizing that our schools can and must do much better for our students than they do today.

We believe that Community Schools provide a practical way that people of good will and differing points of view can work together.

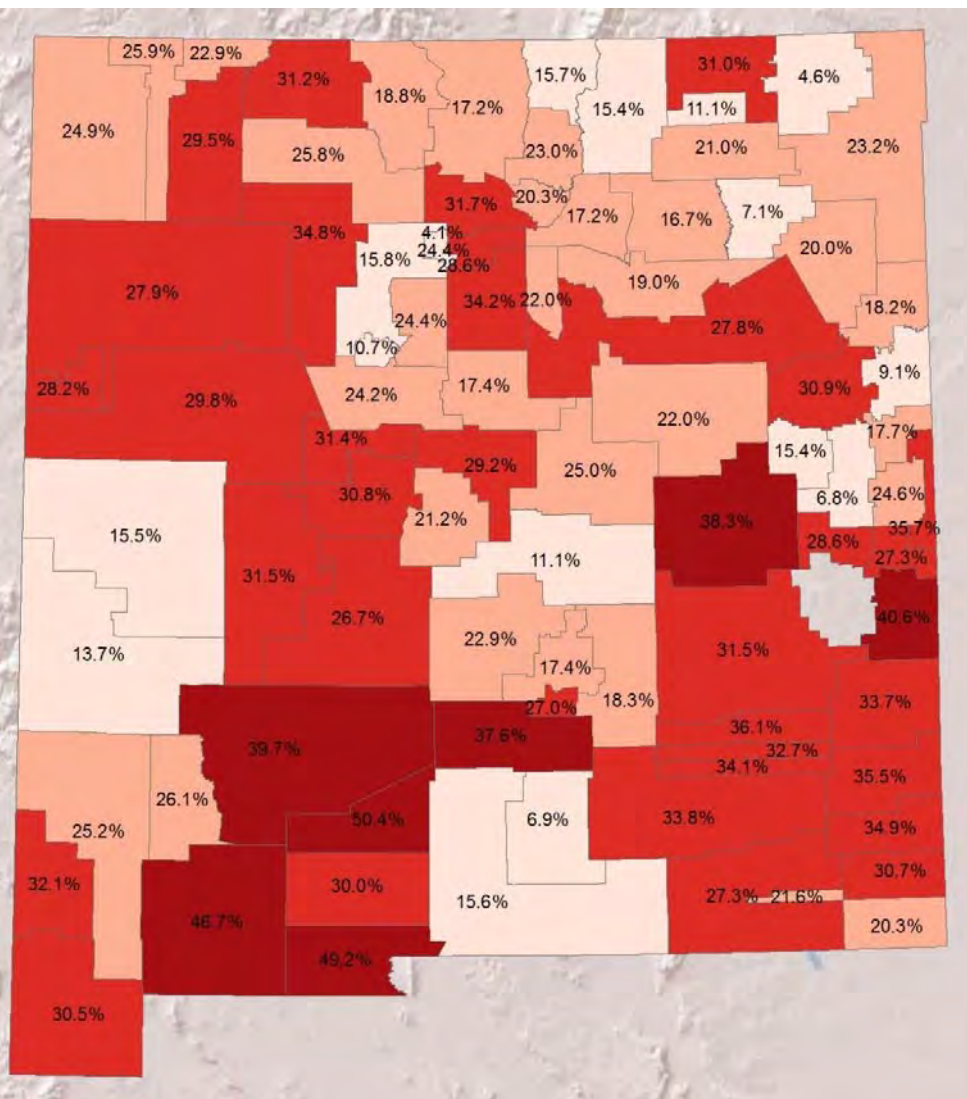
How Do You Address the Daunting Needs of the Students?

New Mexico Children's Chances For Success Are Among The Worst In The Nation, 2013

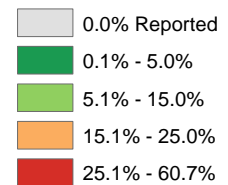
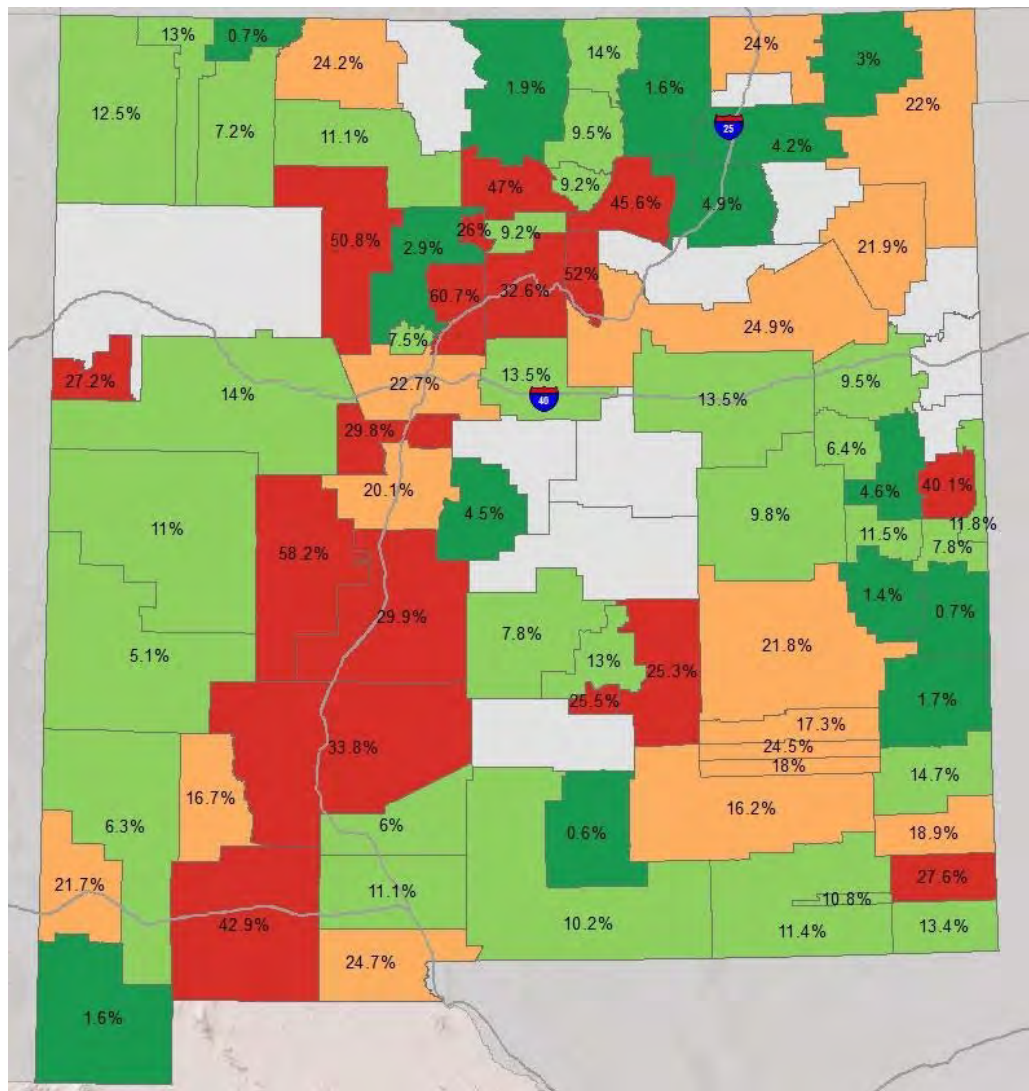


Percentage of Birth Mothers Without a High School Diploma, by New Mexico School District (2003-2007)

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

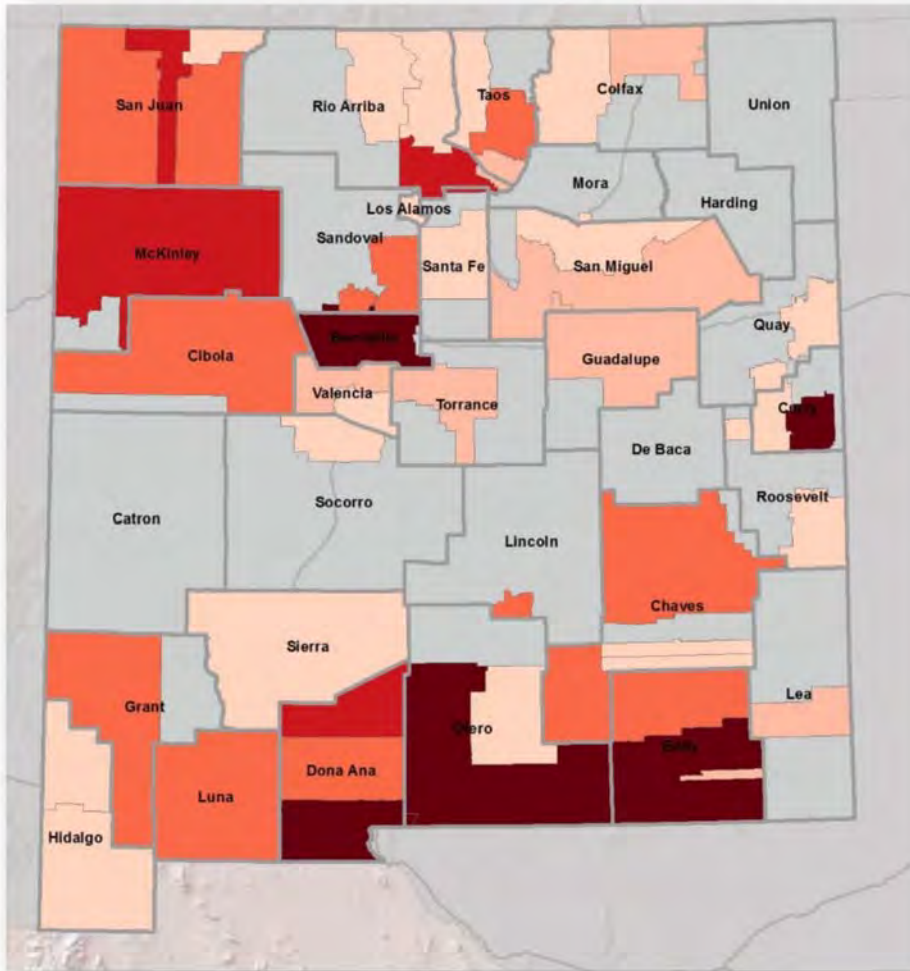


Percentage of High School Students Who Were Habitually Truant, by School District (2011-2012 School Year)



Source: New Mexico Public Education Department, data reported for 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences. Districts shown in gray reported 0% truancy.

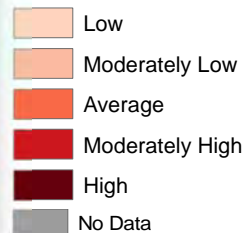
Combined Levels of Suspension, Expulsion, Law Enforcement Referral or School-Related Arrest, 2009



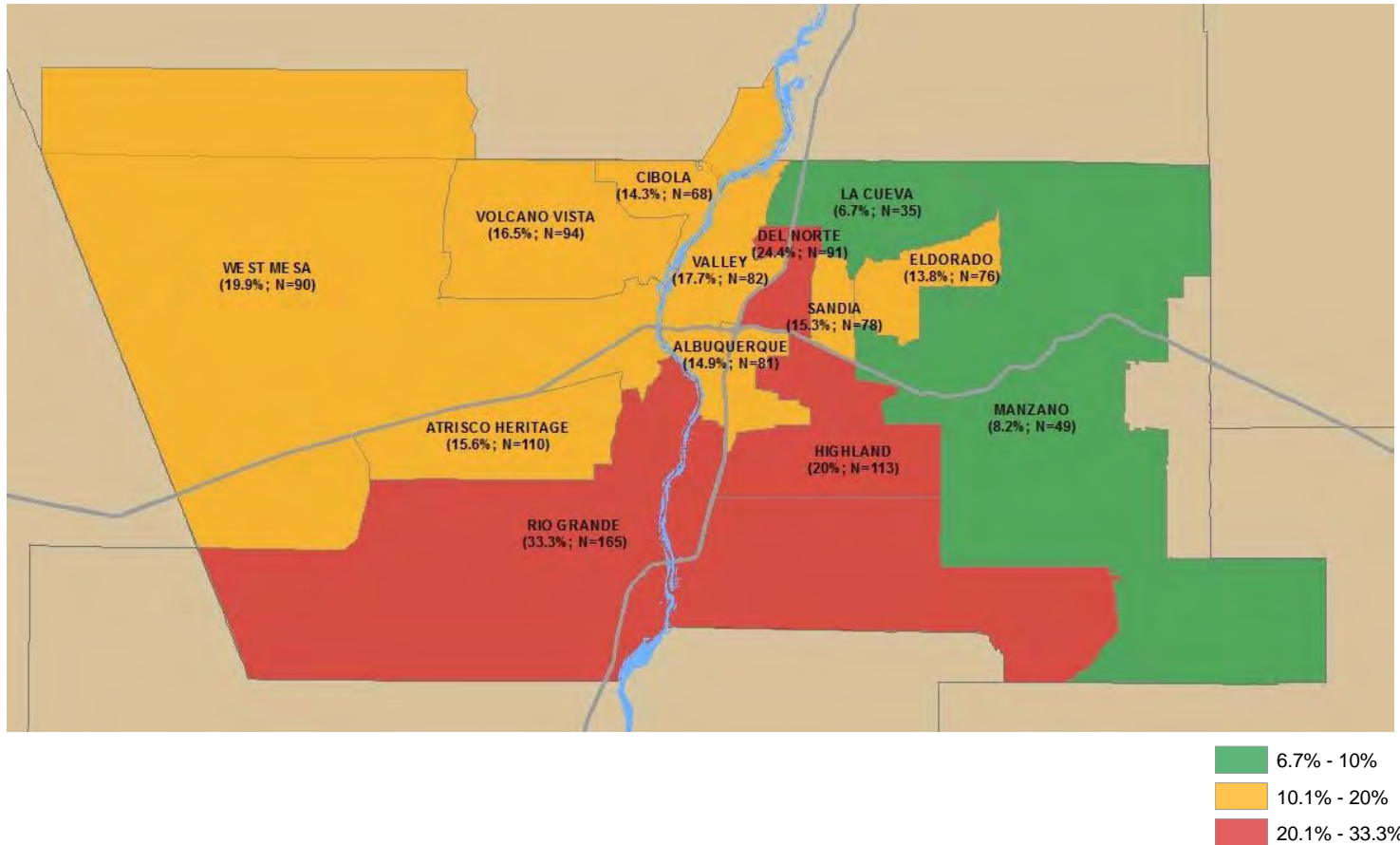
This map classifies New Mexico school districts for the combined frequency of suspension, expulsion, referral to law enforcement or arrest, in districts for which data was available.

Districts are assigned to a category (high, low, etc.) based on their distance above or below the mean for suspensions, expulsions, referrals and arrests. This is called a z score. These values are then combined to derive an overall score. The further above the mean for each factor, the higher score a district receives.

This analysis should be viewed with caution, as many districts do not report, and the data is not normally distributed.



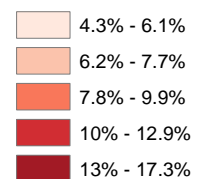
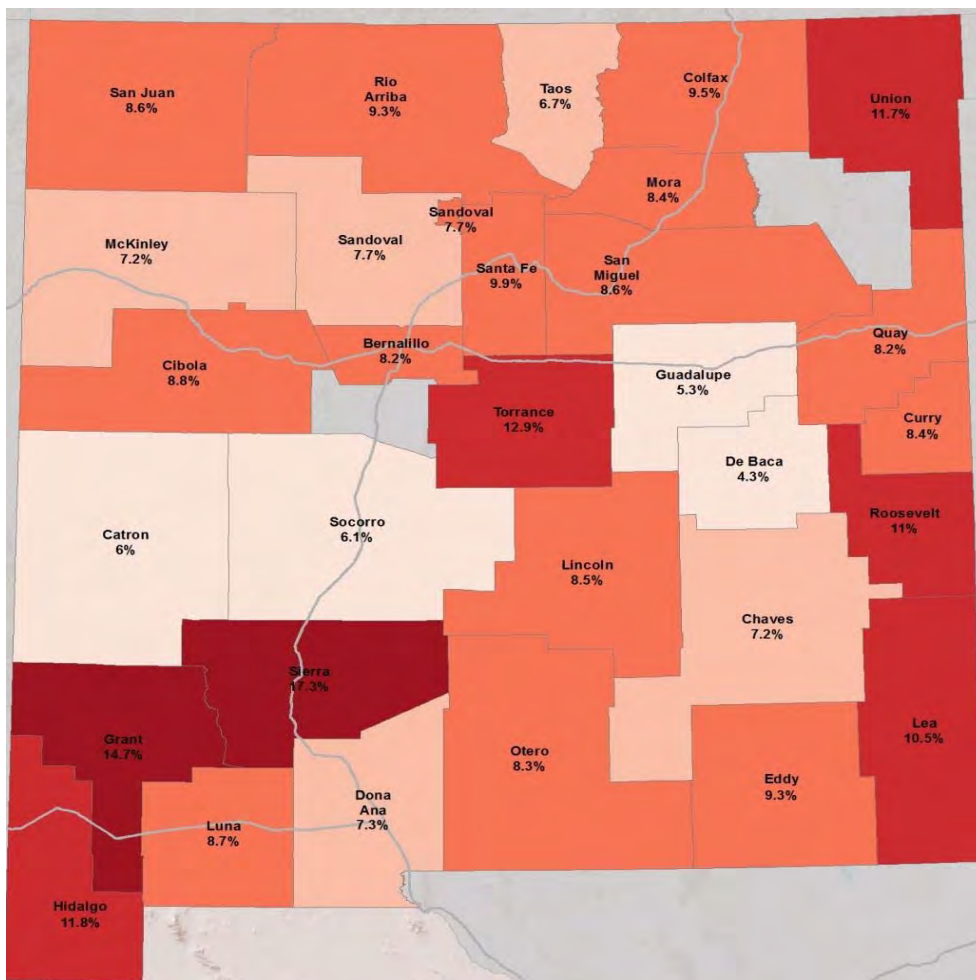
Early Warning Indicators: Percentage of Students Entering 9th Grade with **One or More F Grades** and **5 or More Absences** in 8th Grade Core Courses



Source: Albuquerque Public Schools, School Max, 2011-2012 School Year. Data provided by APS RDA Department. Analysis performed by CEPR.

Measures of Risk and Resiliency: Sexual Coercion Among High School Students, 2011

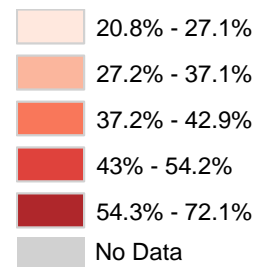
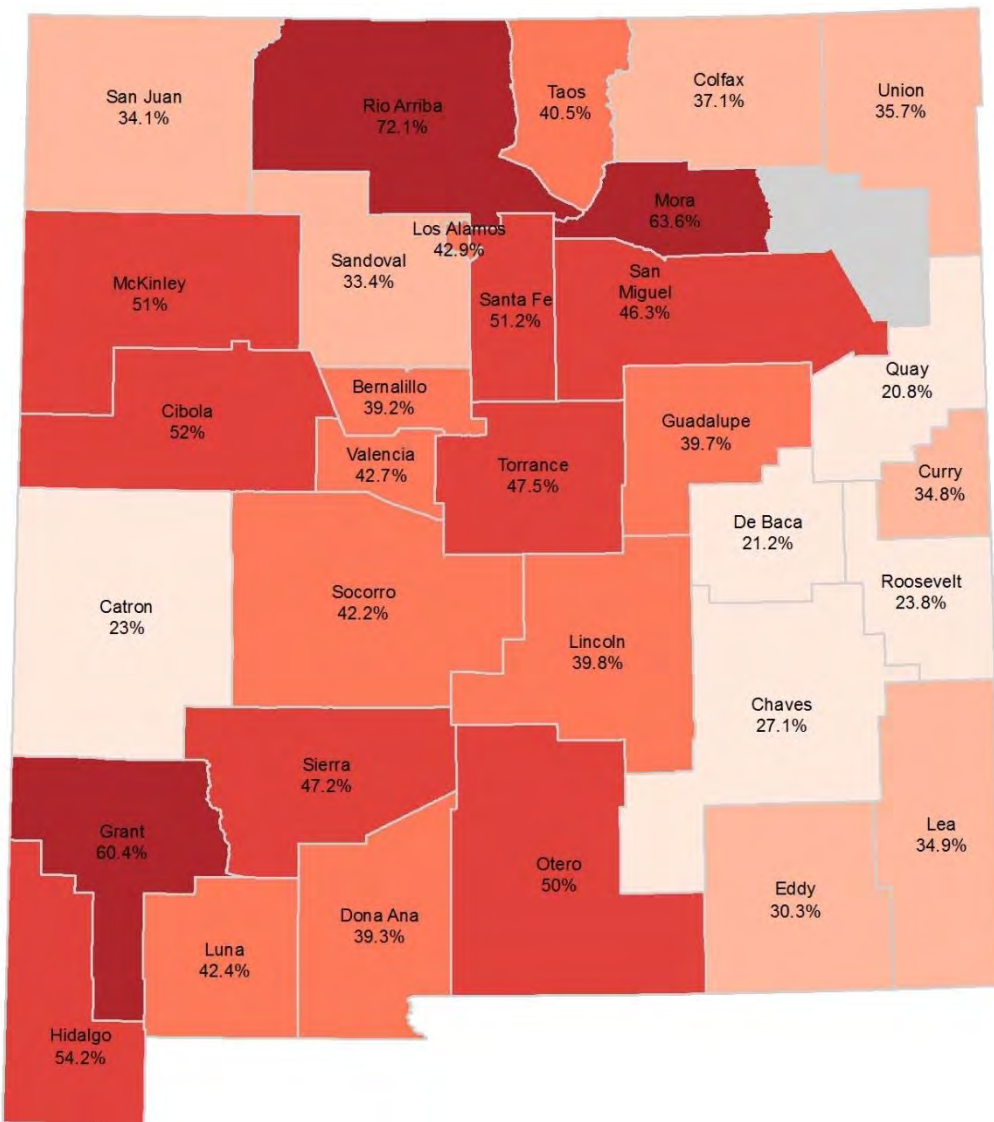
Percentage of students who reported having been physically forced to have sex during the last 12 months.



Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, "During the past 12 months, have you ever been physically forced to have sexual intercourse?" The percentage reported here reflects respondents who answered, "Yes." NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.

New Mexico High School Drug Abuse, by County (2011)

This map shows the percentage of New Mexico high school students reporting **current** heroin, cocaine, methamphetamine, or marijuana use.

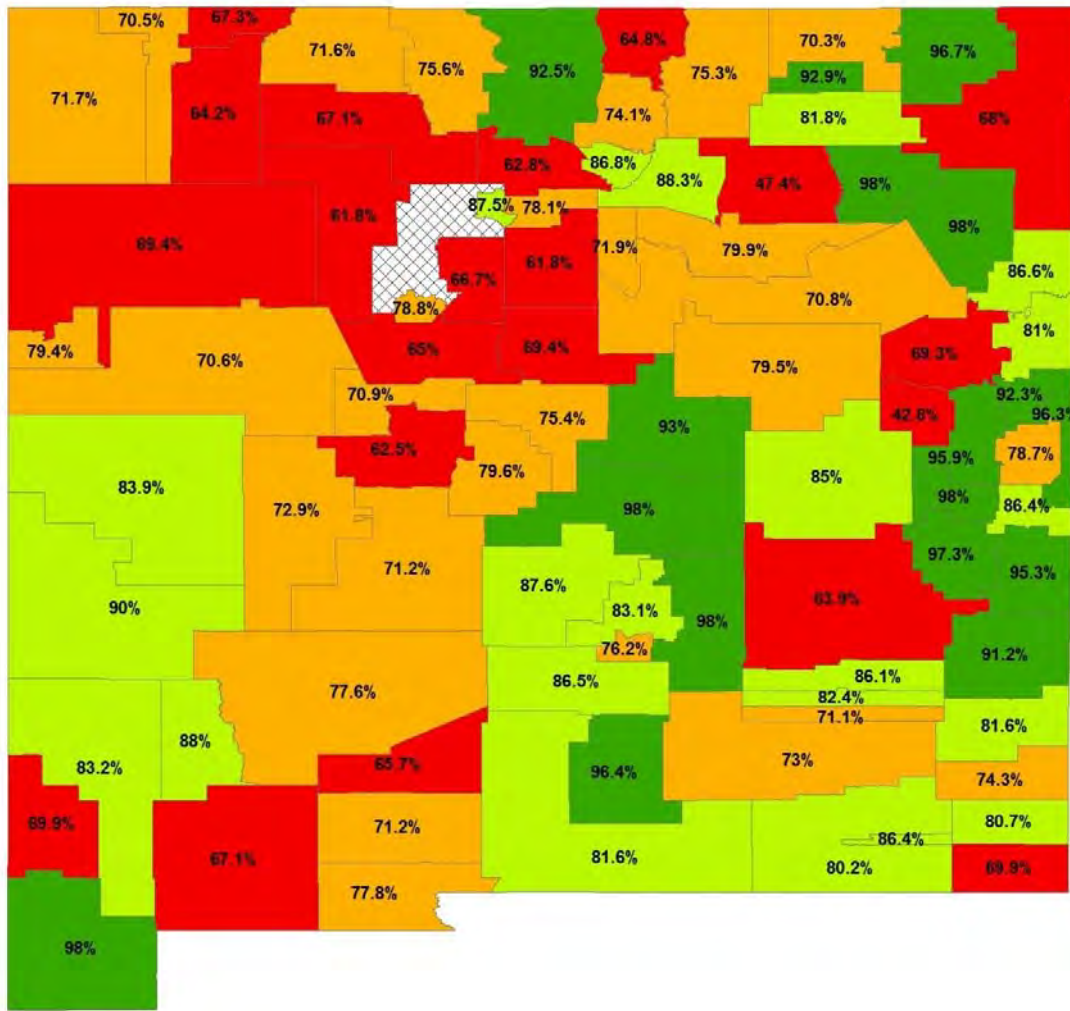


 4.1 - 7.6
 7.6 - 18.29
 18.29 - 122.9
 No Data

Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.29. Counties shaded **red** have rates above both the state and national averages.

Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.

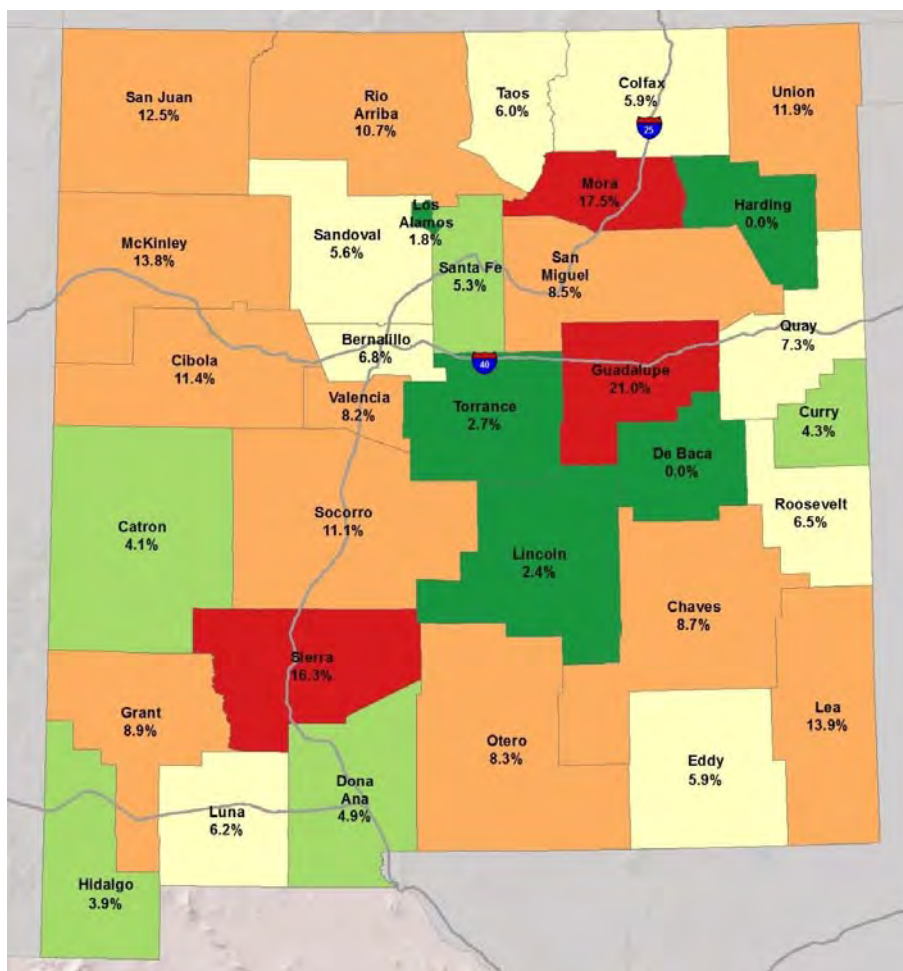
4-Year High School Graduation Rate, All Students, by District, Class of 2012



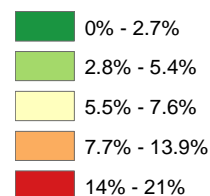
- Greater than 90%
- 81% - 90%
- 71% - 80%
- Less than 70%
- No Data

Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.

Percentage of Population Ages 16-19 Not Enrolled in School and Not in Labor Force, by County (2007-2011)



State Average = 5.4%
National Average = 7.6%



The Lessons We Have Learned

The Lessons We Have Learned: The Importance of Clearly Defining “Community Schools”

One Of The Most Persistent Challenges
In Establishing Community Schools Is A
Clear Definition Of What It Means.
Policy-Makers Should Be Skeptical If We
Can’t Clearly Define What We Mean.

The Pragmatic Challenges Of Identifying Which Schools Are Good Candidates To Become Community Schools

Albuquerque Public Schools wrestled with the conditions that needed to be in place in order to establish a successful community school. Here are some of the evolving criteria:

Basic Criteria

- School has a behavioral health provider.
- School has Nurse FTE of at least 1 (or has a School Based Health Center).
- School has Counselor FTE of at least 1.
- School has a family liaison.
- School is a Title I eligible institution.
- Principal has been at school more than 5 years.
- School has after school program offerings.

Preferred Criteria

- School is 21st Century project participant.
- School has School Based Health Center.
- School has Family Resource Center.

Essential Criteria

- An effective coordinator.

The Essential Work That Elev8 And Other Community School Advocates Did In Refining The Concept Of Community Schools Enabled New Mexico To Pass The Community Schools Act In 2013

Defining Community Schools In Statute

"PURPOSE.--The Community Schools Act is enacted to provide a strategy to organize the resources of a community to ensure student success while addressing the needs of the whole student; to partner federal, state and local entities with private community-based organizations to improve the coordination, delivery, effectiveness and efficiency of services provided to children and families; and to coordinate resources, in order to align and leverage community resources and integrate funding streams."

HB542: The Community Schools Act, 2013

Defining Community Schools in Statute

"B. A community schools initiative shall include, but not be limited to, the following core set of strategies:

- (1) extended learning programs, including before- and after-school programs as well as summer programs;
- (2) school-based or school-linked health care; and
- (3) family engagement and support services.

C. A community schools initiative shall include the following:

- (1) a lead partner agency, including but not limited to a public or private agency or community-based organization, to help coordinate programs and services;
- (2) an assessment of community resources informed by students, families and community and school leaders that relates to the effective delivery of core services on site; and
- (3) the establishment of an evaluation process that measures both the quality and quantity of outcomes."

HB542: The Community Schools Act, 2013

New Mexico's Expectations For Community School Outcomes

Full-service community schools contribute to:

- improved grades and higher test scores;
- improved attendance;
- decreased behavioral and discipline problems;
- reduced dropout rates;
- improved communication between families, schools, and teachers;
- increased parent participation in children's learning;
- increased emphasis on project-based learning connected to the community; and
- greater resources for schools due to more community partnerships.

HB542: The Community Schools Act, 2013

The Lessons We Have Learned: The Importance of Gathering Meaningful Evidence About How Community Schools Work and the Impact They Have

What Kinds Of Evidence Are We Gathering?

HB542: The Community Schools Act	Outcomes For YDI/Elev8 Middle Schools	Outcomes For ABC Community Schools
Improved grades and test scores	Grades and test scores	Grades and test scores
Improved attendance	All-day and core-course absences Excused and unexcused absences	All-day and core-course absences Excused and unexcused absences
Decreased behavioral and discipline problems	Discipline infractions and outcomes	Discipline infractions and outcomes
Reduced dropout rates	Proposed longitudinal studies	Proposed longitudinal studies
Improved communication between families, schools , and teachers	Implementation of SBHC, extended learning, family and community engagement	Implementation of SBHC, extended learning, family and community engagement
Increased parent participation		
Increased emphasis on project-based learning connected to the community		
Greater resources for schools due to more community partnerships	Asset, resource, and opportunity mapping	Asset, resource, and opportunity mapping
	Successful transition to 7 th , 8 th , 9 th grades	
	Participant perspectives and voices	Program and services capacity analyses
	Funding analyses, return on investment, sustainability, scaling up costs	Funding analyses, return on investment, sustainability, scaling up costs

The Evaluation of YDI/Elev8:

Exploring Implementation and Outcomes in Depth

- To what extent are the Elev8's four pillars implemented?
 - Extended learning during the school year and summers;
 - School-based health centers to address students' physical and emotional needs;
 - Family and community support to create healthy and stable neighborhoods; and
 - Family and community engagement.
- Qualitative methods – interviews, focus groups, observations, artifact/document review
 - Studying experiences and perceptions of participants – staff, students, administrators, providers - about access to services and their quality
 - Understanding the characteristics of integration in Elev8 schools

Measuring Outcomes and Impact

UNM CEPR Evaluation explores two key questions by conducting a cohort study:

- Are students receiving Elev8 services more likely to be on-track for graduation than their peers not receiving services?
- Are students attending Elev8 schools more likely to be on-track for graduation compared similar students attending other high-need schools?

CEPR is addressing these questions in the following way:

- Longitudinal data on grades, attendance, test scores, behavior and discipline.
- Comparison groups are developed by propensity score matching.

The Unique Value Of Qualitative Research

- The ability to tell the story of community schools from the participants' perspective is crucial if we are to understand how the concept of community schools is implemented in different communities.
- One of the important lessons learned in New Mexico is that Elev8 looks different across diverse sites and that it changes over time.
- The influence of cultural context is powerful and concepts like integration or the four pillars can and should look different in different places.
- These findings argue strongly that flexibility, community buy-in and local governance is crucial for the long-term success of community schools.

Examples Of How The Elev8 Pillars Are Implemented At Across Sites

	GRANT MS	WILSON MS	GADSDEN MS	LAGUNA MS
PILLAR 1: Extended learning opportunities	Robust morning programs. Leveraged EMSI and Title I programs.	Bilingual tutors through parent program.	No morning programs. Programs offered through partnerships with NMSU.	Only academic support in the morning. Cultural enrichment in afterschool and out of school programs.
PILLAR 2: Meeting students' physical and emotional needs	Partnership with school nurse for triage and medication distribution.	Partnership with behavioral health organizations for services.	Partnerships with District and City of Las Cruces resources. School anti-bullying program	Partnership with Pueblo of Laguna Behavioral Health and Prevention Staff.
PILLAR 3: Family and community support to create a healthy and stable neighborhood	Site for parents' job searches.	On-site classes for parents Partnership with Reading Works for targeted ESL classes.	Title I social workers for homeless and migrant families.	Native American Finance Project Pueblo of Laguna educational programs for parents.
PILLAR 4: Family and community engagement	Watch D.O.G.S for fathers. Began new parent engagement pilot and fatherhood project in fall 2013.	Concilio de Padres.	Adelante Anthony/ Moving Anthony Forward.	Tribal cultural enrichment Family Youth Leadership Summit and Parent Institutes.

The Critical Importance of Interpretive Frameworks

Cohen & Schuchter (2012) and Jacobson & Blank (2011) argue that Full Service Community Schools (FSCS) have a number of tenets:

- Youth-focused
- Purposeful and Place-based
- Collaborative
 - Stakeholder Buy-in
 - Participatory

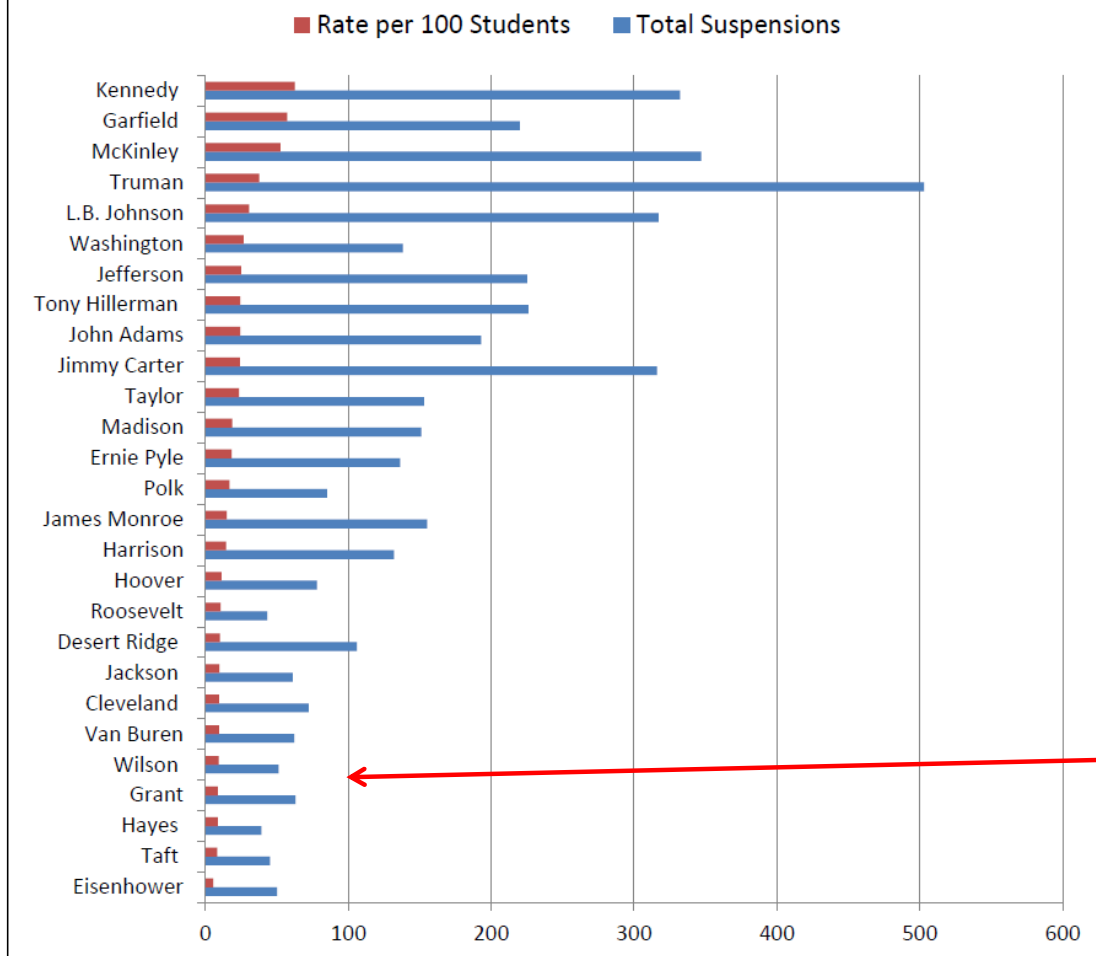
This framework is helpful for understanding what is working and what needs improvement at Wilson MS:

- Examples Of What Is Working
 - Youth-focused: Micro Society
 - Purposeful and Place-based: Concilio
- Examples Of What Needs Improvement
 - Collaborative: The need to engage **all** stakeholders and to flatten the hierarchy

The Unique Value Of Quantitative Research

- The ability to show positive and significant changes in test scores and other measureable outcomes is a reasonable requirement. However that requirement is often fraught with political issues and a very difficult bar for any education reforms to achieve.
- One of the important lessons learned in New Mexico is that the history and impact of Elev8 should be told with data, achievements, and stories.
- We believe that it is crucial to have very clear definitions of what constitutes a “Community School” so that we can clearly link outcomes to specific strategies and efforts. It is crucial to be able to document the quality of an implementation effort before one tries to tie impact and outcomes to any reform, including community schools.

Figure 6. Out-of-School Suspensions in APS Middle Schools 2010-11

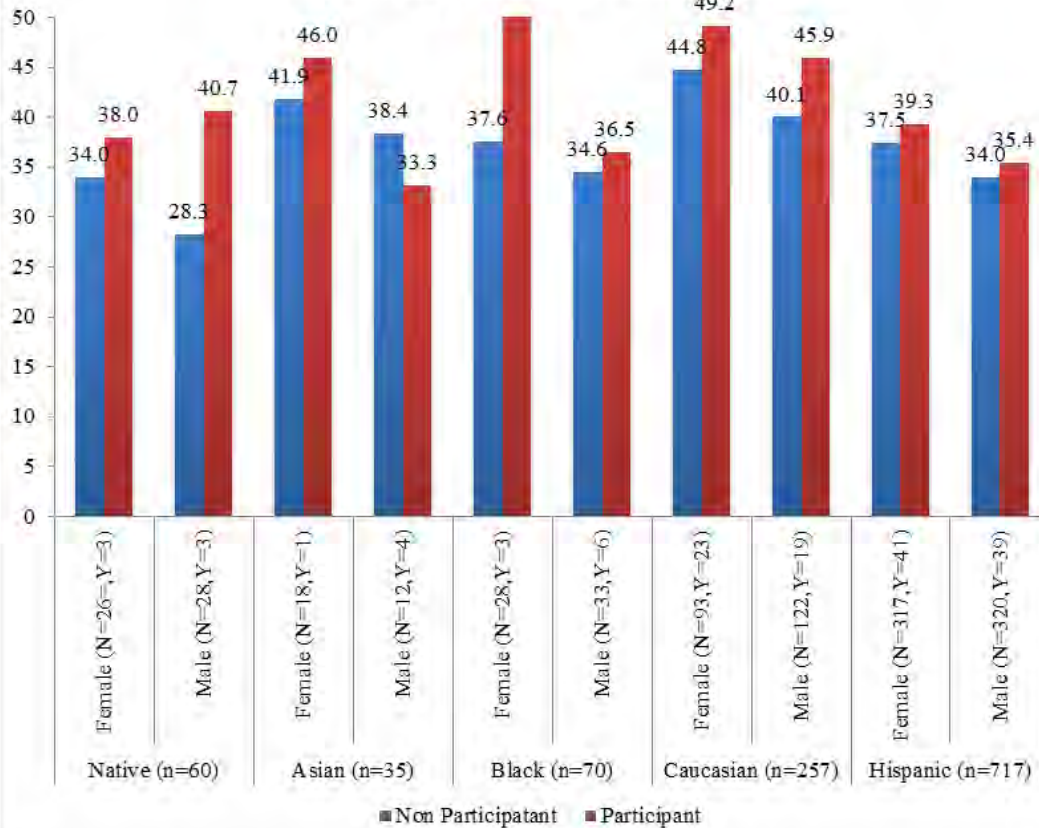


**Positive Results:
Behavioral and
Discipline Data**

**Elev8 Middle
Schools**

Heath, D. (March, 2013). Social Networks & Collaboration For Violence Prevention in Albuquerque Public Schools. APS-RDA.

Mean Language Arts SBA Score by Gender, Ethnicity, and Participation



**Positive Trends
in Test Score
Data: APS Elev8
Middle Schools**

Damle, R. and Winograd, P. (August, 2013). Elev8-YDI in Albuquerque Public Schools (2011-12), UNM Center For Education Policy Research.

But Evidence is Often Hard to Get, Mixed, and Open to Conflicting Interpretations

- Developing the relationships, written agreements, and capacity to obtain timely data on a recurring basis is a challenge.
- Data on individual level participation in school-based health clinics is hard to get because of legitimate privacy issues. Thus, our analyses so far have focused on student participation in afterschool programs.
- Results vary widely among students of differing ethnicities, gender, and socio-economic demographics.
- It is difficult to draw causal paths between participation in afterschool programs and academic achievement or school attendance. Do the after school programs fuel student success or did successful student join the programs in the first place?
- How does one measure the impact of community schools over and above the combined impact of other educational reforms including teacher evaluation, Common Core, high school redesign, and other initiatives?

Damle, R. and Winograd, P. (August, 2013). Elev8-YDI in Albuquerque Public Schools (2011-12), UNM Center For Education Policy Research.

The Lessons We Have Learned: The Complex Nature Of Integration

Moving Beyond Co-Location of Services to Genuine Integration

Pierce, Mirabal, and Linney (2010) identified 8 key ingredients for the successful integration of services, providers, goals and infrastructure:

- Services are coordinated, not just co-located
- Shared ownership, responsibility and accountability
- Tie services to support school goals
- Provide opportunities to develop and strengthen relationships
- Ensure quality service indicators
- Provide intermediary support
- Incorporate community resources and parent assets
- Engage school and district leaders

Pierce, Carol, Mirabal, Frank, and Linney, John (2010). *Better Together – Strategies for Integration in a Full-Service Community School*. Elev8kids and New Mexico Community Foundation.

Unpacking the Concept of Integration

More recently, Mirabal, Peele-Eady, Damle, and Gonzales (in process) argue the integration of services on a school campus is at its best when:

- Strong and well-developed collaborative relationships exist among all the stakeholders and staff.

AND

- The school has developed and institutionalized policies and procedures that facilitate smooth relationships and seamless functioning of all the components.

Mirabal, Peele-Eady, Damle, and Gonzales (in process)

The Lessons Yet to Come

In This Section, The Term “We” Refers
To Those Of Us Who See Value In The
Notion Of Community Schools And Wish
To Be More Effective In Our Advocacy

The Lessons Yet to Come

- How do we determine when “Community School Strategy” is embedded enough in a school to consider that school a fair test of a community school’s impact and outcomes?
- How do we better understand why some schools in New Mexico have evolved into thriving community schools while others have not? What are the most important lessons we can learn from these experiences?
- What are the essential differences among the various models of community schools? Which strategies or components are most effective for what kinds of students and what kinds of communities?
- Community schools require close collaboration among agency and institutional leaders, elected officials, and community leaders and other influential stakeholders. How do we get these influential stakeholders to support community schools? How do we do a better job of listening to their concerns, refining our approaches and strategies, and presenting our case?

The Lessons Yet to Come

- Many of the community school services and strategies have not been fully implemented because of inconsistent funding streams. How do we do a better job of understanding costs, recognizing local assets, and finding potential and creative sources of funding?
- Changes in school leadership often negatively impact community school efforts. How do community school initiatives survive and thrive across unavoidable transitions in leadership?
- The lessons of Elev8 and community schools extend beyond the schools themselves. How do we help state agencies and others use these lessons in other areas - particularly juvenile justice and school discipline policies?

The Lessons Yet to Come

- How do we help community schools capitalize on the unique assets found in the different communities across New Mexico including urban, rural, border, and Native American communities?
- What kinds of teacher and principal professional development is most effective for helping these professionals focus on inquiry, place-based lessons, and the other unique opportunities for learning afforded by community schools?
- How do we determine who should be at the table for decision-making? We use the term stakeholders and community too loosely. Many of the most difficult conflicts revolve around who is considered a stakeholder and whose communities are included.

Elev8's Legacy in New Mexico

- Elev8 full-service community schools are an earliest model of true full implementation of community schools in NM.
- Elev8 is implemented in rural and urban schools, and on tribal land, with high-poverty communities as the common denominator.
 - As a result, there is a rich and varied knowledge base for the implementation of community schools in a variety of settings
- The practitioners of Elev8 have developed procedures, and used innovative approaches and networking to counter challenges such as provider turnover or funding short falls. Elev8 is a guide for schools districts, principals, and coordinators for the future growth and sustainability of community schools across the state.
 - Relationship building; collaborations; integration of services
 - MOUS and other written documents to help institutionalize procedures, define roles, and clarify expectations

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