

LAS CRUCES PARTNERSHIP FOR COMMUNITY SCHOOLS BOARD MEETING MINUTES

The following are minutes for the meeting of the **Las Cruces Partnership for Community Schools Board Meeting** held from 1:30-3:00 p.m. on October 8, 2020

MEMBERS PRESENT:

*Chair Dr. Wendi Miller-Tomlinson, LCPS Assoc Supt for Curriculum
Vice Chair Councilor Tessa Abeyta-Stuve, Councilor District 2
Councilor Kasandra Gandara, District 1
Brian Kavanaugh, CEO FYI, Finance Chair
*Denise Sheehan, NEA Board Member
Julianne Lackey, Substitute Teacher LCPS & Non-Voting Member
*Amanda Barela, NEA Board Member
*Teresa Tenorio, LCPS Board Member
*Dr. Stacy Gherardi, NMSU
*Ashley Echavarria, CEO Boys and Girls Club Las Cruces
*Councilor Yvonne Flores, District 6

MEMBERS ABSENT:

Terrie Dallman, LCPS Board Member
Dr. Susan Wightman Brown, NMSU Interim Dean of College of Education

OTHERS PRESENT:

*Dave Greenberg, LCPS Community Schools Director
*Lynn Gallagher, Quality of Life Director for City of Las Cruces
Jill Aguirre, Recording Secretary & Sr. Office Manager
Felicia Herrera, MSW Intern at NMSU
Maria Zuniga, Dona Ana Elementary School Community School Coordinator
Monica Marquez, Booker T Washington Elementary Principal
*Karen Trujillo, LCPS Interim Superintendent
*Jessica Barnhill, Booker T Washington Community School Coordinator
Edward Ellison, LCPS Chief Financial Officer
Anne Barraza, Dona Ana Wellness Institute
Fayth Franzoy, New Mexico Oil and Gas Association
Zack, Intern
Sylvia Chavez, Lynn Middle School Community School Coordinator
*Maria Flores, LCPS Board
Tatiano Del Toro-Frank, McArthur Elementary School Coordinator
*Brenda Ballard, Lynn Middle School
*Michelle Valverde,

I. CALL TO ORDER (1:30 PM): Vice Chair Dr. Wendi Miller-Tomlinson called the meeting to order.

II. ACTION ITEMS:

- 1 **a. Approve Minutes:** The minutes of the September 10, 2020 meeting were
2 reviewed by members. Board Member Abeyta-Stuve moved to accept the
3 minutes as presented. Seconded by Board Member Sheehan. All
4 members were in favor.

5
6 **III. DISCUSSION ITEMS:**

- 7
8 **a. Review from Strategic Planning Part 1:** Mr. Greenberg recapped last
9 month's meeting with a quick slide. Pre-survey gathering data from the
10 Board Members about strengths, weakness, opportunities, and threats, as
11 well as goals for sustaining, supporting, and scaling the partnership and the
12 Community Schools initiative. The role of the Board was reviewed,
13 compared to other levels of leadership in the Community Schools space.
14 Reviewed the mission, the vision. Imagined what it would look like if the
15 vision became the reality, and then reviewed the data from the pre-survey.
16 Formulated some draft goals specific to each Board committee and then
17 decided to allow the committees to refine and review and continue adding
18 timelines to those goals. Several of the committees have met and there are
19 draft summary goals that the Board Member have received, with timelines
20 if applicable. There is a Google repository of relevant documents. And they
21 still have a little bit of work in terms of getting everything organized, but
22 there is space for additional documents. Some folder organization is still
23 needed.

- 24
25 **b. Committee Share-Outs and Discussion:** Board Member Barela of Policy
26 and Practice Committee stated the first goal was crafting a draft of LCPC
27 Board Policy on Community Schools and has been completed. The second
28 goal is develop and present statewide legislative parties to local legislators.
29 Hope to reach this goal in the next month. Work on developing an
30 application process that is more standardized for weighing different
31 variables, which schools are going to be in what type of position to enter
32 into the Community School process. Lastly to develop some professional
33 development around the district to keep people more informed on what
34 Community Schools are, as this seems to be an issue even with some
35 Community Schools that people are not understanding what is a Community
36 School, what is beneficial about a Community School.

37
38 Señora Flores wanted to address Dr. Gherardi's comments to being more
39 specific in policy. Señora Flores stated you do not want to be too descriptive
40 in policy because you want it to be developed by the coordinators, principal,
41 each school will do things differently. She mentioned having the restorative
42 practices in every school, trauma informed, cultural and linguistic
43 responsive plan, are all part of what is expected in all schools anyway.
44 Chair Miller-Tomlinson stated since this will be a school board policy it will
45 be presented during a public meeting and policies go through a series of
46 three readings where the board can comment, the public can comment, any

1 changes can occur. Councilor Flores stated that reference was made to
2 Señora Flores as Ms. Flores, and Yvonne Flores is Ms. Flores and Maria
3 Flores is Señora Flores. Mr. Greenberg stated that there are plenty of
4 opportunities to still provide input on this. Chair Miller-Tomlinson stated all
5 policies for the school system are put on the website for public review and
6 comment, and also during the school board meetings and this is an agenda
7 item. Señora Flores proposed to have the first reading be October 20th, if
8 possible. Mayor Pro-Tem Gandara feels this is an important policy she
9 would like to really look at and give input and doesn't know if a week is
10 enough time. Chair Miller-Tomlinson stated they do have some time, it is
11 on the agenda for October 20th, they would have to have a draft in the board
12 packet by Friday October 16th. Her deadline is the 15th, so by next
13 Wednesday if there are any revisions for the Board of Education to consider
14 as part of the policy then they can do it that way. Señora Flores stated they
15 can postpone it until a November meeting and if they do wait until
16 November, she proposes just do two readings so it could be approved in
17 December.

18
19 Impact and Evaluation Committee. Ms. Valverde stated they looked at the
20 overarching goal to develop tools to help measure the impact of Community
21 Schools and a framework for measuring results and planning for continuous
22 improvement. They started with the tools and will be moving into the
23 framework for measuring results and planning for continuing improvement.
24 Ms. Ballard stated they started looking at what data they could use to be
25 consistent across the Community Schools, knowing there is one middle
26 school and three elementary schools, some data looks different at the
27 different school levels. There was a discussion about does it need to be all
28 quantitative data or have a variety of quantitative and qualitative data.
29 Probably having four measures, two quantitative and two qualitative, and
30 things that would be easy to get for principals and community school
31 coordinators. Right now there is a plan working on chronic absenteeism,
32 and this could be one of the quantitative measures. Also looking at
33 gathering baseline data on grades as in remote learning and doing things
34 differently. The first time to collect grades for elementary will probably be
35 at nine weeks and develop goals based on that data. For qualitative data,
36 looking at information from the community and the parents, and information
37 from the staff, perhaps developing surveys that are related to community
38 schools for families and for the staff. This would be two different surveys.
39 Ms. Valverde stated also started looking at all the different influences that
40 are influencing what kind of data and what kind of tracking the coordinators
41 need to do on the ground. Info from NEA, NEA benchmarks, PED progress
42 report included for two schools that received PED award. They created the
43 "Mega Tracker." Trying to make it easy for the coordinators, for school staff
44 to start tracking the things needing tracking for the different moving parts,
45 and also help to look at how are the Community Schools doing and how can
46 they continually improve. They combined the NEA benchmarks with the

1 PED progress report/benchmarks and has to do with infrastructure
2 development at the school in terms of developing a committee, doing a
3 needs assessment, mapping assets, and developing goals. Then they
4 started looking at the different pillars and what was written in the grant
5 proposals to PED. She developed some draft logic models for the sites in
6 the spring. What did the coordinator and teams tell PED and what did the
7 teams say they were going to do this academic year? Also looking at the
8 other outcomes, the key ones they can track right now, and considering
9 COVID and the context that is occurring right now. Ms. Ballard stated they
10 did discuss have data to use to try and help develop action items. Also
11 looking at interventions doing with students and trying to identify; some
12 students went to afterschool programs, and others went to other programs
13 and are their outcomes different from students who have not attended these
14 programs. Chair Miller-Tomlinson stated the longitudinal goal is to track
15 kids from the time they enter a community school, follow until graduation
16 and see the impact that Community Schools are making. With this data it
17 is hard to prove causation. In aggregate they start looking at the success
18 of our Community Schools, where were we and where are we now and
19 where are we in the future. Ms. Valverde stated they are trying not to have
20 it be too mega. Trying to focus and hone in. There was discussion about
21 causation versus correlation, quantitative versus qualitative, and trying to
22 hit the balance and follow best practices. Chair Miller-Tomlinson stated
23 certain types of data are more useful to informed practice than others, so
24 the mega tracker may at some point be less mega because possibly
25 tracking something not really using.

26
27 Ms. Tenorio asked about longitudinal data and student tracking, who is
28 doing that and who is developing the surveys. What does that look like?
29 Chair Miller-Tomlinson stated they would have to identify in the student
30 information system to look at students that went to a Community School,
31 which schools (elementary, middle, high school) they went to, time enrolled.
32 The idea is go the other way and when students are graduating then they
33 can really have a look at that snapshot in time that they were in the
34 Community School and what kinds of things went on. Also asking students
35 at the end like what kinds of things made a difference to that student
36 persisting. There is some exit interviewing when kids graduate, but it is
37 more about their future plans than the past. Ms. Tenorio mentioned being
38 in a study for 20 years with the University of Michigan. This could be a great
39 project if we partner with NMSU and they were looking at the Community
40 Schools and having that longitudinal data that they can continue with
41 through the department. In terms of what you are looking for, what
42 questions you are asking. Chair Miller-Tomlinson stated it is very powerful
43 to see not only where do students go after this but what is their perspective.
44 Mayor Pro-Tem is impressed with the work thus far and asked if the
45 coordinators were part of the process. Ms. Valverde said the coordinators
46 were involved, developing logic models and dissecting the input from their

1 local communities. They met with Tatiana and created the mega tracker,
2 which will be changed to the focused tracker. Mayor Pro-Tem Gandara
3 asked about restorative justice practices. Are we ensuring in the after
4 school programs they are getting the survival and thriving services, food,
5 behavioral health, access to all those important elements to have a well-
6 rounded experience? Are we missing students? And how do they know
7 they are capturing students that need to be made a referral? She is
8 struggling with the metrics they have, being a community in the schools,
9 and not every child/student participates in the independent tenants that
10 there might be for each of the schools. Ms. Valverde stated when a couple
11 of metrics are stated, it does not mean that the Community Schools sites
12 are not looking at other metrics, and they are looking at restorative justice,
13 and looking at project based learning, and they are looking at project based
14 relationships building with parents and students. She believes the chronic
15 absenteeism is a key and related to family well being and relationships. She
16 will be providing support as an external evaluator. Mayor Pro-Tem Gandara
17 stated she is invested in this process and knows chronic absenteeism
18 means a certain number. She feels there needs to be another metric,
19 before that, kids that have food insecurity. When she hears chronic
20 absenteeism that means 5, 10, 12 days she feels like something has been
21 missed, and then crucial and critical to intervene in some way. She would
22 like to see a policy related to mental health at the schools. Giving parents
23 and teacher and staff mental health days, which might be a trigger for higher
24 level of assistance. Chair Miller-Tomlinson stated this is at the forefront
25 since school has been closed and many are struggling, not just academics
26 but being locked down since March without access to various things right
27 now. Ms. Valverde stated as a state and districts and schools, we are trying
28 to build capacity to collect the data for those meaningful indicators.

29
30 Finance and Resource Development Committee. Board Member
31 Kavanaugh likes the mega tracker and it would be a good crossover for
32 some of the framework into the Fiance and Resource tracker that has been
33 discussed. What they intend by developing some of the goals was to
34 identify resources both financial and otherwise that are connected to each
35 school. In doing so, identify what gaps might be, areas to increase and
36 extend resource support, and areas that could be more cross-functional
37 between different Community Schools. Look at hiring or contracting a grant
38 writer, and using some excess funds that are available to support that type
39 of position and support a long-term funding strategy through their efforts in
40 helping identify ways to diversify the funding and resources that are
41 available to each school. Another goal is to develop school based resource
42 profile and also develop school based financial profile, and really looking at
43 again the resources, financial and otherwise that really support each
44 individual school individually but also collectively and use that as a tool to
45 monitor and really connect to the resources that help support some of the
46 outcomes that might be identified through the mega tracker, and analysis of

1 the services and assessment of the services that are being provided to
2 different students at different schools. Develop a long-term funding strategy
3 not only to support our current Community School positions, but also to
4 continue to support those resources and services that are provided through
5 each school. Some services in some schools are just an extension of an
6 existing service that an agency is able to provide, and some of it has been
7 rooted in some funding that has been made available through Community
8 School efforts. Identifying which are tried to a financial support system and
9 which ones are not, and start to determine what type of sustainability might
10 be attached to each and prioritize those services and resources. Ms.
11 Valverde liked the idea of adding inputs. She states we have over-
12 emphasized outcomes and a lot of quantitative and maybe not appropriate
13 outcomes for decades and have not emphasized inputs and the resources.
14 Are we doing on the front end what we need to do to get the outcomes on
15 the backend? Board Member Kavanaugh stated the resources in general
16 they could tie it to the outcomes, and in doing so create more of a
17 connection between the input and output which will support grant writing or
18 funding.

19
20 Communication and Stakeholder Engagement Committee. Councilor
21 Flores stated the ultimate goal is to make all schools Community Schools
22 for a healthy cohesively engaged community. Guides are to develop
23 messaging guide for Community Schools, including talking points for
24 potential community schools "elevator pitch." Second is oversee
25 development of communications plan including outreach to families. The
26 third is develop mentoring program with existing principals and new
27 principals to engage additional schools in the Community School process.
28 Then identify the stakeholders, which would be the entire community.
29 Identifying how we generate engagement for those whose children do not
30 attend school at a Community School and in the Community School
31 neighborhood. State reasons as to why the entire community involved in
32 engagement is important, i.e. mental health services, legal services, culture,
33 etc. The way to communicate with the greater community, brochures for
34 school readiness; administration and family support; teacher buy-in; input/
35 participation from coordinator; benefits to students, families, teachers, PTA;
36 funding; community partners are invested by both professional interests and
37 individual investment, and NMSU has staff and students with school-aged
38 kids. Media would include: mini documentary on how it's done by
39 administrators and coordinators; lessons learned; a student created video;
40 some could be used to then follow-up with students who have been tracked
41 and show them what they said back when; identify community partners,
42 nonprofits, businesses; modes of broadcast, website, social media, PSA,
43 news releases, television KRWG, radio KRWG and KTAL; in person
44 presentations. Newsletter keep the great format and content; discuss
45 frequency. Presentations would be to boards, school, City Council, County
46 Commission; chambers of commerce, housing groups; families; elderly;

quality of life, parks and rec, sports teams. The City has many offerings for children, museums. Engaging NMSU, provost, president Floros, chancellor Arvizu, departments such as Chicano Studies and Criminal Justice. Encourage dialogue, raising awareness or consciousness of community; what does a community look and act like; who are the stakeholders, who is the community; effects of modern society and the pandemic, need to recultivate and nurture sense of community; graphics on equity. To do is expand membership chamber of commerce; Cruces Creatives online database; reach out to Southern New Mexico equity group led by Dulcinea Lara, Michelle Valverde, Andrew Montoya. Board Member Tenorio noted that a couple of the committees are of the same mindset of having mega trackers. Cruces Creatives has created an online database tool to help expand network of people in the community or even in Southern New Mexico who the schools and teachers could utilize, with special skillsets they want to present to a class or to the school.

- c. Strategic Planning Reflection and Next Steps:** Chair Miller-Tomlinson will get together with Mr. Greenberg to discuss the process for what worked and what didn't.

Where should Committees go now? Councilor Flores stated with the plan of action they can start implementing some. Chair Miller-Tomlinson stated they have the root document with all the strategic goals for the committees along with the vision and mission, and perhaps spend time between now and November getting all that together into more of a strategic plan format and then spend time in November establishing the timelines for the actions, who is responsible. In having a strategic plan if no one is responsible it does not get done, and also having a timeline.

- d. Update on Director of Community Schools Transition:** Chair Miller-Tomlinson stated this position will be housed in the Division of Equity, Innovation and Social Justice, within that division there is a Department of Federal Programs, so Community Schools will live in the Federal Programs Department under Carla Regan who is the Executive Director of Federal Programs for the Las Cruces Public Schools. This position will be a coordinator of district. So there will school specific coordinators and this will be a district level coordinator. That position should be posted next week.

- IV. Review Annual Meeting Schedule - Next Meeting November 12, 2020:** A list of meeting dates through July 2021 was included in the packet, second Thursday of the month, afternoons. No meeting in December 2020.

- V. ADJOURNMENT:** Chair Miller-Tomlinson called adjournment at approximately 3:17 p.m.

DocuSigned by:

Dr. Wendi Miller-Tomlinson

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Chairperson

November 12, 2020

Approved