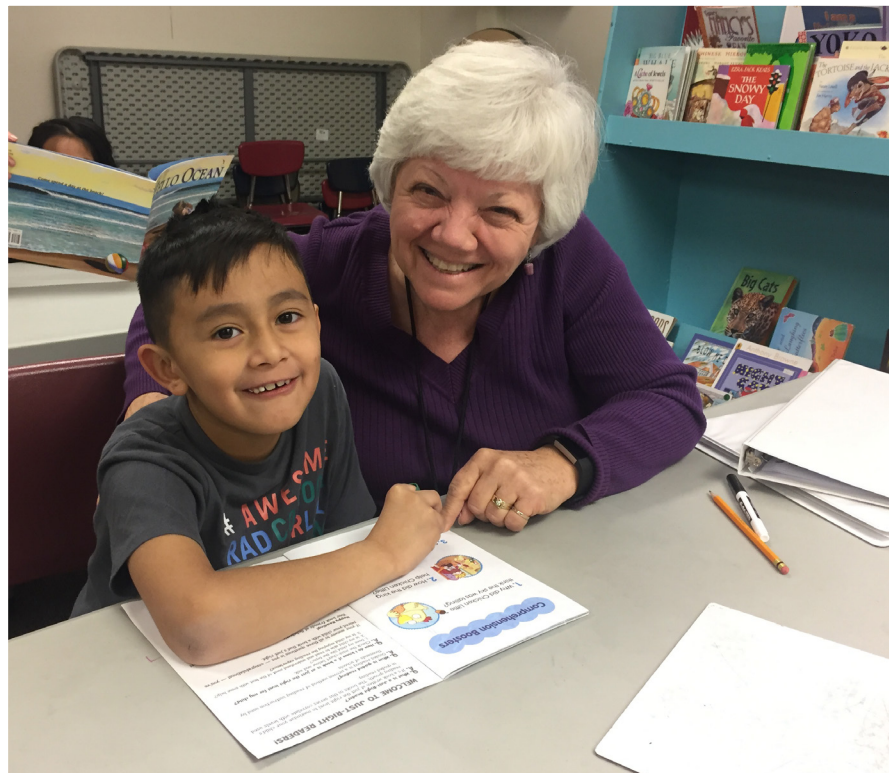


RETURN ON INVESTMENT

of a Community School Coordinator:

A Case Study





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RETURN ON INVESTMENT



of a Community School Coordinator: A Case Study

Michelle R. Bloodworth
Anna C. Horner

May 2019





TABLE OF CONTENTS

ACKNOWLEDGMENTS	2
SNAPSHOT	4
INTRODUCTION	6
Purpose of the Case Study	6
What is a Community School and Why a Coordinator?	7
ABC Community School Partnership	8
ABC Community Schools	8
School and Coordinator of Focus: Context	9
ROI APPROACH, PROCESS, AND ANALYSIS	10
Determine What to Measure	11
Engage Stakeholders.....	11
Refine Understanding of Coordinator’s Role.....	11
Define Boundaries of Study.....	14
Gather and Organize Data	18
Develop Evaluation Plan.....	18
Organize and Synthesize Cost and Benefit Data.....	20
Develop ROI Analysis Plan.....	20
Calculate ROI	21
Determine Financial Values.....	21
Isolate Effects of the Coordinator.....	24
Calculation of ROI.....	27
LIMITATIONS OF THE STUDY	28
CONCLUSION	29
APPENDICES	32
Appendix A: February 2017 Community Event: Themes Across Groups	33
Appendix B: Community School Coordinator Stages of Development	36
Appendix C: Isolating Effects Procedure	38
Appendix D: Data Tables by Year	42
Appendix E: Multi-year Benefits with New Mexico Asian Family Center	54



ACKNOWLEDGMENTS

There were many who contributed to and supported this effort to whom ABC Community School Partnership (ABC) and Apex are grateful, including families, partners, school staff, and community members who shared their experiences and knowledge.

An Advisory Committee of experts in community schools, program evaluation, educational research, school leadership, business, and local policy provided invaluable insight and direction for the study. These individuals met along the course of the study to review and guide the design, protocols, early findings, and isolation process. The members of this committee included:

- Pamela Campos, Community School Coordinator at Garfield Middle School
- Michelle Drummond, Strategic Analysis & Program Research, Albuquerque Public Schools
- Rachelle Ford, Community School Coordinator at Inez Elementary School
- Dan Gerry, Soaring Eagle Institute
- Trudy Jones, City Counselor
- Meriah Heredia-Griego, UNM Cradle to Career Policy Institute
- Beata Thorstensen, School Accountability Support, Albuquerque Public Schools
- Danette Townsend, Albuquerque Public Schools (now Executive Director of ABC)
- Karen Webb, Principal at Manzano High School

Early guidance on return on investment approaches and processes was provided by Barbra Portzline, President of Organizational Rebel. Jennifer Mastripolito of the United Way of Central New Mexico and Michelle Drummond of Strategic Analysis & Program Research at Albuquerque Public Schools (APS) served on a committee that provided review and oversight to one of the final steps of the study, the isolation process.

Special thanks to Deanna Creighton Cook, now Community School Manager with ABC, who was the Coordinator of focus for this study and, in addition to carrying out the work as a Community School Coordinator that resulted in the return on investment measured in this study, spent countless hours assisting Apex in gathering and cataloging data, and providing background information. Peggy Candelaria, now Executive Director of APS Title I, was the principal at Manzano Mesa Elementary School from 2007-2018 and deserves recognition for her exemplary leadership to the community school during the years of focus for this study as well as her assistance during the data collection phase.

This study would not have been undertaken without the vision of José Muñoz who was Executive Director of ABC when the study was first conceptualized and began. He now serves as the Executive Director of the Coalition for Community Schools. Danette Townsend, current Executive Director of ABC, supported and guided this effort with her deep understanding of and experience with community schools.

Apex staff, Anna Horner and Michelle Bloodworth (now of Insight Allies), collaborated in researching return on investment approaches; conceptualizing the design; convening and facilitating the Advisory Committee; organizing and cataloging existing data; conducting data collection; analyzing data; and drafting the report. Catherine Bornhorst, owner of Born Ingenuity, provided graphic design services.



SNAPSHOT

ROI OF A COORDINATOR

ABC Community School Partnership contracted with Apex to conduct a study to examine the return on investment (ROI) of a Community School Coordinator. The community school strategy has proven effective in improving academic outcomes for students¹ and it is well accepted among community school practitioners that a crucial piece of this strategy is the Coordinator. The Coordinator is the person who oversees implementation of the strategy, and shares responsibility for the outcomes.

For each benefit, a process was applied to isolate the effects of the Coordinator to estimate her unique contribution. The ROI for the Coordinator **for the five-year period** was calculated utilizing the net benefits divided by the costs. The net benefits are the benefits minus costs. The ROI for the Coordinator was calculated as:

$$\text{ROI} = \frac{\$1,202,736 - \$148,258}{\$148,258} \times 100 = \mathbf{711\%}$$

Resulting in each \$1 invested in the coordinator
returning approximately \$7.11 net benefits.

School: Manzano Mesa Elementary School in SE Albuquerque, New Mexico

Time-Period: 2011-12 to 2015-16 School Years

Key Research Question: What is the ROI of a Community School Coordinator?

Availability of Data: Retrospective data

Framework: The Community School Standards were applied to understand and assess the ways in which a Coordinator contributes to a community school

Costs: Salary, benefits, and professional development, stipends paid by partner organizations for additional responsibilities

Benefits: Actual grant dollars; volunteer hours; professional time, programs and services provided in-kind; materials, supplies and other physical donations

Boundaries:

- Benefits that could not be feasibly monetized, known as intangibles, were not included in the ROI calculation. The value of the impact the benefit had on the students, families and staff of the school were also not included.
- Only the costs and benefits for the school of focus were included in the analysis.

1 Maier, A., Daniel, J., Oakes, J., & Lam, L., Community Schools as an Effective School Improvement Strategy: A Review of the Evidence (Learning Policy Institute, Palo Alto, CA, 2017).



INTRODUCTION

ROI originates in the finance and business sectors and is used to evaluate the efficiency of an investment. To calculate ROI, the benefit (or return) of an investment is divided by the cost of the investment. ROI has increasingly been applied in other contexts, from training programs to fundraising.

For this study, ROI is applied in a novel way to assess the benefit to a community school of investing in a Coordinator compared to the cost. In other words, this study answers the question: for every dollar invested in having a Coordinator at a community school, what is the value of the benefits the school receives in return?

PURPOSE OF THE CASE STUDY

The community school strategy has proven effective in improving academic outcomes for students². It is well accepted among community school practitioners that a crucial piece of this strategy is the Coordinator. The Coordinator is the person who oversees implementation of the strategy, and shares responsibility for the outcomes. While the importance of

Coordinators is widely acknowledged, hiring and sustaining a full-time Coordinator is not a small commitment. Districts and schools, as well as other potential investors such as non-profits or businesses, face difficult budgetary decisions and need concrete evidence as to what an investment in a Coordinator will do for a school and its' students.

ROI is a helpful tool for communicating the monetary value of an investment to different types of stakeholders. This study uses this tool to communicate the potential monetary value of an investment in a Coordinator to a community school. What better indicator of investment worthiness than evidence that every dollar invested in a Coordinator yields more than a dollar in return?

The study's findings can be used to guide program, policy and funding decisions. To make the study useful to decision makers and ensure a significant level of confidence in the findings, a straightforward approach to the ROI study was undertaken. The approach is described in the ROI Approach, Process and Analysis section of this report.



² Ibid.

WHAT IS A COMMUNITY SCHOOL COORDINATOR AND WHY A COORDINATOR?

Community schools is a place-based strategy that connects students and families with the resources they need to be successful in school and life. The strategy utilizes community partnerships to provide on-site, wrap around services aligned with student and family needs. Community school buildings are open before school, after school, weekends and summers. Common aspects of community schools are integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practice.³

A 2017 metanalysis by the Learning Policy Institute found community schools make a considerable positive difference in student and school outcomes. The study looked at 143 research and evaluation studies of community schools and presented strong evidence linking common aspects of community schools to desirable student outcomes that include: academic success; opportunity and achievement for students of color, English learners and low-income families; improved attendance, behavior and well-being; and high-school graduation rates.⁴

A key factor to successful implementation of community schools and achieving these types of outcomes is the Coordinator. A Coordinator is a full-time staff located in a community school “who helps connect students and families with whatever they need to overcome barriers to learning, from job training to healthy food,

healthcare or extra tutoring”.⁵ A Coordinator is a community organizer who creates, strengthens and maintains the bridge between the school and community.⁶ Coordinators facilitate, lead and manage various pieces of community schools including:

- Collaborative leadership and infrastructure coordination
- Needs assessment, planning and sustainability
- Student-centered data and continuous improvement
- Powerful learning, and integrated health and social supports
- Authentic family and community engagement

While the role of the Coordinator is multifaceted, a main focus of the position is to develop and maintain collaborative leadership in the community school. Leadership shared among school staff, families and community partners provides the infrastructure for the other aspects of community schools to emerge. This component of the infrastructure often takes the form of a Community School Council that meets regularly to guide planning, implementation and continuous improvement. Such collaborative leadership creates the conditions needed for improved student learning.⁷

3 Ibid.

4 Ibid.

5 ABC Community School Partnership Fact Sheet, Bernalillo County online, last modified September 28, 2015, accessed June 24, 2018, <https://www.bernco.gov/community-services/news.aspx?f50e29bf166542cbb6963e258ca152b9blogPostId=047b67e795da42b882b38591ffb8d997#/BlogContent>

6 Community School Coordinator, Coalition for Community Schools online, accessed August 14, 2018, http://www.communityschools.org/about/community_school_coordinators_network.aspx.

7 Maier, A., Daniel, J., Oakes, J., & Lam, L., Community Schools as an Effective School Improvement Strategy: A Review of the Evidence (Learning Policy Institute, Palo Alto, CA, 2017), vi.

Building and sustaining successful community schools depends on this dedicated staff position. “Principals and teachers work long hours, and few can assume the demands of building an integrated model that performs a needs assessment, develops community partnerships, coordinates student supports, integrates services within the school, and monitors progress for individual students and the school.”⁸ A Coordinator is crucial to successful implementation of community schools and student achievement.

ABC COMMUNITY SCHOOL PARTNERSHIP

ABC Community School Partnership (ABC) came to be in 2006 when the City of Albuquerque, Bernalillo County, Albuquerque Public Schools (APS) and the Albuquerque Business and Education Compact (ABEC) adopted community school resolutions and mutually agreed to invest in and commit to community schools for the City of Albuquerque and Bernalillo County.

Today ABC is a network of organizations that align policies, practices and resources to build and sustain a system of community schools aimed at helping students succeed in school and life. This network includes the City of Albuquerque, Bernalillo County, Albuquerque Public Schools, Hispano Chamber of Commerce, University of New Mexico, United Way of Central New Mexico, and other partners.

ABC is housed in Bernalillo County, where a small staff oversee a growing number of community schools and provides blended funding for Coordinators. ABC works closely with APS and City of Albuquerque leadership and other partners to coordinate and implement a system-level infrastructure that supports community schools across the district, including training and support of Coordinators, Principals and other community school leaders;

data collection and evaluation; media exposure; and statewide support and development of community school leaders and policies.

ABC COMMUNITY SCHOOLS

Community schools are a strategy, not a program; a strategy for organizing the resources of the school and community around student success. In 2007, ABC began supporting this strategy by funding a handful of demonstration sites. Today, ABC leverages funding for Coordinators and system-wide supports for 25 community schools at the elementary, middle and high-school levels.

Although ABC has quickly expanded the number of community schools they support, they are a young organization fueling an emergent community school movement in a high need district and with a high potential for impact.

Evidence shows community schools are particularly effective to help “meet the needs of low-achieving students in high-poverty schools and to help close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities.”⁹

In Albuquerque Public Schools, for 2016, 87% were children of color, 69% were economically disadvantaged, 15% were English language learners, and 17% had disabilities. Only 37% of students tested proficient in reading and 20% in math. When disaggregated by race and ethnicity, 52% of white students tested proficient in reading and 33% in math, while 38% of all students of color on average tested proficient in reading and 15% in math.¹⁰

Through collaborative leadership, ABC employs the community school strategy at a systems level. And though ABC relies on a vast array of partners, the well-known lead-partner agency model of community schools has not taken

8 Anderson Moore, K., Lantos, H., Jones, R. M., Schindler, A., Making The Grade: A Progress Report and Next Steps for Integrated Student Supports. Child Trends, Bethesda, MD, 2017, 10.

9 Maier, A., Daniel, J., Oakes, J., & Lam, L., Community Schools as an Effective School Improvement Strategy: A Review of the Evidence Learning Policy Institute, Palo Alto, CA, 2017, 6.

10 School District Report Card 2016-2017 Albuquerque Public Schools. New Mexico Public Education Department, 2017.

root in Albuquerque. Instead a unique, largely intergovernmental, coalition provides funding and infrastructure for this proven effective approach to improving student achievement.

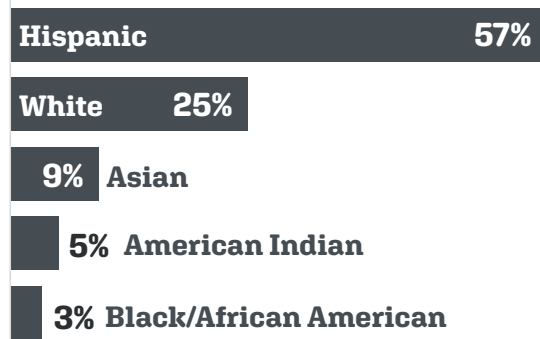
SCHOOL AND COORDINATOR OF FOCUS: CONTEXT

The school and time-period selected for this case study was Manzano Mesa Elementary School (Manzano Mesa or MMES) from school years 2011/12 to 2015/16. Several factors influenced this selection: Manzano Mesa was one of the earliest schools to begin development as an ABC community school; Manzano Mesa employed their first Coordinator during this time-period; she remained in the position continuously for five years; and significant amounts of data were collected and retained by the Coordinator during this time-period.

Manzano Mesa is a relatively new elementary school located in the southeast of Albuquerque. It opened in 2004 and today serves over 700 kindergarten through fifth-grade students and their families.

These students and families come from diverse backgrounds (Figure 1) that include low-income residents of a nearby mobile home park, Vietnamese immigrants, and families of Sandia National Laboratories' employees. For the focus years of this study, the average percentage of students identified as receiving free or reduced lunch at Manzano Mesa was 65.5%. The percentage of English language learners was 25.1%.

Figure 1: Manzano Mesa has a racially and ethnically diverse student body.



Manzano Mesa's Coordinator from 2011 to 2016, and the focus of this study, was a parent of MMES students and a volunteer in the library prior to taking on the role of Coordinator. In the Spring of 2011, she was asked to be part of a new team of parents, teachers, and administrators engaged in foundational work around early childhood and community schools. Her role shifted in the Fall of 2011 when she was asked to work on a contract basis as a short-term community organizer focused on early childhood. Her role evolved and she officially became the school's first Coordinator in the fall of 2012 on a part-time basis. The transition to full-time happened for the 2014/15 school year, although before officially becoming full-time she was devoting more hours to the role than her part-time status conveyed. In the Spring of 2016, she left her position at MMES to become the Community School Manager for ABC.



ROI APPROACH & ANALYSIS

While calculating an ROI is a common practice in many areas of business, calculating an ROI for a position or role is less common, especially in the context of a school. To our knowledge, an ROI for a Community School Coordinator has not previously been done. Given that this type of study had not been done before, we needed to build on and extend existing ROI approaches.

One of the approaches to ROI we drew on was developed by the Finance Project and Children's Aid Society and outlined in *Measuring Social Return on Investment for Community Schools: A Practical Guide*. While the guide outlines the steps for conducting a Social Return on Investment (SROI)¹¹ and not an ROI, the context of community schools was the same and we benefited from the process outlined in the guide. Another methodology we drew from was the Phillips ROI Methodology, developed by the ROI Institute. Drawing on these resources, the steps developed and followed for this study included:

1. Determine What to Measure

- Engage stakeholders
- Refine understanding of Coordinator's role
- Define boundaries of study

2. Gather and Organize Data

- Develop Evaluation Plan
- Organize and synthesize cost and benefit data
- Develop ROI analysis plan

3. Calculate ROI

- Determine financial values
- Isolate the effects

¹¹ Social Return on Investment (SROI) is a method for measuring the economic value of environmental and social impacts that result from an investment.

1 DETERMINE WHAT TO MEASURE

Engage Stakeholders

Community and Other Stakeholders

To effectively conduct the study, we needed to start with a complete understanding of the role of a Coordinator as seen from several key perspectives. To gather this input, a community event was hosted at Manzano Mesa Elementary School on February 27th, 2017. Attendees participated in facilitated conversations based on the stakeholder group with which they most identified. The stakeholder groups and number of participants for each were: parents (13), Coordinators (9), partners (9), teachers (8), principals (8), high-level stakeholders (4). A wide variety of schools, organizations and institutions were represented, including the Albuquerque City Council, Albuquerque Public School Board, Central New Mexico Community College and University of New Mexico. Each conversation had a facilitator and a recorder and was guided by the same set of questions. A summary of the themes that emerged from these conversations is provided in Appendix A.

The insight gained from this community event helped guide the development of the framework for the study. Utilizing learnings from the event, we interviewed a purposeful sample of Manzano Mesa administrators and staff to further explore and clarify the types of costs and benefits they associated with the Coordinator during the time-frame of this study. These interviews helped to further ground our understanding of the types of costs and benefits of a Coordinator in the specific context of Manzano Mesa.

Advisory Committee

To help guide the study, Apex convened an Advisory Committee of experts in evaluation, school research, policy, program development and school leadership. The Advisory Committee

informed the study methodology, as well as this report. Staff and leadership from ABC also contributed to Advisory Committee meetings. The committee met five times and provided guidance on issues such as framing the evaluation plan, bounding the study, the isolation process, and addressing intangibles.

Refine Understanding of Coordinator's Role

The community event held in February 2017 highlighted how a Coordinator contributes to the functioning and effectiveness of a community school in many distinct ways. An additional resource used for this study to ensure the ROI did not take an over simplistic or narrow approach to measuring the benefits or contributions of the Coordinator was an ABC tool called *Community School Coordinator Stages of Development* (see Appendix B). This tool applies the *Community School Standards*¹² to the stages of development for a Coordinator and was helpful in outlining the multiple and important ways in which a Coordinator can contribute to the functioning of a community school. This tool provided a framework as we sought and included data that reflected a complete understanding of the role of the Coordinator. To help illustrate how the community school standards are embodied through the work of a Coordinator, the Standards in Action: Preschool Co-op story (p. 12) tells the story of MMES' Preschool Co-op with the relevant standards noted. The standards also played a critical role for the isolation process described later in this report (Isolate the Effects, p. 24).

12 Institute for Educational Leadership and Coalition for Community Schools. Community Schools Standards, 2017.

STANDARDS IN ACTION

PRESCHOOL CO-OP

In 2012, the Coordinator organized a meeting with parents to learn about their needs and desires, with tables facilitated in Vietnamese, Spanish, and English. During the meeting, parents from the Spanish speaking group expressed a desire for their children to have an easier transition into kindergarten. At the time, there were no Spanish language preschool opportunities in the community. Following the meetings, the Coordinator consulted with a data partner at UNM to review kindergarten readiness data for MMES to better understand the needs of the school's Spanish speaking families. She learned there was a significant gap between English and Spanish speaking students, especially in reading.

STUDENT-CENTERED DATA

guides prioritization of resources and supports

AUTHENTIC FAMILY ENGAGEMENT

embraces families to promote two-way communication, trust, and capacity of all adults to work together

Based on the needs and desires expressed by the parents and the gap demonstrated in the data, the Coordinator's next step was to host planning meetings with the parents to learn more about their needs and explore opportunities. They decided to launch a Spanish Storytime program during which preschool age children would develop early literacy skills and receive a book to take home. The Storytime program was a success and the community wanted more. The Coordinator shared a model she learned of where parents come together to offer their children a preschool experience by rotating the responsibility of teaching amongst themselves. The parents were excited by the idea, and once the Principal gave approval and offered an empty kindergarten classroom, they were ready to bring the idea to the school's Community School Council for approval and support. The Council provided an enthusiastic approval for the formation of the MMES Preschool Co-op. As the effort grew and evolved, Council meetings remained a central place where Preschool Co-op progress was shared, requests for support were made, and critical transition information was exchanged between kindergarten teachers and Preschool Co-op families.

PLANNING

incorporates the assets and needs of school, family, and community

COLLABORATIVE LEADERSHIP

nurtures shared ownership and accountability to guide planning, implementation, and oversight

In addition to support from the Council, the Coordinator knew the Co-op would need someone to work with the parents and manage the program, so she facilitated grant writing processes to fund a paid Manager. A Spanish speaking parent with a teaching background was hired. The Manager developed curriculum, recruited and trained parent-teachers, oversaw the day-to-day operations of the program, attended all Council meetings, and focused on continuous improvement.

COORDINATING INFRASTRUCTURE

facilitates coordination of school & community resources; & recruits partnerships to support growing programming



**CONTINUOUS
IMPROVEMENT**

through professional development, capacity building, and using data to develop improvement strategies, deepens the impact

One of the needs identified early in the program was training for the parent-teachers. Once training needs were identified, the Coordinator would look for partners who could provide the needed trainings.

The UNM Family Development Program (FDP) was an existing partner and supported the Co-op with trainings, as did new partners such as UNM Cariño Early Childhood. Knowing that the Co-op was an exciting and innovative program, an FDP staff member introduced the Coordinator to NMTEACH, an educator effectiveness program within the state's Public Education Department. When a representative from NMTEACH visited the program, he was so impressed he recommended that NMTEACH provide scholarships for the 14 parent-teachers to go through the Child Development Certification program at CNM. Everyone was very excited about this opportunity, but getting everything setup for the parents to enroll was not a small feat. The Coordinator and CNM worked tirelessly to find creative solutions to ensure the parents, some of whom had only a sixth grade education and/or no documentation, could take advantage of this opportunity. Eleven of the parents graduated on-time with the remaining three parents graduating soon after. FDP coordinated a graduation ceremony with caps and gowns, and the event was a special event for the families, school staff, and partners.

**AUTHENTIC
COMMUNITY
ENGAGEMENT**

gathers and galvanizes community and neighborhoods resources

**POWERFUL
LEARNING**

incorporates partners in school learning communities to ensure students are engaged

Kindergarten teachers reported that students who participated in the Preschool Co-op entered kindergarten better prepared to learn than those who did not participate. While a focus on learning is a key part of the community schools approach, attending to the needs of the whole child with integrated supports is another. From the beginning, planning for the Co-op included making sure the students' health and nutrition needs were met while in the program.

**INTEGRATED
HEALTH & SOCIAL
SUPPORTS**

address barriers to learning

SUSTAINABILITY

of relationships and funding ensures ongoing operations of the community school

Regardless of how innovative or effective any program is, sustainability is not guaranteed. From the inception of the Co-op, the Coordinator knew the program could not be sustained by grant money alone. She identified steps needed for the parents to create an entirely independent and sustainable business. With support from the UNM School of Law Economic Justice Clinic, who trained the parent owners, wrote all documents, filed paperwork, and created agreements, a cooperatively owned preschool LLC was formed. A second cohort is set to begin in 2019.

Define Boundaries of the Study

Two boundaries of the study are important to note. The first boundary established that benefits that could not be feasibly monetized, known as intangibles, were not included in the ROI calculation. Intangibles are listed in Table 3. Additionally, the value of the impact the benefit had on the students, families and staff of the school were also not included. An ROI that includes the value of such social impacts is called a social return on investment and was beyond the scope of this study.

The second boundary relates to the question of, “For whom is the benefit and cost?” At its core, the community school approach recognizes that students are not simply students but live and grow as part of families and communities. The return, or benefit, of a Coordinator has the potential to cause a significant ripple effect beyond a community school. For example, a program that facilitates parents operating a preschool coop at the school contributes to the school success of the children who attend the preschool, but it also develops job skills among the parents who participate, thus producing positive economic impact for those families and the community.

Given the potential for such ripple effects and the realities of the retrospective data available for the study, we needed to establish boundaries that would help consistently and clearly define what benefits and costs to include and what to exclude. In consultation with the Advisory Committee, it was decided to define the boundary for the study as the school of focus and to not include any benefits realized by other schools or the community as a whole. As we reviewed and organized data, we continuously applied this boundary by assessing who was the beneficiary of a specific resource.

An example of where this boundary was applied is the spread of Homework Diner, a program the Coordinator started at MMES that spread to other community schools (see “Homework Diner: A Star is Born” on page 16). The Coordinator played an important supportive role in the successful spread of this program and its related partnerships. While this resulted in a benefit to these schools, it was not a direct benefit to MMES and thus was not included in the ROI.

While such boundaries were necessary to effectively carry out this study, it is important to note that they result in an ROI that is very likely an underrepresentation of the full contribution of the Coordinator.





HOMEWORK DINER: A Star is Born

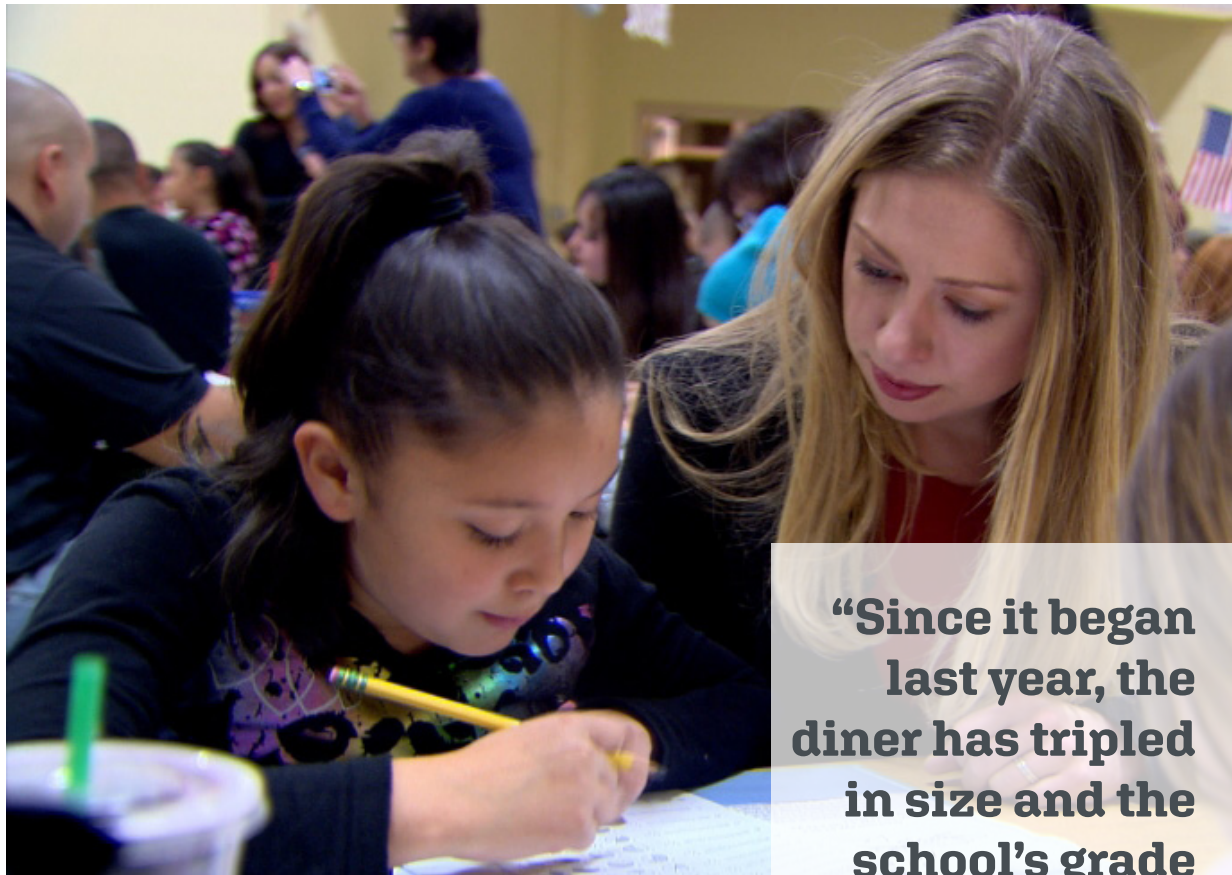
In the spring of 2012, the Coordinator had an idea to address some of the challenges teachers shared about homework completion and family engagement. What if the school created a space where students and their families could work on homework together with the support of teachers, while enjoying a meal? Through collaboration with the Community School Council and school administrators, this idea evolved into a weekly evening pilot program called Homework Diner. The first semester an average of 45 people attended each week. Four teachers and one Spanish-speaking educational assistant helped with homework and parent volunteers prepared dinner for all. The innovative idea worked, families loved it and asked for Homework Diner to continue.

During its second year attendance rose to an average of 75 per night, and the appeal of Homework Diner began to spread beyond teachers and families. After the Coordinator and principal applied for and were awarded a microgrant to help cover the cost of food, a local newspaper heard about the program and ran a short story. The Coordinator received two calls the day that story ran.

One was from a local physician who pledged a monthly contribution and soon became a regular volunteer. The other was from Central New Mexico Community College (CNM) who had learned from the story that two of their culinary arts students, both parents of MMES students, were contributing to Homework Diner by preparing the meals, and CNM wanted to help too. The partnership with CNM grew to include menu development; food shopping and storage facilities; internship program development, and a collaborative USDA grant.

As word of Homework Diner spread, schools across Albuquerque wanted to emulate the program. ABC has expanded Homework Diner into 12 schools, including 2 high schools. Word of this unique innovation spread farther than Albuquerque, receiving national attention through NBC Nightly News, Cities of Service, and the 2014 and 2016 Community School National Forums. Such national attention has resulted in versions of Homework Dinners being established in schools in 14 other states across the county.

**EXAMPLES OF
IMPACT**



“Since it began last year, the diner has tripled in size and the school’s grade point average has jumped to one of the best in the city.”

-Chelsea Clinton

“Homework Diner Serves Up After School Success” NBC Nightly News, New York, NY: NBC Universal, 01/26/2014.
Accessed Sat Sep 8 2018 from NBC Learn: <https://archives.nbclearn.com/portal/site/k-12/browse/?cuecard=68551>

2 GATHER AND ORGANIZE DATA

Develop Evaluation Plan

An evaluation plan provides a guide as to what data to collect and analyze to answer the relevant evaluation questions. For an ROI study, such as this, two types of data are required - cost and benefit data. Cost data reflects the monetary value of the costs to the school associated with having a Coordinator. Benefit data reflects the monetary value of the resources or benefits the Coordinator played a role in acquiring, facilitating, or utilizing for the community school.

Given this was a retrospective study, there were significant limitations to the type and completeness of data available to us. We were mostly limited to data that was collected during the years of focus for the study, and saved. This reality meant the development of the evaluation plan and the exploration of the data available were parallel processes that influenced each other. We began with a broad understanding of the types of data we would ideally include. Once we gained a better understanding of the available data, we evolved the plan accordingly.

Cost Data

We approached the potential costs of a Coordinator broadly, exploring this topic with stakeholders during the kick-off community event and with school personnel interviewed early in the study. While we asked about potential associated costs such as office space, supplies, and staff resources, those we spoke with did not identify any costs outside of salary, benefits, and professional development provided to the Coordinator. We also included stipends paid to the Coordinator by partner organizations for additional responsibilities related to specific projects or grants. It is important to note that the costs included in the study were the costs associated with the community school employing a Coordinator, not any other costs associated with running a community school and its associated programs or activities.

While the boundaries established for the study define the benefits and costs as those incurred by the school, the cost of the Coordinator (Table 1, p. 19) was not paid by the school itself but rather from a combination of grants and funds from foundations and local governments.

Benefit Data

The following kinds of benefits, resources, and contributions that were able to be monetized were included in the study:

- Actual grant dollars brought into the school
- Volunteer hours generated at the school, or on behalf of the school
- Professional time, programs, services and spaces donated to the school or for school use in-kind¹³
- Materials, supplies and other physical donations made to the school



13 In-kind refers to goods, services, and transactions not involving money.

TABLE 1:

Cost of Employment and Professional Development for Coordinator

Year	Status	Type	Funding Source	Amount	Total/Year
1	Part-Time	Salary (No Benefits)	ABC's Kellogg Grant	\$8,000	\$9,500
		Professional Development	ABC's Kellogg Grant	\$1,500	
2	Part-Time	Salary & Benefits	Kellogg Grant	\$20,000	\$21,237
		Professional Development	Kellogg Grant	\$1,237	
3	Part-Time	Salary & Benefits	Kellogg Grant	\$20,000	\$25,897
		Stipend	NM PBS Kids Grant	\$4,400	
4	Full-Time	Salary & Benefits	Bernalillo County	\$40,000	\$42,597
		Stipend	NM PBS Kids Grant	\$4,400	
		Professional Development	Kellogg Grant	\$1,497	
5	Full-Time	Salary & Benefits	Bernalillo County	\$48,627	\$49,027
		Professional Development	ABC	\$400	

TOTAL: \$148,258

Organize and Synthesize Cost Benefit Data

The Coordinator kept extensive data that was stored as both paper and digital files. The team at Apex worked closely with the Coordinator to identify, catalog, and organize existing data so we could fully understand at the onset both the possibilities and limitations of the data available.

The relevant information for each potential benefit and cost was extracted from the original data sources and organized into Excel spreadsheets. The spreadsheet containing benefit data had fields for the name of the program and partner or provider, the year it took place, the type of benefit, source of funding, value of the benefit, details on frequency for volunteer related data, the Coordinator's perspective on her role related to the benefit, who else contributed, and who else might provide additional information.

When pieces of data were unclear or there were discrepancies, we sought additional information or clarification from secondary sources, such as funders and partners, regarding amounts of both benefits and costs.

Develop ROI Analysis Plan

As noted previously, the *Stages of Development for Community School Coordinators* tool (see Appendix B) served as a framework for understanding the potential benefits of a Coordinator. This framework guided us in comprehensively assessing the ways in which the Coordinator acquired, facilitated and applied resources in the community school. Once the data were synthesized, an analysis plan was developed that laid out the methods for processing and analyzing the data.



3 CALCULATE ROI

Determine Financial Values

Grants were valued by the dollar amount awarded and donations by the dollar amount or market value. Space rental was valued by hourly use of space multiplied by the cost per hour.

A distinction between volunteer and in-kind time contributions was made based on the capacity in which individuals were serving. The volunteer designation was used when individuals contributed time to the school in a capacity unrelated to their professional qualifications. Their time was monetized using the New Mexico value of volunteer time for the corresponding year as provided in a report by Independent Sector.¹⁴

The in-kind designation was used when individuals contributed professional services to the school at no cost. These contributions were monetized by assigning an occupational category, identifying the hourly wages for the year corresponding with the contribution,¹⁵ and then multiplying by the number of hours contributed.

For the Community School Council, we were able to access actual wage data of many of the school district staff attendees. The value of school administrators' time spent attending Community School Council meetings was not included as the Advisory Committee determined that participation in such meetings could be seen as a part of school administrators' roles.

Once an hourly value was identified for both volunteer and in-kind contributions, these values were multiplied by the number of hours contributed for each benefit as outlined below.

For example, during Year 5 (see Table 2), the Mentoring Program had sessions four times a week for 25 weeks out of the school year. Each session or "event" lasted for 30 minutes. This means that the Mentoring Program operated for a total of 50 hours during Year 5. There were 12 volunteers at each session thus resulting in a total of 600 volunteer hours contributed to the school through this program. For 2015, the US Bureau of Labor Statistics indicates that the value of volunteer time in New Mexico was \$19.91 an hour. Thus the total value of volunteer time for the Mentoring Program during the 2015/16 school year was 600 multiplied by \$19.91, or \$11,946.

$$\text{Events / Week} \times \text{Weeks / Year} \times \text{Hours / Event} = \text{Number of Hours / Year}$$

$$\# \text{ of Hours / Year} \times \# \text{ of Volunteers} = \text{Total Annual Volunteer Hours / Program or Activity}$$

$$\text{Total Annual Volunteer Hours / Program or Activity} \times \text{Value of Volunteer / Hour} = \text{Total Value of Annual Volunteer Time / Program}$$

TABLE 2:

Examples of Volunteer Hours Calculations

Program	Events/ Week	Weeks/ Year	Hours/ Event	# of Hours/ Year	# of Volunteers	Total Annual Volunteer Hours
Mentoring Program Year 5	4	25	0.5	50	12	600

14 Independent Sector. Value of Volunteer Time by State 2001-2016. Accessed June 2018, <https://independentsector.org/wp-content/uploads/2016/05/Value-of-Volunteer-Time-by-State-2001-2017-1.pdf>

15 United States Department of Labor Bureau of Labor Statistics online. Wage Data by Area and Occupation. Accessed April, 2018, <https://www.bls.gov/bls/blswage.htm>.

COMMUNITY ACADEMIC MENTORING:

While this study focuses on monetizing the resources the Coordinator acquired or used to support the community school, there is clear evidence that these resources led to real impacts for students. One example is the Community Academic Mentoring Program – a program where after two years, twice as many participating students were at or above grade level relative to a comparison group.

In 2014, the Coordinator, the Principal and a group of teachers attended the National Community Schools Forum held in Cincinnati that year. While there, one of the MMES attendees toured a community school and learned about their large and successful mentoring program that brought community members into the school on a regular basis to work with students. Upon returning, a team formed to explore how to create such a program at MMES that would focus on early literacy. The team knew they needed to find someone who could help make the program a reality and the Principal identified a parent, who was also a former teacher, who

would be an ideal leader for the program. The Coordinator reached out to this parent, who agreed to partner with her to start the program at MMES. Over the coming months, they worked closely together and with support from the Community School Council, began piloting the mentoring program with ten 2nd graders in April of 2015. The pilot program was successful and expanded by the 2016/17 school year to serving 36 students in 1st and 2nd grades. During these two years, 123 volunteers contributed to the program.

Reading level assessments are integral in the program's design as they ensure that students have reading materials at the appropriate level to read with their mentors and helps track each students' progress. Data on changes in reading level were compared for students in the mentoring program with a matched group of MMES students who did not participate in the program (reading level assessments are a standard practice for all students in 1st and 2nd grades).

Program participants experienced more reading level gains during the 1st and 2nd grades than comparison group.

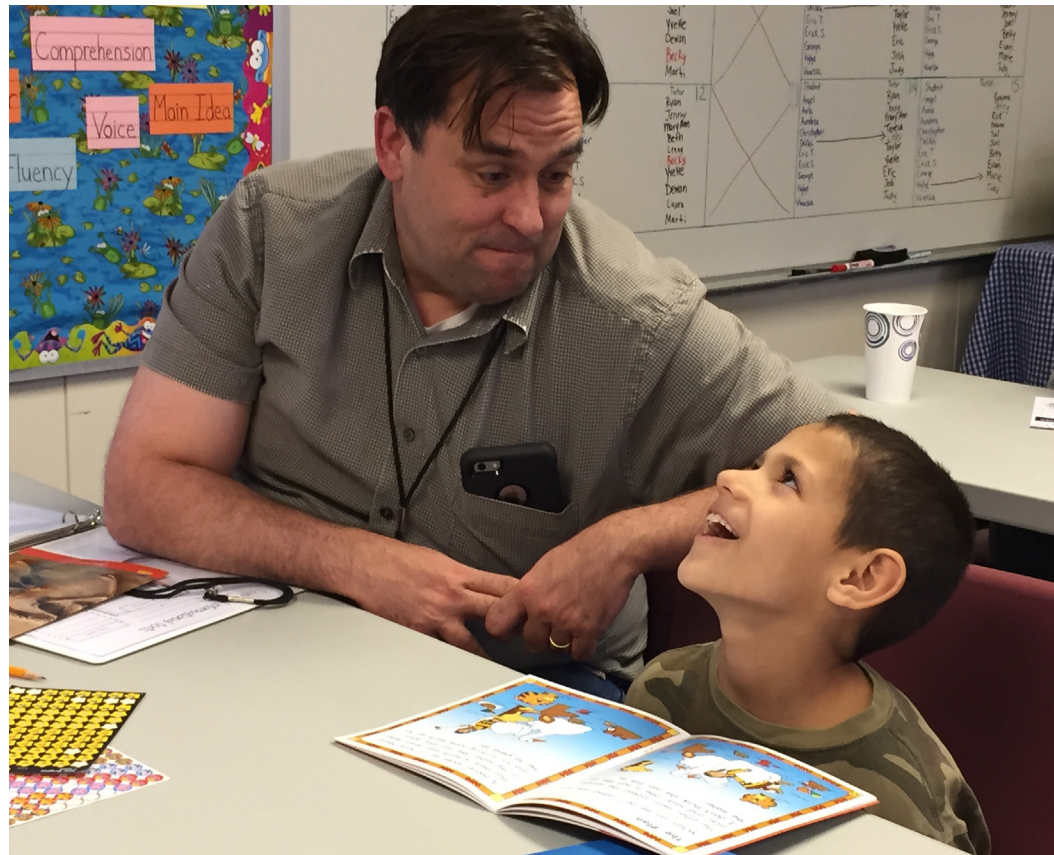
Program Participant	12.5
Comparison Group	10.3

EXAMPLES OF IMPACT

Students are generally expected to increase a total of 11 reading levels during 1st and 2nd grade. Students participating in the mentoring program gained an average of 12.5 reading levels on the Developmental Reading Assessment 2 during 1st and 2nd grade, while students in the comparison group increased an average of 10.3 levels. Additionally, even though students selected for the mentoring program began the year below grade level in

reading, by the end of 2nd grade, twice as many mentored students were at or above grade level relative to comparison students.

Academic impacts for students such as these, help to illuminate what the resources organized and leveraged by a Coordinator make possible in a community school.



Intangibles

During the course of the study, we learned of many contributions of the Coordinator that could not be monetized and thus fall into the category of intangibles. In deciding if a benefit could be monetized or reported as an intangible, two questions were considered, 1) Is there a standard monetary value for this benefit? 2) Is there a standard technique for converting the benefit to money?¹⁶ If the answer to both of these questions was no, the benefit was noted as an intangible and not included in the ROI calculation. A list of the intangibles is provided in Table 3.

TABLE 3:

Intangible Contributions from the Coordinator

Increased Family Engagement

Increased Integration

Increased understanding of community school model among school staff

Collection and utilization of data to guide programs

Positive media coverage

Increased readiness for school among young children

Isolate Effects of the Coordinator

The purpose of this ROI is to understand the value of the contribution of the Coordinator relative to the cost of having a Coordinator, but inherent in the community school strategy is a collaborative approach where the Coordinator works with many others to implement the community school strategy. Thus an important step in arriving at an accurate ROI is isolating the effects of the Coordinator. To isolate the effects of the Coordinator we undertook the following steps:

1. Gather background information
2. Determine which contributions needed additional information from key informants
3. Interview key informants
4. Isolation Committee review
5. Apply the isolation percentages

Step 1: Gather background information

To understand the context of each contribution, we gathered information about its origin, the Coordinator's role, and the roles of others. During this step, the Coordinator provided her perspective on the following four questions. Her answers were recorded to inform the isolation process.

- Did this exist before the you came to MMES?
- Describe the role you played in making this happen or supporting its continuation and/or growth?
- Who else contributed to this happening?
- Who else would be able to provide insight into what it took to make this happen?

Step 2: Determined which contributions needed additional information from key informants

To identify the key informants for whom interviews would be needed to assist in isolating the effects of the Coordinator, the Apex team established two categories for all benefits. Category 1 represents benefits to the school that

¹⁶ Phillips, Patricia P. The Bottomline of ROI. HRDQ, p 71.

are clearly attributable to the Coordinator based on the timing of the benefit coming to the school and how it came to the school or was utilized.

For Category 1 benefits, 100% of the benefit was attributed to the Coordinator. The full criteria for Category 1, as approved and utilized by the Isolation Committee, is provided in Appendix C.

All benefits not determined to be in Category 1, were designated as Category 2 and thus identified as needing an interview with the organization or individual identified as holding the most knowledge about that benefit.

Step 3: Interview key informants

For each informant interview, the data for all of the benefits associated with that individual were consolidated into one table for ease of review with the interviewee. Those interviewed included the MMES principal and key community school partners. Interviews had three goals:

- **Accuracy:** confirm the amount of value provisionally identified
- **Application:** understand how the Coordinator applied the Community School Standards
- **Isolation:** assign a percentage of attribution to the Coordinator

In addition to confirming the accuracy of the values we had obtained, we asked each interviewee to describe how the benefit came to be acquired and/or utilized for MMES and how the Coordinator was involved. To aid this process, we developed a one-page tool that laid out the multiple ways the Coordinator

might have contributed. This tool is called the *Community School Standards – Ways a Coordinator Contributes to a Community School* (see Appendix C) and was based on the Stages of Development for Community School Coordinators (Appendix B). Lastly, we asked each interviewee to estimate how much the Coordinator was responsible for the way the benefit was acquired and/or utilized. Each Interviewee could provide a number between 0 and 100% based on their own assessment but were also provided with a scale to aid them in their determination. The scale is also provided in Appendix C.

Step 4: Isolation Committee review

Once all interviews were complete, an Isolation Committee was convened. They reviewed the methodology used thus far for isolating the effects, including the categories, interview process, tools and scale. They then used a consensus process to review and decide if Category 1 determinations appeared valid and were applied appropriately. The committee then reviewed the attribution percentages obtained through interviews for Category 2 benefits.

Step 5: Apply the attribution percentages

Once attribution percentages were determined for each benefit, they were used to adjust the total monetary value previously determined for each benefit by the percentage attributable to the Coordinator. This was done by multiplying the total monetary value of each benefit by its respective attribution percentage. These values are presented for each benefit in the data tables in Appendix D.

TABLE 4:

Sample from Year 1 Data Table

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total Value	Attribution	Isolated Value
Alignment	Community School Council	In-Kind	MMES Community	N/A	1	\$965	100%	\$965
Early Childhood	Neighborhood Leadership Academy	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$1,500	0%	\$ 0
Expanded Learning	Sandia Science Club	In-Kind	Sandia Labs	Sandia Labs	1	\$3,868	100%	\$3,868
Family Engagement	PAC Meeting for Parents	In-Kind	CEPR	CEPR	1	\$247	100%	\$247

TABLE 5:

ROI by Year

Year						ROI
1	\$15,793 - \$9,500	x	100	=		66%
	\$9,500					
2	\$196,531 - \$21,237	x	100	=		825%
	\$21,237					
3	\$408,823 - \$25,897	x	100	=		1,487%
	\$25,897					
4	\$372,173 - \$42,597	x	100	=		774%
	\$42,597					
5	\$209,416 - \$49,027	x	100	=		327%
	\$49,027					

Calculation of ROI

Data tables were organized by year and include the name, category, and type of each benefit; as well as the partner, funding source, Isolation Category 1 or 2, total dollar value, percent attributed to the Coordinator, and the isolated value attributed to the Coordinator. A sample showing how the data is presented in the tables is provided in Table 4 and the full data tables for each year are provided in Appendix D.

One exception to the way data is presented concerns benefits connected to the New Mexico Asian Family Center (NMAFC). The Coordinator established a partnership with NMAFC during her first year as Coordinator at MMES which continued through the period of focus for this study. NMAFC was not able to provide a breakdown of their contribution for each of the five years but were able to provide total estimates by program. This was used to create an average value of their contribution per year (both in-kind and donation). A list of contributions from NMAFC, and their values, are provided in Appendix E.

After completing all previously described steps, the total ROI for the Coordinator for the five years was calculated. The ROI used the net benefits divided by the costs. The net benefits are the benefits minus costs. The formula is thus:

$$\text{ROI} = \frac{\text{Net Benefits}}{\text{Program Costs}} \times 100$$

The ROI for the Coordinator was calculated as:

$$\text{ROI} = \frac{\$1,202,736 - \$148,258}{\$148,258} \times 100 = 711\%$$

This means that each \$1 invested in the Coordinator returns approximately \$7.11 in net benefits. The ROI for each year of the study varied considerably (Table 5).

LIMITATIONS OF THE STUDY

One School, One Coordinator

This case study focused on one Coordinator at one school and thus has limitations in its generalizability. The decision to conduct this study with this sample was pragmatic as there were sufficient data from multiple years available to make the study feasible. Community schools and Coordinators are developmental by nature; some have more experience, support structures, networks, engagement, partners and programs than others. Experienced Coordinators, or those with personal characteristics especially suited to the role, may have better results than a Coordinator with less experience. In the case of this study, when the Coordinator began (Year 1), she had no prior experience but, many would attest to innate personal characteristics that allowed her to develop quickly into the role. The experience and capacities of each Coordinator will naturally vary. With awareness of these limitations from the onset of this study, it was seen as a pilot study and a place to begin, but with every intention to perform more ROIs at other schools and with other Coordinators.

Retrospective

While significant amounts of data had been collected and maintained by the Coordinator, the retrospective nature of the study created limitations. Some data that would have been helpful in fully understanding both the benefits

and costs, was simply not collected at the time. Future ROIs of Coordinators will benefit from ongoing collection of the relevant data so that ROIs can be as comprehensive as possible.

Incomplete Data

Some of the data available for the study was incomplete. At the time the data was collected, it was unknown it would be needed for this study. Even with the best intentions and processes, data are rarely complete and acknowledging and addressing some amount of missing data is almost always necessary.

Boundaries

The study had clear boundaries established for feasibility and clarity. Not included in the ROI were: benefits that could not be monetized, the value of impacts on students, and benefits for entities other than MMES. These boundaries resulted in the inclusion of a condensed set of benefits in the ROI and thus led to a conservative ROI value.

The retrospective, incomplete data and boundaries limitations described above culminated in an underestimate of the true ROI of the Coordinator in this study. The effect of each limitation excluded potential benefits from the final calculation. Such a conservative approach is necessary for confidence in the final ROI value.

CONCLUSION

The calculated ROI represents the value of the benefits contributed to the community school by the Coordinator as measured by the ratio of the net benefits to the costs. The ROI results were positive producing a 7.11 to 1 ratio, meaning for each \$1 invested in the cost of the Coordinator the school received \$7.11 in return.

In addition to a total ROI for the five-year study period, separate ROIs were calculated for each year and varied considerably (see Table 5). There are likely several factors influencing this variability. The ROI for Year 1 is the smallest and corresponds to the early stages of development for the community school as well as the Coordinator. Additionally, the Coordinator was employed as a part-time contractor during this first year, without the full responsibilities or supports of regular full-time staff. Funding from grants also contributed to the annual variability of the ROI as grant values can be sizable and commonly last a year or two. The ROI for Year 3 was the largest. This was mainly due to the Coordinator's contribution in acquiring multiple grants for the community school and the Coordinator's part-time status, which reduced the costs. The fact that the Coordinator was officially part-time is somewhat misleading though as from her and others' reports, she was working on average many more hours than her part-time status reflected.

In addition to the benefits that were able to be monetized, several intangible benefits from the Coordinator were identified that clearly impacted the students, families and school in positive ways. These intangibles are part of the broader story of how a Coordinator contributes to a community school and are important to consider in conjunction with the ROI. In addition to the list of intangibles in Table 3, stories that highlight these intangibles as well as the collaboration, integration, and leveraging that serve as the foundation to any ROI of a Coordinator are found throughout this report.



While these results are promising, future studies can build on this study in several ways. To carry out ROIs of Coordinators' contributions in the future with greater efficiency and comprehensiveness, it will be important to set up systems for ongoing collection of the needed data. Establishing such data systems will allow more schools to undertake such analysis, increasing generalizability of the results.

Not relying on retrospective data will allow for more accurate and complete data, likely resulting in a larger ROI. The data community schools will want to set up systems to collect include the amount of all grants, number of hours of volunteer time, the value of in-kind contributions of professional services, the value of donations, and the value of grants and other resources leveraged by partners.

Another way in which this study could be expanded would be to extend the boundaries to include the value of benefits realized by those other than the school of focus, such as other schools who benefit from collaborative efforts or coaching. Expanding the boundaries of the study could also mean including the social impacts to the students, families and community that stem from the contributions of the Coordinator.

Lastly, an additional area for further study would be exploring the context needed to support the kind of ROI measured in this study. It is clear that while Coordinators make crucial contributions, they do not function alone or in a silo. Contextual factors related to the developmental stage of a community school; the school's leadership; and district and system-level supports contribute to a Coordinator functioning effectively.

The results from this study provide clear evidence that the investment in the Coordinator made a significant contribution to the community school's ability to attract and effectively utilize benefits that far exceeded the initial investment. This evidence makes a strong case for future investments in the crucial role of the Coordinator as a key resource for making the community school strategy a reality.



APPENDICES

APPENDIX A:

February 2017 Community Event: Themes Across Groups

A Coordinator is important to a community school in the following ways:

- Safe, inviting and neutral entity that everyone can trust and count on
- Provides organization, structure and coordination to a community school
- Point of contact for parents, teachers, administrators, partners and funders, who facilitates communication and collaboration with and between all stakeholders
- Holds the big picture of what a community school is and what is happening at their community school, and they present this picture to the entire community
- Appropriately identifies, secures and links resources with needs
- Relieves school staff, teachers and administrators, making their jobs easier

A Coordinator helps families and teachers be more engaged in the following ways:

- An entry point at the school for families
- Warmly and openly receives and reaches out to families to learn about their unique needs and assets, and knows what resources to connect which families to for the right supports
- Links school and teacher needs with parents' assets
- Improves communication within a school and with families, and then creates a system to connect all stakeholders
- Fosters positive relationships, builds authentic, culturally-conscious community and creates systems of consistent support for families that allows teachers to do their jobs
- Understands parents, school and teachers and connects them in individualized, mutually beneficial ways
- Engages teachers in family and community engagement training and other professional development

A Coordinator plays the following roles in developing or sustaining partnerships:

- Is the contact for partners
- Uses strong interpersonal and communication skills to nurture reciprocal relationships with partners and weaves them into the fabric of the school
- Connects partners to each other, builds networks
- Has the time and freedom to seek unconventional partnerships, write grants and explore new resources
- Ensures that the right partner is doing the right job such that partners feel a sense of belonging and meaning

- Makes partners feel that they are needed
- Ensures quality of partnerships and the program/service they provide
- Holds partners accountable
- Manages growth and sustainability of partnerships

A Coordinator does the following to develop and implement new programs and services:

- Works closely with principal, and facilitates, coordinates and manages Community School Council, upholding the creation and implementation of a shared community school vision
- Generates and compiles data (needs assessment, asset and partnership mapping, surveys) for Community School Council to use for ongoing programmatic decision making and quality improvement (i.e. citizenship programs, mobility supports, adult education)
- Leverages funds and resources to expand programs and services, and writes grants
- Networks with other Coordinators to share program ideas, support one another and connect their schools and share their partners
- Engages teachers in program implementation
- Manages the logistical implementation of programs
- Conducts leadership development so others in the school community develop and implement programs as well

In addition to salary and benefits, the following are costs of having a Coordinator:

- Finding a space for Coordinator's office, parent room and meeting room
- Equipment associated with the position – computer, cell phone, funds for relationship building with partners and parents, over coffee or lunch
- Time and commitment: to build relationships of trust (especially with principal), to train someone new to a school and to operate new evening events and programs
- Training for Coordinators, partners, school staff, as well as ongoing professional development
- Having a Coordinator increases events and evening programs at a school which have associated costs that include: custodial services, childcare, teacher stipends, supplies
- Costs of change – hiring practices, expectations, budgets, collaboration, being open to the community, shared decision making and leadership, new partners, culture

A Coordinator plays a role in increasing volunteers or donations at a school in the following ways:

- Is key to building new and maintaining relationships with businesses and volunteers; the consistency of this role increases volunteer and business partnership retention
- Creates systems to support volunteering and donations that include recruiting, training and data tracking, and databases
- Leverages existing funds creatively and writes for and manages grants for new funds
- Hosts events that get business donations and volunteers in the door

- Markets and advertises the community school strategy such that the community knows how to engage with the school for donating and volunteering

The following can be learned at a community school because of a Coordinator:

- The strengths, assets, needs and barriers of a community school, including those of: parents, staff, partners, neighborhood
- The importance of opening a school up to its community, authentically connecting the school with the parents and engaging teachers to think about community
- The way to use data to guide program development and create tangible results
- That through holistically engaging everyone in and around a school community, across cultures, the investment in that school increases and a shared vision for that school emerges
- The main barriers Coordinators face in contributing to the success of a community school are:
 - Shifting from a traditional school culture that doesn't practice or support shared leadership, decision making and/or accountability to a community school culture that does
 - Ignorance regarding the role and contribution of a Coordinator resulting in resistance and lack of support, trust and understanding from teachers and/or principals
 - Funding, in a multitude of ways. One Coordinator position can be funded by multiple sources which can create multiple extra responsibilities and/or limitations. Coordinators are not paid adequately for the work and responsibilities they perform. Funding is also a barrier to sustaining programs and services at a community school.
 - Lack of time and access. Coordinators don't have enough time to do all that their job entails. The schedule of a traditional school day is a barrier to implementing programs and services and having meetings. And lack of access to the school building, supplies, systems and data are also barriers.

A Coordinator might influence changes in student success in the following ways:

- Removing barriers to learning
- Decreasing student mobility
- Increasing attendance
- Understanding and meeting families' unique needs by connecting them with the right resources, offering an appropriate adult education class, or getting parents involved in the school. Supporting the family this way can improve home stability which improves school work.
- By narrowing the resource gap Coordinators help narrow the achievement gap.
- Increasing educational and enrichment opportunities for students through new programs at the school, students' experience in these programs can increase their confidence and sense of belonging which, in turn, can improve student success.

APPENDIX B: Community School Coordinator Stages of Development

Standard of Practice	Exploring	Emerging	Maturing	Excelling
<p>Description</p>	<p>Characterized by recognition of needs of children and families for integrated programs and services; interest in CS strategy as way to remove barriers and improve conditions for learning.</p>	<p>Characterized by increased efforts to engage parents and community and efforts to develop effective coordination of inviting programs and services; focus on data collection and results.</p>	<p>Characterized by the regular involvement of multiple stakeholders whose services and programs meet identified needs of community; Coordinator role is clearly understood and leadership is reliably shared.</p>	<p>Characterized by consistent authentic engagement across stakeholders; school is identified hub of opportunity; policy, political commitment and dedicated funding in place that make CS a permanent strategy of school reform.</p>
<p>1. Collaborative Leadership</p>	<p>Principal's primary role is instructional leader; principal remains sole manager of all activities in building; principal and lead partner begin to look for a Community School Coordinator</p>	<p>Coordinator leads the development of: CS Council (representative of all stakeholders); decision making and communication processes; clearly defined processes based on national standards</p>	<p>Principal is open to and has mechanisms in place to hear and act on input from school staff and families; Coordinator creates leadership opportunities for program graduates, parents; staff acculturated to collaboration</p>	<p>The principal works with the Community School Coordinator, partners and staff to actively integrate families and community partners into the life and work of the school.</p>
<p>2. Planning</p>	<p>Programs and services are not aligned with the school improvement plan; decisions not based on data or needs assessment</p>	<p>Coordinator facilitates surveys and focus groups with all stakeholders; explores partnerships to implement programs based on data</p>	<p>Coordinator links partners to programs and incorporates into school improvement plan; system level support for data collection and analysis.</p>	<p>School improvement plan explicitly outlines the role of school staff, families, community partners and Coordinator in helping to achieve specific results.</p>
<p>3. Coordinating Infrastructure</p>	<p>Partners are seen as tenants in the school; no infrastructure in place for agreements or communications.</p>	<p>Coordinator begins to assume responsibility for budgets, volunteers, programs and data tracking. Partnerships develop to support growing programming</p>	<p>A dedicated full time Coordinator facilitates alignment of resources. School maintains adequate staffing, additional supports, clear supervisory and communications infrastructure</p>	<p>Coordinator leads school personnel and community partners to assess the effectiveness of their relationships on a regular basis</p>
<p>4. Student Centered Data</p>	<p>Coordinator understands need to document positive impact of CS activities; headline stories</p>	<p>Coordinator begins systemic collection of relevant data tied to results; generate outputs and baselines</p>	<p>Coordinator facilitates creation of data-sharing agreements with partners, school staff and community.</p>	<p>Coordinator has access to data systems and protocols relevant to individualized plans for student success</p>
<p>5. Continuous Improvement</p>	<p>Realization that partnerships need to be formalized, made longer-term and better coordinated in order to address crisis-oriented and fragmented nature of services to support school improvement</p>	<p>Service providers recognize need for, but have little or no access to, training on using results-based accountability for evaluation and continuous improvement</p>	<p>Coordinator offers professional development and technical assistance which builds capacity, ensures fidelity to the vision and facilitates continuous improvement.</p>	<p>Individual student data, participant feedback, and aggregate outcomes are analyzed regularly by the site leadership team to assess program quality and progress and develop strategies for improvement.</p>

The levels are progressive. As Coordinators progress to the next level they must maintain and meet the requirements of the previous level. It is assumed that each level is mastered before progressing to the next level. © 2018 ABC Community School Partnership

Standard of Practice	Exploring	Emerging	Maturing	Excelling
6. Sustainability	Conversations about sustaining the position of the Coordinator begin with a wide range of stakeholders	Coordinator begins sustainability activities such as grant writing with principal, school staff and partnerships	Results in CS are connected with broader goals, providing rationale for increased support of Coordinator; advocacy for alignment of existing funds	School and partner budgets implement a plan and process to sustain funding for the position of the Community School Coordinator.
7. Powerful Learning	Some partner programs exist but are not linked to school day curriculum or real world experiences	Developmentally appropriate programs added; Coordinator begins to incorporate student voice in decision making	Coordinator identifies and recruits partners for out-of-school time with guidelines in place to facilitate alignment	Extended learning opportunities enable students to develop academic, social, emotional, health and civic competencies.
8. Integrated Health and Social Supports	Programs and services are not integrated with the school's leadership team or each other and not communicated broadly to the community	Coordinator recognizes basic social and emotional needs of students and families; begins to reach out to partners for specific supports	Coordinator and community organizations plan community events (e.g., health fairs) to inform students, teachers, and families about available supports.	Students, their teachers and families, are knowledgeable about the services and supports coordinated at, or through, school, including physical, mental, behavioral and emotional health.
9. Authentic Family Engagement	Coordinator has awareness of impact of parental involvement on academic success; informal parent groupings but no functioning formal structures	Coordinator leads energized focus on family engagement; parents involved in CS Council; scheduled parent activities; active parent leadership; reliable communication between CS and parents; parent space being developed in school	Coordinator supports utilization of dedicated family space with access to information, technology, etc. Coordinator develops leadership and engagement opportunities for parents, including as volunteers or staff	Coordinator ensures that families have equity of voice and power in the community school's leadership and decision-making; families are empowered and supported to support learning at home; families serve as advocates for CS development and policy
10. Authentic Community Engagement	Coordinator engages community leadership in efforts to improve conditions for students; develops interest in school as center of community; understands importance of community conditions like safety, environment and housing; increases civic engagement in education	Coordinator supports clear communication and engagement of community in planning and implementation; establishes agreements with community residents, businesses and organizations to provide services to students and families	The school building is open and accessible beyond the school day, including evenings and weekends; Coordinator leads discussions of community issues and challenges; parents and youth encouraged to become leaders in the community	Families and community members recognize the school as a hub of learning and community development; Coordinator invites community partners to participate in strategic planning and accountability as members of CS Council
11. Messaging	CS plan development is shared with stakeholders; Coordinators encourages school leaders to strive for maximum transparency	Regular communication between school and community implemented: newsletters, websites, social media, calendars, etc.; regular reporting from Coordinator and Council to all stakeholders	Communication practices effectively link all stakeholders and engage them in planning; Implementation and utilization; Coordinator utilizes appropriate technologies; media publicizes activities	Coordinator enables information flow in multiple directions through multiple pathways; partners integrate CS into internal and external communications; public media regularly transmit information about CS; successes are regularly publicized; communications and media mobilize public

Adapted from Building Community Schools: A Guide for Action (The Children's Aid Society and National Center for Community Schools, New York, NY, 2011) and Community Schools Standards (Institute for Educational Leadership and Coalition for Community Schools, Washington DC, 2017).

APPENDIX C:

Isolating Effects Procedure

Isolation Category 1 Definition

Category 1 represents benefits to the school that are clearly attributable to the Coordinator based on the timing of the benefit coming to the school and how it came to the school or was implemented. For Category 1 benefits, 100% of the benefit is attributed to the Coordinator and then reviewed by the Isolation Committee. The rules for Category 1 are:

A. Benefit did not exist before the Coordinator. The resource, partnership or program did not exist before the Coordinator role was in place at the school.

AND

B. The Coordinator played the central role in the benefit being available to the school. The Coordinator was a central person who made it possible for the benefit to be realized. For this category, it is hard to conceive that the benefit could have been realized for the school if the Coordinator had not been at the school in that role. This may include any of these actions or contributions from the Coordinator:

- Being told about or identifying an opportunity or partner and pursuing it
- Being told about or identifying a need and exploring options to address the need
- Being asked to develop a program and then finding the needed money and people to implement the program

Note: Rule does not require that the idea be from the Coordinator

Community School Standards – Ways a Coordinator Contributes to a Community School

1. Collaborative Leadership

- Nurtures shared ownership and accountability
- Council guides collaborative planning, implementation, and oversight
- Decision making and communication support partners' shared responsibility and accountability for student/school success
- Families and community partners integrated into school, parents have leadership opportunities

2. Planning

- Assets and needs of school, family, community integrated in school improvement plan; needs ground decisions about resource allocation and partnership recruitment
- Data from surveys and focus groups shared regularly with Council
- Data gathered about needs informs partnerships and programs
- Programs and practices are coordinated and integrated with one another and needs

3. Coordinating Infrastructure

- Facilitates communication among principal, teachers, other school staff, and partners
- Facilitates coordination and alignment of resources
- Recruits and facilitates partnerships to support growing programming

4. Student-Centered Data

- Data guides opportunities and supports to individual students
- Interdisciplinary teams, assisted by Coordinator, use data to prioritize resources and prepare individualized plans for students
- Agreements exist to share student data and student-service data among school, coordinators and partners

5. Continuous Improvement

- Coordinator offers professional development and technical assistance which builds capacity, ensures fidelity to the vision and facilitates continuous improvement
- Participant feedback and outcomes are analyzed by the Council to assess quality and progress, and develop improvement strategies

6. Sustainability

- Celebrates and advocates for school
- Creates plan and process to sustain funding for Coordinator and programs
- Partners commit to long-term relationship with school, and modify organization to support school
- Partners help generate funding for programs

7. Powerful Learning

- Learning focused on in and out of school time, responsive to student voice/ interests, and is meaningful, engaging and motivating
- Partners participate in school learning communities
- Partners link programs with curriculum
- All adults get professional development on youth development principals
- Learning includes real world issues and meets quality standards

8. Integrated Health and Social Supports

- Teachers know who to reach out to in order to access specific supports for kids
- Community events inform everyone about supports
- Services and supports are culturally/ linguistically relevant and focus on prevention and treatment

9. Authentic Family Engagement

- Teachers and families trust and respect each other, all adults have trusting relationships
- Families have equity of voice and power in leadership and decision-making
- Two-way communication between school and families
- Families empowered to support learning
- All adults – families and school staff – develop capacity to work together

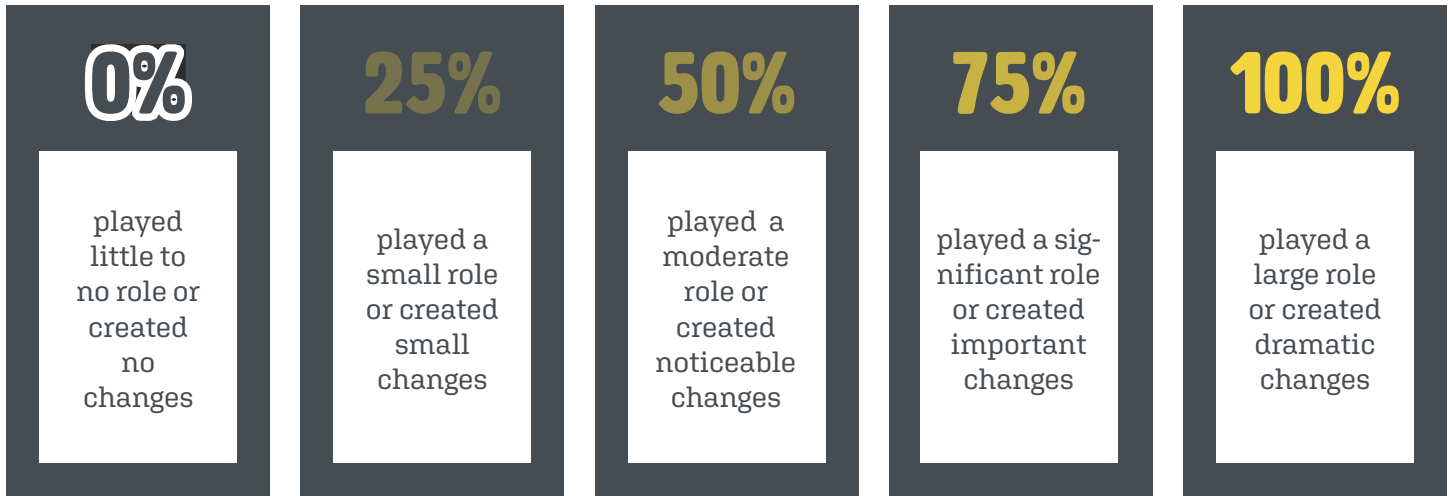
10. Authentic Community Engagement

- School as venue to explore assets and address challenges in school and community
- School building open beyond school day, including evenings and weekends
- Agreement to pay facilities staff for extra time
- School is seen as hub of learning and community development

Scale for Isolating Effects of Coordinator

What percentage of the way this resource got acquired or implemented for the benefit of the Community School is attributable to the Coordinator?

Stated alternatively, regarding the way this resource got acquired or implemented for the benefit of the Community School, the Coordinator...



APPENDIX D: Data Tables by Year

Year 1

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
Adult Education	PAC Meeting for Parents	In-Kind	UNM Cradle to Career Policy Institute	UNM Cradle to Career Policy Institute	1	\$247	100%	\$247
	Community School Council	In-Kind	MMES Community	N/A	1	\$965	100%	\$965
Alignment	Neighborhood Leadership Academy	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$1,500	0%	\$0
	Neighborhood Leadership Academy	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$250	0%	\$0
	Neighborhood Leadership Academy	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$200	0%	\$0
	Parent Workshops	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$1,200	100%	\$1,200
	Staff and Parent Workshops	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$3,400	0%	\$0
Expanded Learning	Sandia Science Club	In-Kind	Sandia Labs	Sandia Labs	1	\$3,868	100%	\$3,868
	Sandia Science Club	In-Kind	UNM Family Development Program	UNM Family Development Program	1	\$53	100%	\$53
	Basketball Club	Volunteer	MMES Community	N/A	1	\$317	100%	\$317
	Basketball Club	Donation	MMES Community	MMES Community	1	\$100	100%	\$100
	Homework Diner	Volunteer	MMES Community	N/A	1	\$476	100%	\$476
Family Engagement	Homework Diner	In-Kind	CNM Cooking Faculty	CNM	1	\$940	100%	\$940
	Community Meetings	Volunteer	MMES Community	N/A	1	\$352	100%	\$352
	Community Meeting	Donation	Olive Garden	Olive Garden	1	\$152	100%	\$152
	PAC Meeting for Parents	In-Kind	UNM Family Development Program	UNM Family Development Program	2	\$440	100%	\$440

Year 1

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
School Day Enrichment	School Garden	Volunteer	MMES Community	N/A	1	\$88	100%	\$88
	School Garden	Volunteer	MMES Community	N/A	1	\$705	100%	\$705
	School Garden	Volunteer	MMES Community	N/A	1	\$846	100%	\$846
	School Garden	Donation	MMES Community	Shook Mechanical	1	\$267	100%	\$267
	School Garden	Donation	MMES Community	Lowes and Community	1	\$750	100%	\$750
Multiple	Multiple (see Appendix E)	In-Kind	NM Asian Family Center	Kellogg Foundation	1	\$4,027	100%	\$4,027
Year 1 Totals						\$21,143	74.7%	\$15,793

Year 2

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
Alignment	Community School Council	In-Kind	MMES Community	N/A	1	\$3,670	100%	\$3,670
	Preschool Co-Op	In-Kind	Kindergarten Teachers	N/A	1	\$146	100%	\$146
	Preschool Co-Op	Volunteer	MMES Community	N/A	1	\$14,907	100%	\$14,907
Early Childhood	Preschool Co-Op	In-Kind	UNM Family Development Program	Kellogg Foundation	1	\$2,200	100%	\$2,200
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Early Childhood Linkages	2	\$2,000	50%	\$1,000
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$1,500	50%	\$750
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$250	50%	\$125
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$500	50%	\$250
	Parent Workshops	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$12,200	100%	\$12,200
	Staff and Parent Workshops	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$1,000	25%	\$250
	Sandia Science Club	In-Kind	Sandia National Labs	Sandia National Labs	1	\$27,363	100%	\$27,363
	Lego Robotics	Volunteer	Sandia National Labs	Sandia National Labs	1	\$3,002	100%	\$3,002
Expanded Learning	Lego Robotics	Donation	Sandia National Labs	Sandia National Labs	1	\$2,534	100%	\$2,534
	After School Clubs	Grant	Children's Choice	City of ABQ & ABC	2	\$6,674	88%	\$5,873
	After School Clubs	Grant	Children's Choice	United Way	2	\$1,964	77%	\$1,512
	Basketball Club	Volunteer	MMES Community	N/A	1	\$905	100%	\$905
Family Engagement	Homework Diner	Volunteer	MMES Community	N/A	1	\$3,482	100%	\$3,482
	Homework Diner	Grant	ABQ Sprout	Rio Grande Commun.	1	\$1,000	100%	\$1,000

Year 2

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
				Dev				
	Homework Diner	Donation	Albertsons	Albertsons	1	\$1,000	100%	\$1,000
	Homework Diner	Volunteer	Atrisco Heritage Academy Charter High School	Atrisco Heritage Academy Charter High School	1	\$1,398	100%	\$1,398
	Homework Diner	Donation	Carol Merovka and Associates	Carol Merovka and Associates	1	\$1,750	100%	\$1,750
	Homework Diner	Volunteer	CNM	N/A	1	\$9,084	100%	\$9,084
	Homework Diner	In-Kind	CNM Dean	CNM	1	\$4,710	100%	\$4,710
	Homework Diner	In-Kind	CNM Lab	CNM	1	\$14,625	100%	\$14,625
	Homework Diner	In-Kind	CNM Cooking Faculty	CNM	1	\$940	100%	\$940
	Homework Diner	In-Kind	CNM Lab Supervisor	CNM	1	\$1,434	100%	\$1,434
	Homework Diner	In-Kind	CNM USDA Grant Coordinator	USDA	1	\$6,673	100%	\$6,673
	Homework Diner	In-Kind	CNM	USDA	1	\$6,000	100%	\$6,000
	Parent Workshops	in-Kind	Southwest Family Guidance	Southwest Family Guidance	1	\$43	100%	\$43
Family Services	Mobile Food Pantry	In-Kind	MM Multigenerational Center	MM Multigenerational Center	1	\$470	100%	\$470
	Thanksgiving Basket Brigade	Donation	Copper Pointe Church	Copper Pointe Church	2	\$3,750	50%	\$1,875
	Multiple	Grant	MMES	Kellogg Foundation	1	\$61,333	100%	\$61,333
Multiple	Multiple (see Appendix E)	In-Kind	NM Asian Family Center	Kellogg Foundation	1	\$4,027	100%	\$4,027
			Year 2 Totals			\$202,534	97.0%	\$196,531

Year 3

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
Adult Education	GED Class in Spanish	Donation	MMES Community	Catholic Charities	1	\$50	100%	\$50
	Community School Council	In-Kind	MMES Community	N/A	1	\$6,810	100%	\$6,810
Alignment	Preschool Co-Op	Volunteer	MMES Community	N/A	1	\$25,306	100%	\$25,306
	Preschool Co-Op	In-Kind	UNM Family Development Program	Kellogg Foundation	1	\$2,600	100%	\$2,600
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Early Childhood Linkages	2	\$3,000	50%	\$1,500
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$250	50%	\$125
	Neighborhood Leadership Team	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$300	50%	\$150
	Parent Workshops	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$600	100%	\$600
	Staff and Parent Workshops	In-Kind	UNM Family Development Program	Kellogg Foundation	2	\$200	25%	\$50
Expanded Learning	Ready to Learn	Grant	NM PBS Kids	Public Broadcasting Service	1	\$73,506	100%	\$73,506
	Sandia Science Club	In-Kind	Sandia National Labs	Sandia National Labs	1	\$23,944	100%	\$23,944
	Wrinkle Writing	Volunteer	Blackout Theatre	N/A	2	\$544	77%	\$419
	K-Kids	Donation	Children's Choice	Kiwanis	1	\$300	100%	\$300
	After School Clubs	Grant	APS	Title I EDAP	2	\$3,200	25%	\$800
	After School Clubs	Grant	Children's Choice	USDA	2	\$24,979	88%	\$21,982
	After School Clubs	Grant	Children's Choice	United Way	2	\$19,059	77%	\$14,675
	Homework Diner	In-Kind	Blackout Theatre	Blackout Theatre		\$31	100%	\$31
	Homework Diner	Donation	CNM	CNM	1	\$10,000	100%	\$10,000
	Homework Diner	Volunteer	CNM	N/A	1	\$7,117	100%	\$7,117

Year 3

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
	Homework Diner	In-Kind	CNM Dean	CNM	1	\$3,623	100%	\$3,623
	Homework Diner	In-Kind	CNM Lab	CNM	1	\$11,250	100%	\$11,250
	Homework Diner	In-Kind	CNM Lab Supervisor	CNM	1	\$1,103	100%	\$1,103
	Homework Diner	In-Kind	CNM USDA Grant Coordinator	USDA	1	\$13,682	100%	\$13,682
	Homework Diner	In-Kind	CNM Nutrition Faculty	CNM	1	\$1,133	100%	\$1,133
	Homework Diner	In-Kind	CNM Nutrition Faculty	CNM	1	\$1,134	100%	\$1,134
	Homework Diner	Donation	CNM Baking Class	CNM	2	\$1,500	100%	\$1,500
	Homework Diner	In-Kind	CNM Cooking Faculty	CNM	1	\$940	100%	\$940
	Homework Diner	Volunteer	MMES Community	N/A	1	\$3,588	100%	\$3,588
	Homework Diner	Donation	Roadrunner Foodbank	Roadrunner Foodbank	1	\$2,500	100%	\$2,500
	Mobile Food Pantry	Volunteer	MMES Community	N/A	1	\$3,796	100%	\$3,796
	Mobile Food Pantry	Donation	Roadrunner Foodbank	Community	1	\$1,200	100%	\$1,200
	Thanksgiving Basket Brigade	Donation	Copper Pointe Church	Copper Pointe Church	2	\$3,750	50%	\$1,875
	Homework Diner	In-Kind	Roadrunner Foodbank	Roadrunner Foodbank	1	\$229	100%	\$229
SNAP/WIC Training	In-Kind	Roadrunner Foodbank	Roadrunner Foodbank	1	\$102	100%	\$102	
Professional Development	Staff Professional Development	Grant	Partners in School Innovation	Kellogg Foundation	1	\$70,000	100%	\$70,000
School Day Enrichment	Wrinkle Writing	Grant	Blackout Theatre	Multiple	2	\$20,000	77%	\$15,400
Multiple	Multiple	Grant	MMES	Kellogg Foundation	1	\$81,777	100%	\$81,777
	Multiple (see Appendix E)	In-Kind	NM Asian Family Center	Kellogg Foundation	1	\$4,027	100%	\$4,027
Year 3 Totals						\$427,129	95.7%	\$408,823

Year 4

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
Adult Education	Adult ESL Class	Donation	Encuentro	Encuentro	1	\$2,000	100%	\$2,000
	Community School Council	In-Kind	MMES Community	N/A	1	\$7,835	100%	\$7,835
Alignment	Preschool Co-Op	Volunteer	MMES Community	N/A	1	\$34,785	100%	\$34,785
	Preschool Co-Op	Donation	NM Teach & CNM	NM Teach Scholarship	1	\$19,200	100%	\$19,200
	Preschool Co-Op (portable)	Donation	NM Senator Tim Keller	State of NM	1	\$30,000	100%	\$30,000
	Parent Workshops	In-Kind	UNM Family Development Program	UNM Family Development Program	2	\$2,800	100%	\$2,800
	Ready to Learn	Grant	NM PBS Kids	PBS	1	\$41,218	100%	\$41,218
Early Childhood	Sandia Science Club	In-Kind	Sandia National Labs	Sandia National Labs	1	\$26,069	100%	\$26,069
	Wrinkle Writing	Volunteer	Blackout Theatre	N/A	2	\$544	77%	\$419
	Robotics Class	Donation	MMES School Staff	Century Link	2	\$4,700	50%	\$2,350
	Chess Club	Donation	Learners Chess	Learners Chess	2	\$1,500	100%	\$1,500
	K-Kids	Donation	Children's Choice	Kiwanis	1	\$3,000	100%	\$3,000
	After School Clubs	Grant	APS	Title 1 EDAP	2	\$6,105	25%	\$1,526
	After School Clubs	Grant	Children's Choice	City of ABQ & ABC	2	\$25,000	88%	\$22,000
	After School Clubs	Grant	Children's Choice	City of ABQ & ABC	2	\$1,934	88%	\$1,702
	After School Clubs	Grant	Children's Choice	United Way	2	\$7,651	77%	\$5,891
	Homework Diner	In-Kind	CNM	Stocker Foundation	1	\$2,133	100%	\$2,133
Family Engagement	Homework Diner	In-Kind	CNM Dean	CNM	1	\$3,261	100%	\$3,261
	Homework Diner	In-Kind	CNM Lab	CNM	1	\$10,125	100%	\$10,125
	Homework Diner	In-Kind	CNM Lab Supervisor	CNM	1	\$993	100%	\$993
	Homework Diner	In-Kind	CNM Lab Supervisor	CNM	1	\$993	100%	\$993

Year 4

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$	
	Homework Diner	In-Kind	CNM USDA Grant Coord.	USDA	1	\$4,033	100%	\$4,033	
	Homework Diner	Donation	CNM Baking Class	CNM	2	\$1,500	100%	\$1,500	
	Homework Diner	In-Kind	Blackout Theatre	Blackout Theatre	2	\$31	100%	\$31	
	Homework Diner	Donation	MMES	ABC	1	\$7,000	100%	\$7,000	
	Homework Diner	Grant	MMES	City of ABQ & ABC	1	\$1,651	88%	\$1,453	
	Homework Diner	Volunteer	MMES Community	N/A	1	\$1,932	100%	\$1,932	
	Opportunity Fund	Donation	ABC	Bernalillo County	2	\$12,385	100%	\$12,385	
	Clothing Drive	Donation	Copper Pointe Church	Copper Pointe Church	2	\$1,500	50%	\$750	
	Coat Drive	Donation	Copper Pointe Church	Copper Pointe Church	2	\$1,500	50%	\$750	
	Mobile Food Pantry	Volunteer	MMES Community	N/A	1	\$4,831	100%	\$4,831	
	Mobile Food Pantry	Grant	Roadrunner Foodbank	Childhood Hunger Initiative	1	\$2,250	100%	\$2,250	
	Weekend Backpack Program	Volunteer	MMES Community	N/A	1	\$7,247	100%	\$7,247	
	Weekend Backpack Program	Donation	Roadrunner Foodbank	Costco	1	\$1,400	100%	\$1,400	
	Weekend Backpack Program	Donation	Roadrunner Foodbank	Costco	1	\$500	100%	\$500	
Family Services	Weekend Backpack Program	Grant	Roadrunner Foodbank	Childhood Hunger Initiative	1	\$750	100%	\$750	
	Thanksgiving Baskets	Donation	Copper Pointe Church	Copper Pointe Church	2	\$3,750	50%	\$1,875	
	Thanksgiving Baskets	Donation	Humblefish	Humblefish	2	\$500	75%	\$375	
	Wrinkle Writing	Grant	Blackout Theatre	Multiple	2	\$20,000	77%	\$15,400	
	Community Academic Mentoring	In-Kind	Data Support	N/A	1	\$100	100%	\$100	
	Community Academic Mentoring	Volunteer	MMES Community	N/A	1	\$100	100%	\$100	
	School Day Enrichment	Homework Diner	In-Kind	CNM USDA Grant Coord.	USDA	1	\$4,033	100%	\$4,033
		Homework Diner	Donation	CNM Baking Class	CNM	2	\$1,500	100%	\$1,500
		Homework Diner	In-Kind	Blackout Theatre	Blackout Theatre	2	\$31	100%	\$31
		Homework Diner	Donation	MMES	ABC	1	\$7,000	100%	\$7,000
Homework Diner		Grant	MMES	City of ABQ & ABC	1	\$1,651	88%	\$1,453	
Homework Diner		Volunteer	MMES Community	N/A	1	\$1,932	100%	\$1,932	
Opportunity Fund		Donation	ABC	Bernalillo County	2	\$12,385	100%	\$12,385	
Clothing Drive		Donation	Copper Pointe Church	Copper Pointe Church	2	\$1,500	50%	\$750	
Coat Drive		Donation	Copper Pointe Church	Copper Pointe Church	2	\$1,500	50%	\$750	
Mobile Food Pantry		Volunteer	MMES Community	N/A	1	\$4,831	100%	\$4,831	

Year 4

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
Multiple	Community Academic Mentoring	Volunteer	MMES Community	N/A	1	\$2,899	100%	\$2,899
	Multiple	Grant	MMES	Kellogg Foundation	1	\$81,777	100%	\$81,777
	Multiple (see Appendix E)	In-Kind	NM Asian Family Center	Kellogg Foundation	1	\$4,027	100%	\$4,027
Year 4 Totals						\$392,517	94.8%	\$372,173

Year 5

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
Adult Education	Adult ESL Class	In-Kind	Encuentro	Encuentro	1	\$2,000	100%	\$2,000
	Community School Council	In-Kind	MMES Community	N/A	1	\$5,634	100%	\$5,634
Alignment	Preschool Co-Op	In-Kind	Economic Justice Clinic	UNM School of Law	1	\$6,000	100%	\$6,000
	Preschool Co-Op	Grant	Keeler Foundation	Keeler Foundation	1	\$20,000	100%	\$20,000
	Preschool Co-Op	Volunteer	MMES Community	N/A	1	\$34,404	100%	\$34,404
	Preschool Co-Op	In-Kind	UNM Carino	UNM	1	\$1,200	100%	\$1,200
	Preschool Story Time	Volunteer	MMES Community	N/A	1	\$1,115	100%	\$1,115
Early Childhood	Sandia Science Club	In-Kind	Sandia National Labs	Sandia National Labs	1	\$16,246	100%	\$16,246
	Wrinkle Writing	Volunteer	Blackout Theatre	N/A	2	\$544	77%	\$419
	After School Clubs	Grant	Children's Choice	City of ABQ & ABC	2	\$34,657	88%	\$30,498
	After School Clubs	Grant	Children's Choice	United Way	2	\$1,532	77%	\$1,180
	After School Clubs	Grant	APS	Title 1 EDAP	2	\$7,935	25%	\$1,984
Expanded Learning	Homework Diner	Volunteer	MMES Community	N/A	1	\$3,106	100%	\$3,106
	Homework Diner	In-Kind	Blackout Theatre	Blackout Theatre	2	\$31	100%	\$31
	Homework Diner	Donation	ABC	Cities of Service	1	\$4,538	100%	\$4,538
	Homework Diner	In-Kind	CNM Faculty	CNM	1	\$359	100%	\$359
	Opportunity Fund	Donation	ABC	Bernalillo Country	2	\$1,983	100%	\$1,983
Family Engagement	Clothing Bank	Donation	APS	APS Clothing Bank	2	\$2,000	75%	\$1,500
	Coat Drive	Donation	Copper Pointe Church	Copper Pointe Church	2	\$1,500	50%	\$750
	Mobile Food Pantry	Donation	Chick-fil-A	Chick-fil-A	1	\$250	100%	\$250
	Mobile Food Pantry	Grant	Roadrunner Foodbank	Childhood Hunger Initiative	1	\$2,250	100%	\$2,250

Year 5

Category of Benefit	Name of Benefit	Type	Partner	Funding Source	Isolation Category	Total \$	Isolation %	Isolated \$
	Mobile Food Pantry	Volunteer	MMES Community	N/A	1	\$4,778	100%	\$4,778
	Weekend Backpack Program	Donation	Roadrunner Foodbank	Costco	1	\$1,400	100%	\$1,400
	Weekend Backpack Program	Donation	Roadrunner Foodbank	Costco	1	\$500	100%	\$500
	Weekend Backpack Program	Grant	Roadrunner Foodbank	Childhood Hunger Initiative	1	\$750	100%	\$750
	Weekend Backpack Program	Volunteer	MMES Community	N/A	1	\$7,168	100%	\$7,168
	Thanksgiving Baskets	Donation	Copper Pointe Church	Copper Pointe Church	2	\$3,750	50%	\$1,875
	Thanksgiving Baskets	Donation	Humblefish	Humblefish	2	\$500	75%	\$375
	Dental Clinic	In-Kind	Mira Dental	Mira Dental	2	\$10,000	25%	\$2,500
	Therapeutic Counseling	In-Kind	NM Solutions	NM Solutions	2	\$20,000	0%	\$0
	Meerkat Awards	Donation	Cliff's	Cliff's	2	\$11,250	100%	\$11,250
Positive School Culture	Lunch Lotto	Donation	McDonalds	McDonalds	2	\$720	0%	\$0
	Wrinkle Writing	Grant	Blackout Theatre	Multiple	2	\$20,000	77%	\$15,400
School Day Enrichment	Community Academic Mentoring	Volunteer	MMES Community	N/A	1	\$11,946	100%	\$11,946
	Community Academic Mentoring	Grant	MMES	APS Foundation	1	\$12,000	100%	\$12,000
Multiple	Multiple (see Appendix E)	In-Kind	NM Asian Family Center	Kellogg Foundation	1	\$4,027	100%	\$4,027
	Year 5 Totals						\$256,074	84.0%

APPENDIX E:

Multi-Year Benefits with New Mexico Asian Family Center

Category of Benefit	Name of Benefit	Type	Amount
Early Childhood	Early Childhood Storytelling	In-Kind	\$180
Early Childhood	Family Development Workshops	In-Kind	\$3,690
Early Childhood	Family Development Workshops	Donation	\$1,200
Expanded Learning	Asian Culture Club	In-Kind	\$2,000
Expanded Learning	Martial Arts Class	In-Kind	\$2,000
Family Engagement	Homework Diner	In-Kind	\$1,440
Family Engagement	Boo Hoo Breakfast	In-Kind	\$120
Family Engagement	Conferences	In-Kind	\$270
Family Engagement	Curriculum Night	In-Kind	\$180
Family Engagement	Family Education with Dr. Pierce	In-Kind	\$180
Family Engagement	Family Night Open House	In-Kind	\$540
Family Engagement	Kinder Registration	In-Kind	\$180
Family Engagement	Listening Sessions	In-Kind	\$3,720
Family Engagement	Listening Sessions	Donation	\$1,800
Family Engagement	Newsletter Translations	In-Kind	\$200
Family Engagement	Parent Advocacy Council	In-Kind	\$240
Family Engagement	School Messenger Translation	In-Kind	\$900
Family Engagement	Parents Reaching Out Workshops	In-Kind	\$695
Family Engagement	Parents Reaching Out Workshops	Donation	\$300
Family Engagement	PBS Workshops	In-Kind	\$180
Positive School Culture	Lion Dance	In-Kind	\$120
Total for Years 1-5			\$20,135
Average Per Year			\$4,027

