CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Main Street Middle School

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Main Street Middle School

Diana Mora

Community Schools Coordinator

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

The community school strategy is centered on creating racially just, relationship-centered spaces where all members of the school community are engaged and included in the shared decision-making and where there is a strong connection between the community and the school. A primary goal of Main Street Middle School Implementation Grant is to create a community where students feel valued, supported, and engaged. The grant supports professional learning related to culturally proficient pedagogy and trauma-informed practices for all staff. We are intentional with parent engagement opportunities that emphasize shared power, fostering classroom-community connections, and promoting a focus on continuous improvement. We can cultivate an environment

that uplifts everyone to maximize their potential by bringing the students, staff, and family together by recognizing that our school is responsible for supporting students beyond academics and accessing the resources needed to eliminate any obstacles to their success. These initiatives, coupled with powerful student and family engagement, collaborative leadership, expanded learning opportunities, and a culture of belonging and safety, enable us to address the diverse needs of the student body and strengthen ties with the community. This grant will provide resources that facilitate the support needed to implement these strategies effectively and drive positive change throughout our school.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

At Main Street Middle School, we believe that all students can succeed and that we can make a positive difference in the lives of every student. We approach our work with dedication and passion because we are committed to every student, teacher, staff member, parent and community partner. In everything we do we strive to provide equitable access to dynamic learning programs, wellness resources, and college and career pathways for student success. As a team we prioritize the community inside and outside of our schools and work to build strong relationships, positive school culture, and student centered learning environments so that all students reach their human potential. MSMS is committed to providing high quality education to our students. We strive to provide a positive learning environment with a system of support that ensures student success.

Main Street Middle School enrolls over 700 seventh and eighth grade students who come from all of Soledad Unified School District's five elementary schools, 95% of which are Hispanic/Latino, 2% are white, 1% are Filipino, and the remaining 2% represent all other races and ethnicities. 26.9% of the student population are English learners, and 82.9% are considered socioeconomically disadvantaged. Additionally, on the measures of academic engagement and school climate, Main Street Middle School has a very high chronic absenteeism rate of 33.1% and a high suspension rate of 10% for at least one day.

In the first year of the Implementation Grant, Main Street Middle School has developed and refined several effective strategies to engage various stakeholder groups, thereby deepening an understanding of the community's needs and assets. The program leadership team has actively

involved the administration, classified, and certificated staff by engaging them through monthly staff meetings, advisory council meetings, and surveys. These interactions have been crucial in gaining insight into student needs, identifying potential barriers to learning, and collecting feedback on necessary resources and support for executing effective community school strategies. Moreover, the engagement of parents and students to identify needs and assets has been actively conducted through one-on-one conversations, open forums during meetings with the principal and community schools advisory council, parent events, surveys, and visioning exercises.

We recognize the challenge of engaging parents at the secondary level, therefore we aim to address this by making individual connections with each parent, beginning with the school registration process and ending with a closer connection with the teachers. We also aim to provide a wide array of events that open the doors to the school, including Cafecitos with the principals, which have provided a platform for parents to voice their needs and contribute to the school's strategic planning. Regular communications via ParentSquare, emails, phone calls, and invitations to visit our school site have helped us connect more deeply with families. Equally important is the engagement of students and parents in the governance of the school and shared-decision making.

We continuously work to engage parents in the School Site Council, English Learner Advisory Council, and the Community School Advisory Committee. Main Street Middle School understands that the engagement of all educational partners is an ongoing effort. The school plans to intensify the assessment process to understand the community's needs and assets better. The goal is to fully engage the community in identifying the top priorities and visions for the community school.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Address gaps in parent involvement/engagement	• Continue to engage parents/ guardians via Parent Square, school-wide events, and volunteer opportunities • Address and support any academic and social emotional related questions about their student's achievement and school-based learning • Continue to make individual parent phone calls to personally invite them to meetings, school events, resource events, or volunteer opportunities • Collaborate with parent and student/family support liaison and social worker to best meet the parent/guardians preferred communication style and offer necessary resources and support
Reduce high chronic absenteeism rates	• Regularly schedule home visits to make personal connections with families in order to support the student's attendance • Collaborate with Attendance Technician to identify students with high absentee rates • Collaborate with student/family liaison and social worker to support families with chronic absenteeism • Connect parents/ students with transportation services if needed (MST on call, district school bus, etc.)

Provide further mental health supports	• Continue with the established agreement with Monterey County Behavioral Health (MCBH) to provide Tier II & III supports
	  ○ Increase awareness of mental health services and strategies on how to reduce depression, anxiety and stress
	• Continue with the Coordination of Services Team (COST) to identify and refer students with mental health needs effectively
	  ○ Refer all students in need of counseling support
	• Collaborate with incoming Licensed Clinical Social Worker to refer students in need of mental health supports
	• Establish partnership with tele-therapy programs such as Daybreak Health or Soluna
	• Expand Tier I opportunities to students that contribute to mental health and wellness, connections to peers, and greater student engagement
	  ○ A.V.I.L.A Victory Boxing
	  ○ Mindset Academy

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish regular community forums and parent workshops	● Work with families and students in selecting the resource topic (cell phone/social media safety, substance use prevention, etc.) ● Continue with increased communication and promotion of events and services via phone calls, Parent Square, etc. ● Schedule services during school or extended day to accommodate attendees
All staff will receive capacity building in culturally relevant pedagogy and community-based learning	● Identify a capacity-building facilitator ● Establish a calendar of training and follow-up ● Monitor learned strategies and practices in the classroom

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educator leadership through Professional Learning Communities (PLCs) and Professional Development	● Continue with improvement of PLCs through coaching and targeted professional development ● Enhance professional development building ● Provide leadership training for all staff to build leadership capacity
Establish a Community Schools Advisory Council which encompasses staff, parents, and students	● Invite certificated and classified personnel, administration, support staff, parents, and community members to be part of the community schools decision making team ● Continue to host monthly meetings to track progress, review data, and discuss action steps of implementation based on needs ● To invite students to be part of a Principal's Advisory Committee

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Main Street Middle School is home to over 700 of Soledad Unified School District's students. Being the only middle school in the district, all students are coming in from the five elementary schools, including inter-district student transfers from surrounding cities. The governance structure combines LEA-level administration and staff with site-level administration and staff. The school is led by a principal and supported by an Assistant Principal and Dean of Students. The large size of the school allows all staff members to collaborate in teams and seek support from the school administration directly.

The school supports a School Site Council that includes parent representation. The council meets monthly and is informed about school initiatives and functions. It also provides direction on the school budget and other school-based decisions. The addition of the Community School Advisory Council provides another forum for staff, parents, and community members to share the school's leadership. This group primarily supports the Community School Grant and has helped establish a shared vision.

While parent engagement has been a challenge, the opening of the Family Resource Center neighboring Main Street Middle School has allowed for an environment where all district parents and students feel welcomed and informally share opinions and feedback to the school services. The school principal and teachers actively encourage and support students in taking a more significant leadership role in the school, and it is the school's intent through the Community School strategy to maximize the potential of student leadership and engagement and parent involvement.

Community engagement is equally valuable to our school, as we have seen great success with our established key partnerships that provide services and are vital partners in the decision-making. Partners such as the Monterey County Office of Education, Monterey County Behavioral Health, Sun Street Centers, Boys & Girls Clubs of Monterey County, the Epicenter, and Building Healthy Communities are key resources for our community and equally part of the inclusive leadership structure of the school.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure student support staff such as the student/family support liaison and community schools coordinator serve the school population	● Collaborate to ensure wraparound services to students and their families ● Refer parents to appropriate organization and follow up with support services ● Monitor and support students with high chronic absenteeism rates and conduct necessary home visits ● Support with parent engagement events and participate in advisory councils
Recruit multilingual staff to support site-level work involving the Community School strategy	● Recognize the strengths of all staff members by making connections between the Community School strategy and the interests and passions of the staff ● Engage staff in the learning and understanding of Community Schools to engage their interest and ideas

Key Staff/Personnel

Community Schools Coordinator	• Conduct a needs assessment by working with school administrators, teachers, partner agencies, parents, and students to identify barriers to learning, available resources, and service gaps. • Identify, engage, and recruit partners to offer programs and services for students and families based on the community's needs assessment. • Develop a continuum of services for the students, families, and community members within the school neighborhood • Advocate for students, families, and community members within the school neighborhood • Coordinate all services that are part of the community school strategy and occur during and beyond the school day. Services can include, but are not limited to, expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance • Create opportunities for families and teachers to build trusting relationships and partnerships to support student success • Increase the number of formal and informal family and community opportunities to support student learning and enrichment, as measured by School Site Council participation, ELAC participation, town hall meetings, workshop attendance, and survey responses • Assess for improvement and shared accountability between partnerships • Compile, prepare, and maintain reports as necessary • Manage the California Community School Partnership Program Grant, including budget management, and assist the Business Office in operational budget reporting

	• Create and implement a community school plan in coordination with site administrators and the Advisory Council
Community School Principal	• Provide overall leadership and direction to the community school • Lead the interconnectedness of all school priorities, targets, and goals with the Community School strategy • Engage staff, parents, and students in shared-decision making of school initiatives, programs, and services • Act as an ambassador of the Community School with outside agencies and the community • Actively seek partnerships with community partners, non-profit organizations, and others that can contribute to the community school • Provide support to the Community School Coordinator to ensure the alignment of programs and initiatives
Director of Student & Family Services	• Responsible for coordinating services related to the multi-tiered coordinated system of student support • Oversee counseling services, interventions, coordinated COST processes, Soledad Family Resource Center, and other support services involving the student support system and shared resources • Act as an ambassador of the Community School with outside agencies and the community • Actively seek partnerships with community partners, non-profit organizations, and others that can contribute to the community school • Budget professional development for sites

District Wide Intervention Program Coordinator	• Coordinate and facilitate student intervention and support groups • Offer training to parents on academic initiatives by implementing workshops • Identify areas of need in the community and works collaboratively with District staff to meet those needs • Act as a liaison between the District and outside agencies • Coordinate community events that serve students and parents in the District
Family & Student Support Liaison	• Facilitate parent activities and communications • Provide case management services • Assist families with referrals to community partners and resources

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Current Partnerships and Programs
Current partnerships and programs that are implemented with our school site are the following: Partnership with Monterey County Office of Education programs such as the 21st century learning program known as the Fab Lab which is STEM and project based learning, the Robotics program, and MCAET which is media programming. We are in the midst of finalizing partnerships with local agencies to support the expansion of our school Wellness Center.

Long-Term Financial Sustainability
Current established district and school plans and reports include: SUSD Local Control & Accountability Plan (LCAP), SUSD After School Education and Safety (ASES) Plan, SUSD Expanded Learning Opportunities Program (ELO-P) Plan, SVES and MSMS School Plans for Student Achievement (SPSA), and SVES. These plans included a variety of qualitative and quantitative data, including academic achievement, behavior, social-emotional, program participation, and fund allocation data. The LCAP, ASES, ELO, and SBHIP plans, and both schools' SPSAs included parent, community, and school staff input and some form of student input. This would continue beyond the scope of Community Schools funding.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Provide programs and resources that are relevant to the lives and interests of students, which will contribute to a decrease in chronic absenteeism and suspension rates	• Create additional student-centered enrichment opportunities to support student engagement
Provide students with academic support and intervention, which will contribute to increased parent engagement and mental health supports	• Provide staffing or additional paid hours to support enrichment activities and increase credit acquisition opportunities

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Main Street Middle School will participate in all data collection and reporting required by the Soledad Unified School District and California Community Schools Partnership Program. The Community School Coordinator will collaborate with the school principal and lead the continuous improvement process, meeting with the Community Schools Shared Decision Making Council (Core Team) to review the status of the grant implementation, available data documenting the degree to which the program is on track to meet SUSD and MSMS goals, and CCSPP school-level and outcome measures. The data collection has included survey distribution to students and staff, vision/graphic representation of vision to parents and community members, and one-on-one conversations with all groups.

The needs and assets assessments conducted have been key to understanding and implementing resources and programs to address gaps in student and parent engagement. This thorough examination of the data provided a clear picture of our school community's critical areas of need. The results from the needs assessment, coupled with insights from other data sources, highlighted significant needs in the following areas:

- Access to Mental Health Services: Our school community clearly required enhanced mental health support.
- Access to Extended Day Academic and Enrichment Opportunities: There was a demand for additional programs that support and enhance academic learning through extended-day activities.
- Informational parent workshops: There is a request to host parent workshops that touch on the topics of cell phone safety and substance use awareness and prevention

Our Community School Coordinator has effectively forged strategic partnerships with various community-based organizations in response to these identified needs. These partnerships aim to address the gaps highlighted in the needs assessment and are detailed as follows:

Established Partnerships:

1. *Soledad Family Resource Center (FRC):*
    - This center serves as a hub for accessing a variety of essential services and support for SUSD students and families, including assistance with social service applications and referrals to other organizations.
    - The center works to provide services to families with housing insecurities, students in foster care, and migrant families
2. *Monterey County Office of Education:*

- Media Center for Art, Education, and Technology (MCAET)
    i. Preparing for college and career paths, this partnership offers students an opportunity to learn alongside industry professionals to create & deliver quality content. Arts, Media, & Entertainment professionals and students create educational, informative, and entertaining content. High-tech, state-of-the-art infrastructure makes MCAETtv content available on air and online.
    ii. Programs within the MCAET organization include digital fabrication, robotics, and media broadcasting
- Mobile FabLab showcase trailer
    i. Offers equal access to the learning, tools, and resources necessary for problem solving in digital design in Monterey County. Design challenges that are structured to provide an equitable pathway to mastering the necessary skills for students, teachers, and community members are addressed. The lab supports all manner of 3D fabrication, including 3D printers, laser cutters for cardboard, wood, and acrylic that generate 2D and 3D printed items, laser cutters for cardboard, wood, and acrylic that generate 2D and 3D objects, a vinyl cutter for sticker design, and a CNC router and desktop mill for creating wood projects

3. *Building Healthy Communities*
    - BHC supports the design of communities that are safe and healthy
    - Promotes community wellness and healthy economic opportunities.
    - Cultivates assets in communities to improve health status and equity for all residents
    - Supports the community schools strategy
4. *Leader In Me*
    - *Leader in Me* helps educators design lasting solutions to common challenges through the lens of students' strengths and leadership
    - Approaches every goal or initiative with a proven comprehensive model that transforms paradigms, improves behavior, and achieves measurable results
        i. 7 Habits of Highly Effective Teens: This curriculum encourages students to become effective leaders. Each of the 7 Habits is based on paradigms of effectiveness, which include (1) be proactive, (2) begin with the end in mind, (3) put first things first, (4) think win-win, (5) seek first to understand, then understand, (6) synergize, (7) sharpen the saw

Future partnerships:

1. *Sun Street Centers STEPS program for middle school:*
    - Safe Teens Empowerment Project program is a drug and alcohol prevention peer to peer mentoring after-school program of students representing our local high schools, and community service volunteers. The Safe Teens Empowerment Project in Salinas began in 1996. It focuses on teen drinking, driving under the influence, and initiated tobacco usage by minors. They also focus on developing environmental policies, and prevention strategies using a multifaceted approach that combines community

education, and action, enforcement, and media advocacy

2. *Blue Zones Project Monterey County:*
    - This partnership would provide workshops for students and parents on healthy lifestyle choices, including nutrition, self-awareness, and mental and physical health
3. *Big Sur Land Trust:*
    - Big Sur Land Trust's mission is to inspire love of land across generations, conservation of the unique Monterey County landscapes, and access to outdoor experiences for all.
    - Through this partnership, students will engage in positive community-building experiences in nature spaces, boost personal resilience, build confidence, nurture in youth an enduring bond to the natural world and deepen a sense of belonging in outdoor recreation spaces and among peers
4. *Wonder Wood Ranch:*
    - This partnership would use equine therapy to provide hope and healing to trauma-impacted youth in Monterey County, helping them to find purpose and become positive contributors to their community
5. *SPCA Monterey County Hug a Pet Program:*
    - Hug-A-Pet extends companionship, activity, stimulation and cheer many of these benefits to those who may now be in a situation where they are experiencing isolation from family, friends, or even their own companion animal

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