



## American Graduate Community Partner Meeting

January 25, 2012 KNME Studio

### Introduction and Welcome by Polly Anderson

#### Attendees introduced themselves:

Randy Woodcock of United Way	LaWanda Albright of Teaching Solutions
Rick Albright of RAES	Dan Busse of Gordon Bernell Charter School
Sue Goodwin of Citizen Schools	Rosella McCaffrey of Hogares
Lisa Aguirre-Oviedo of Citizen Schools	Ana-Lise Torres of Bernalillo County Special Programs
Peter Winograd of CEPR	Teresa Sierra of UNM Family Development
Larry Smith of KANW	Kate Purcell representing New Mexico Supreme Court
Gabe Long representing Sen. Bingaman	Victoria Tafoya of Rio Rancho Public Schools
Glenna Voigt of Media Arts Media	Octavio Casillas of Atrisco Heritage Academy
Collaborative Charter School	Renata Witte of New Mexico PTA
Natalie Sanchez of NM College Access Network	Rene Harris of New Mexico History Museum
Bernadette Cordoba of APS	Johnny Wilson of Parents Reaching Out
Carlotta A. Garcia of APS	Hollie Lovely of KNME
Amanda Molina of The Garrity Group	Bernadette Cordova of APS
Tommy Hernandez of Big Brothers Big Sisters	Teresa Spencer of KNME
Angela Peinado of AOC	Jeannette Quintanar
Franklin Schargel- consultant	John Burch of KNME
Robert Baade of RFK Kennedy Charter School	Linda Lea of KNME
Paul Broome of ABEC	Franz Joachim of KNME
Roberta Rael of Generation Justice	Michael Kamins of KNME
Rubina Syed of Department of Health	Michael Privett of KNME
Marvin Johnson of District Attorney's Office	Kevin McDonald of KNME
Jessica Collins of Media Literacy Project	Rose M. Poston of KNME
Sherry Spitzer of NM Asian Family Center	Polly Anderson of KNME
Andy Lotrich of TEACH New Mexico	
Kristin Johnson of ATF	

**Peter Winograd: Reviewed UNM Center For Education Policy Research** data maps on APS four yr graduation rate, grades of F and number of absences, habitually truant middle school and high students. These slides represent the community side of the problem as opposed to the school district side and do not include unexcused absences or graduates that took five years to get their diploma. "You can grade the teachers as much as you like but it is only part of half the issue. How do we help everybody understand that staying in school is crucial?" Next we viewed the slides on alcohol abuse numbers which represents a community issue of alcohol and is not necessarily related to poverty. The dropout crises is one part of the cycle. Kids who drop out sometimes have families of their own. The slides will

are available at [www.cpr.unm.edu](http://www.cpr.unm.edu). The slides serve to raise more issues: why is there truancy? What causes it?

**Paul Broome:** ABEC (Albuquerque Business Education Compact) is meeting tomorrow to talk about this very issue.

Laurel: Foundational work on this crisis has already been done by our community. **American's Promise Dropout Summit** in 2009 resulted in formation of the Dropout Prevention Action team (DPAT) and expansion of the community schools model. Priorities from the Summit identified by DPAT for 2011 were:

- **Seat Time and Credits:** move away from the Carnegie unit (seat time) and toward proficiency levels.
- **AfterSchool:** Credit recovery programs; Parent classes esp. to ELL parents.
- **Community Schools:** Expand model, including more out-of-school time experiences for our students.
- **Youth Engagement:** Establish a Youth Advisory Committee (YAC) at each middle & high school.
- **Attendance:** Require phone numbers and utility bills; Address family alcohol and substance abuse problems; Educate business community on effects of truancy and their role in combating it.
- **Professional Development:** Research and evidence based; differentiated to address the professional needs of the teacher.
- **Early Warning Data Systems:** Expand statistical early warning systems based on objective data.

#### **What are APS and Rio Rancho Schools doing to combat the crisis?**

Answers: At APS students are doing e-learning and credit recovery. APS is faced with very few staff but they are willing to work with parents to get resources to the extent that they can. APS is working on early childhood projects also.

Remark: There are teenagers who are chronically tardy because they are parents with kids of their own.

Victoria Tafoya: Rio Rancho has a six week program to get credit working on algebra. We are working on team building for eighth graders and had 72% complete program and they did not have D's or F's in high school.

Laurel: **Partner Network.** Who else do we need to work with us on this problem? Who is not here that should be?

Suggestions from the audience: Chamber of Commerce, Juvenile Probation office, neighborhood associations, PTA, Building Futures for Kids-mentors for kids leaving foster care, NMPED (they were invited but did not respond perhaps because of legislative session), Systems of Care, faith based and civic organizations, Hispano Chamber, PNM and other businesses, UNM Transgender Resource Center, the military, ENLACE, Somos un Pueblo Unido, youth who are addressing these issues, YDI (invited), early childhood community, educational liaisons of neighboring tribes, retired educators and administrators, New Mexico Association of Student Council, National Association of Social Workers-New

Mexico, MANA, African American summit organizers, Mana, disability rights advocates, Social Workers Association, Young Women United.

Laurel: **What does American Graduate mean?** We'll be doing on air and local broadcast, online resources and tips, social media, advertising, collaborations and partners like you, youth generated media, professional development, research and a televised town hall event.

**So who is our audience?** We'll view a clip and then talk about whom we will be targeting. Audience viewed KNME American Graduate production on nex+gen High School. (Viewable at <http://www.knme.org/educate/americangraduate> ).

Laurel described our on-air and online media campaign then asked for input from Generation Justice one of our committed American Graduate youth media partners.

Roberta Rael: **Generation Justice** is developing youth led stories (videos) to capture the issues about not only why kids drop out but also the hopes that they have. We are also collaborating with Story Corps. They are looking for young people to sit down and interview a teacher or other adult who made a difference and help them succeed in school. These will air on KUNM Youth Radio and will be submitted to national Story Corps teacher's initiative for possible airing on NPR.

Laurel: **What audience do we focus on?** Our idea is that the community leads the efforts and the stories for on-air content and messages need to come from you. We especially want to focus on solutions. What is working? What are the assets we already have in our community? What does the community need to know?

**Here are some Key Questions we need to answer together:**

What stories need to be told?

What does community need to know?

What's being discussed or not discussed in the commercial media?

What other events or outreach are needed?

What does success look like?

How can this work be measured?

Robert Baade: "There ought to be a question of what does the community already know?"

Audience remark: The goals need to come first before we talk about solutions.

Franz Joachim: We will create a listserv for your group that can be used to review these questions and keep in contact with one another.

Laurel: **What does success look like?** If all of you know something that is succeeding, let us know. We can highlight that in our content and maybe it can be replicated or expanded in our community.

**Final audience remarks:** "Success needs to be quantifiable", "Many of our students will graduate in five years and not just the four, so we need to count that in data, too" "We need to look at reasons why kids are not graduating" (There is more data in the maps file created by CEPR) "How do you get parents and

students to value education and how do you get parents to care?" "Many of these initiatives have resulted in a lot of individual heroes but if you're looking at success it needs to get to the community and engage new behavior in their homes" "We have parents who had dreams and dropped them due to divorce, domestic violence." "We communicate the whole story from Kindergarten through high school" "I'd like to go back to who we should invite and invite the police, thinking back to what happened last week" (referring to the student stabbing death at Cesar Chavez Community School). "We don't have to survive at work while watching your back the way kids need to do when they're at school." "It is the social issues behind the choices that are being made" "We should invite Foodbanks and APS the Homeless Project"

Laurel: **Next step** slide: Are you with us? (lots of heads nodding and many people replying 'yes'). How often should we meet? (consensus is monthly) Where should we meet? Maybe one of you can co-host meetings. These questions were proposed but can be determined by communicating through the listserv.

Remark: Higher Ed has a closed Facebook group...could we do that? (few people seemed to think this would be workable)

Franz: The listserv will be done in a week and will be used to connect with everyone.

**Thanks** to everyone for your time and willingness to partner with KNME.

\*\*\*\*\*Meeting concluded\*\*\*\*\*