

October 7, 2013
American Graduate Meeting
United Way of Central New Mexico
10:00am-11:30am

Attendees:

Cindy O'Neill- RFK Charter School
Dan Frampton- Media Arts Charter School
Marvin Johnson- DA.'s Office on Truancy
Curtis Chavez-Bernalillo Public Schools
Christine Hollis-NM Voices for Children, Kids Count
Renata Witte- NMPTA
Tony Watkins- APS Truancy Program
Lauren- -APS Family Engagement
Pauline Barnes -United Way of Central New Mexico
Hahn Nguyen- Families United for Education
Teresa Brito Aesnap- Lumina Unidos
Emily Salazar-Innovate Educate
Laurel Wyckoff
Hollie Lovely

Introductions & review of Agenda- Laurel Wyckoff

Agenda:

- 1) Review data from CEPR- Truancy
- 2) Look at 3 main factors: Student factors, School factors, Family and Parental factors
- 3) Review small group work and strategies
- 4) Planning for work on strategies
- 5) Discuss next steps
- 6) Update on Graduates/Los Graduados Screening
- 7) Next Meeting: November 18, 2013 10:00am-11:30am

Group looked at data on truancy from CEPR

Discussed 3 factors:

- 1) Student factors-individuals, challenges
- 2) School factors- system, structural challenges (transportation)
- 3) Family and Parental factors- relational challenges

More group discussion on data from CEPR-

- 1) New statewide perspective on truancy
- 2) Kindergarten- preparedness, school readiness
- 3) Unexcused absences- group asked if truancy was based on excused or unexcused absences
- 4) District map of elementary schools- with high levels of truancy

- 5) District map of middle schools- high levels of truancy
- 6) District map of highschool- high levels of truancy
- 7) Group concluded: Not just poverty- all economic backgrounds - have high truancy
Group continued to compare maps-discuss barriers:
- 8) Habitual Truancy- Middle/Junior High
- 9) Habitual Truancy-Highschool
- 10) Not enough to eat- group mentioned poverty areas and correlations
- 11) 7-10% report having a caring adult at home
- 12) 15% report not having a caring adult at school
Group noticed correlations between the areas of high risk- same as those reporting not having a caring adult-at home or in school

Group discussed key outcomes to not having support in or out of school:

- 1) Family engagement
- 2) Cultural proficiency
- 3) Marginalized kids
- 4) Teachers frustration/lack of time/increase in duties
- 5) Poor health
- 6) Mental illness
- 7) Poor community support
- 8) West Mesa largest percentage of high risk indicators
- 9) Less population at West Mesa involved in out of school time activities/clubs/sports
- 10) 30-40% not involved in extracurricular
- 11) Many of those programs are cost prohibitive

Discussion moved to afterschool programs

- 1) Less funding of afterschool programs from the State
- 2) State funding correlates with map for lack of participation in these programs
- 3) Quality afterschool programs can motivate kids to come to school

Questions posed by group: Is education valued today?

- Group discusses: practices of the media, celebrities/role models
- Let's look at historical data of truancy patterns as it relates today?
- Trades not available; expectations aren't met
- Looking at systems and how to change them
- Motivation of students amongst their peers- doesn't match parents expectations
- How many students work while going to school?
- Early childhood foundations- start building learning and the love to learn early
- Examine the School to Prison Pipeline
- Discipline policies too harsh?
- Computer Illiteracy
- Adult Education
- Credit recovery- or lack of full credit recovery affects students and parents

- RFK- has programs for both limited credit recovery or full (still too hard to follow through)
- Summer school not a viable option and for most it is too expensive
- Barriers to getting GED

Previewed last meeting work/solutions:

Group One:

Target goal: Decrease truancy in Elementary school-4%; decrease HS truancy-11% (by half)

Timeline: Elementary school target by 2020; HS target by 2027

Strategies: that HS rates are currently on the downward trend since 2009-2010 will continue.

Group Two:

Target goal: West Mesa cluster decrease truancy by 10% or less & Highland High cluster 25% or less.

Timeline: 3 years

Strategies: Family partnership buy-in and engagement

360 degrees communication

Building relationships with administration

Show data of improvement to teachers and administrators

Highlight positive data

Offer professional development for teachers and administration

Offer pre-service engagement training including student teachers UNM College of Ed.

Duplicate special education standards to all students

Encourage parent involvement

Title 1 Schools use a Student Compact/ a Next Step Plan in middle schools- reuseable process of commitments to attend school

Next Step will be to reconcile the two groups' recommendations and decide on a course of action with short and long term goals.

Laurel discussed the Graduates Screening/ part 2 –The Girls Hour Wednesday October 30, 7pm

at the KIMO- which is a film that explores issues from the eyes of young striving Latinos

The first part was held on September 25th- The Boys Hour was a success with a Poetry Slam!

Tony mentioned announced APS Policy Committee Meeting on October 14, 2013 where procedural directives for family engagement will be brought up.

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