

Project 20/20 & The Coordinating Council Meeting Notes

Date: April 24, 2014

Focus Statement: How do we use our existing assets and resources to positively impact graduation rates in our area?

ASSETS	OPPORTUNITIES	AGREED UPON OPPORTUNITY	METRICS/MILESTONES/ ACTION PLAN	30/30
<p>Tim Allard - provide an audience of kids at risk, get my staff to engage more w/ community connections, serve on committees - speak to orgs about CCHS, knowing student and backgrounds</p>	<p>Connect successful older students with low-level grades * talk to elementary and middle schoolers, * get to problem early * provide encouragement, possibly reading * bring younger kids to graduation * have older student make a personal connection, let them feel comfortable * connect older students to wraparound, let older mentor help with discipline issues, this could get to root of problem * make sure older are there for the good and the bad * need to be allowed to get to the issue, get younger child out of the classroom but without going home</p>	<p>Connect at-risk student with CCHS student to mentor</p> <p>Take students on either a college visit</p> <p>Explore the development of the Starfish Program</p>	<p>Get a meeting between Project Starfish and Wraparound to ask for training (Talia and students)</p> <p>Talk to Homer Community Schools about Football Buddies to ask for data to show proof of improvement (Catherine)</p> <p>Get county stats on violent suspensions/graduation rates (Doreen)</p> <p>Older students have another visit with younger students</p>	<p>Meet at next TCC/2020 meeting</p> <p>Use email to communicate between meetings</p>
<p>Kaciana Champlin - recently graduated, in college, worked in high school</p>	<p>Tutor older students on how to connect with the kids, give sample questions, etc., need to find those to give training to</p>	<p>What We Learned</p> <ul style="list-style-type: none"> * You can impact someone even in one conversation * We need to make sure the younger kids feel comfortable * Visits need to be more active * Mentors could benefit from some training * We want to create personal connections - we need a set of questions and an attitude that I'll learn more from asking the right questions * At the system level, the policy on suspensions may be part of the problem - Partnering during suspensions might help with an in-school suspension program * We need to actually address the students' issues - work on finding a solution, need reward for good behavior and not just intervention for bad behavior 		
<p>Talia Champlin - good w/ kids, strong presenter, flexible schedule, fundraiser, lots of connections, successful business person</p>	<p>Bring together community against violence as a larger idea, keep in mind information tracking as project progresses</p>			
<p>Jim Baldwin - my time, community connections and businesses, money</p>	<p>Pick out a failing student to talk to specifically about needs and goals</p>			
<p>Jeffrey - outgoing, high school student, free time, optimistic and open</p>	<p>Dropout prevention hotline to offer help and support, get word out to community</p>			
<p>Alma Romero - be a role model, older siblings, friendly and supportive, good attitude, hard worker</p>	<p>Job service to connect students (failing) to employers, remove negative stereotypes</p>			
<p>Victoria Carr - ale to share experiences and help other students change</p>	<p>Educate students on what to do after finishing high school (college, work, time management)</p>			
<p>Doreen Harrison - Boys and Girls Club, got GED after dropping out, has Masters degree</p>				
<p>Pete Christ - long-time involvement with education, served on school boards, knows superintendents, community connections, can systemically analyze situations, works well with diverse groups</p>				
<p>Melinda Weaver - works in treasury office, mother, in college, role model, many community connections</p>				
<p>Catherine Yates - Chemical Bank, mother, invested in issue, good with spreadsheets, many non profit connections</p>				

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Diane Ramirez - community President at Chemical Bank, mother, connections to non profits, works well with children and financial literacy teaching	After school program to make-up work and missed school days			
Rachael Smith - good influence, diabetic and can assist others, good with kids	Pair students at local colleges with struggling students to show further education experience			
Cody Keeton - Sophomore, motivated against dropping out	Offer extra support (adults) to make personal connections with students			
Clarissa - junior in school, good with speaking to dropouts and struggling students	Need to tell students that they can succeed			
Tanya Smith - Community Action Agency, education coordinator	"KICK" program, student mentors, develop friendships			
Christine Garfield - field experience with Wraparound, connection with students and schools, mother of adopted child and ADHD student	Make a commitment to find adult mentors to meet with students once a month			
Carli Starr - role model for younger high school students	Team building exercises			
Bill Ticknor - developing a business plan for "Adopting a school" with focus on graduation rates, programs - career success, graduation pathways, recruiting area businesses, encourages job shadowing with high school students, helps with financial literacy				
Karin Tice - FERA is working with Beacon Community, almost dropped out, knows experiences, role model, now with PhD				
Mary Ann Taylor - education and experiences, problem solving, mothering perspective, committed to community, cooks				

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<p>Andrew Tyus - ability to authentically and empathetically engage, question I often ask myself "How do I show up in this conversation?"</p>				
<p>Kate Verseput - Wraparound, can connect families to resources and other supports, likes kids, participated in sports</p>				
<p>Michael McCullough - technology and equipment, Mentors and role models willing to share personal/professional time/ expertise, offer internships/job shadow opps, media for disseminating, publishing, sharing stories, experiences and insights, community/political fluency and uncompromising independence - desire to share it freely</p>				
<p>Morgan Damron - young and can relate, flexible schedule</p>				
<p>Tim White - mentoring in some subjects/topics, able to listen/talk</p>				
<p>Kate DeGraaf - teaching (background in elementary education), can spread word about</p>				
<p>Andy Helmboldt - connections to artists/providers/other educators, etc., degree in secondary education, set my own schedule</p>				
<p>Mary Juhnke - ability to connect the dots from community assets, tell the story, ask for support, commitment to partner w/ kid</p>				

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<p>Lisa Damron - very flexible schedule, communicate very well w/ high school aged children, like to have fun and do fun things with kids, excel in math/sciences. Can encourage those areas, life-long BC resident. Graduate of BCCHS. Own my own business, husband and I both have a heart for engaging youth and young adults</p> <p>Cathy Jewell - JA volunteer - get to interact w/ kids 16 weeks/yr. for classes/interviews, love Kids, flexible schedule, desire to help, diverse background, health connections</p>				

Highlighted = did not in participate in group or was unable to attend current meeting, attended previously