

Minutes
Title VI and JOM
Parent Committee Meeting
Wednesday, September 27, 2017
Bustoz Professional Learning Center
6:00 PM – 7:30 PM

Call to order at 6:30PM

I. Committee Members – Thank you for your Involvement

Johnson-O'Malley Committee Members

Manuel Matus - present, Melinda Williams - present, Jessica Begay – absent

Title VI Committee Members

Manuel Matus - present, Robert Quihuis - absent, Melinda Williams - present, Roxanne Thomas - present, Jessica Begay-absent

Attendees:

Jessica Verdugo	Melanie Francis	Dowena Descheeny
Tessa Descheeny	Jasmine Brignoni	Pamela Velasquez
Roxanne Thomas	Kerry Keyannie	Jessie Contreras
Melinda Williams	Manuel Matus II	

Community Members Discussion:

- Ron asked for a change in the agenda. He asked the committee members take the floor at each meeting. Each meeting starts with the committee members discussing what they are doing for the program. Manuel and Roxanne approve.
- Manuel takes the floor: He created a Facebook page for our TD3 parent committees. TD3 Native Parents Club is the Facebook page name. Kristen asked if our Native American Program page could like his page so we could work in tandem. Manuel was all for this.
- Roxanne is new (her child just started kindergarten at Meyer) and would like to be a bit more creative about planning for the next year. She has been looking into the events planned this year, but would like to change the times these classes/workshops are available. Is it possible to do more things during the weekend? Can parents take a survey about what they want to do? Can kids take a survey about what they want to do? How can we get kids more involved? She wants to make sure that we get the feedback necessary to make these changes, which she believes will be positive and increase attendance. Can we make these classes/workshops more working family friendly?

II. Approval of Minutes for August 9

- Reading of minutes
- Motion to approve minutes – Melinda
- Second motion to approve minutes - Manuel

III. Title VI Program Update

Parent Workshops

- Manuel discusses his experience at the Indian Education Stakeholders Summit. One thing that stuck out was how much they want to push credit onto students. From this he decided that something he wants to work on is talking to kids about how much money college costs, and explain how to save/earn for it. OR if you don't want to go to college, how you can still be successful without it. He knew in high school he didn't want to attend college and felt unsupported with that decision. How can we help the kids who do not want to attend? How can we help them feel like they can still be successful and happy without it?

Parent Classes – Discussed before introductions. Classes are schedule during the day.

Student Support

- Liaisons are out in the schools personally inviting parents to things. This is why we tried to make it in a central location and time (Bustoz). The liaisons are happy to be there for anything the students/families need as much as they can.

IV. JOM Update

Summer Enrichment

- Scholarships were offered to students whose parents attended the parent meetings last year. This was all in the hopes to prevent the summer slide. The classes offered were reading, math and two elective classes (1 being a culture program taught by a Native American teacher).
- 17 Students were offered scholarships and 15 of them used it
- 31 Native students took the Culture Class

Data

- Ron presented the data and suggests that summer school was a success in 2016 because the percentages of kids who maintained or went higher in scores was high. In 2017 the percentages were low so it wasn't quite as successful. Something to consider when making decisions later in the meeting about how to spend the JOM money.
- Attendance is up and Ron hopes that it will continue to grow.

V. Native American Student Data

NWEA end of year test

- Comparative data in math to start – Native students follow district curves as well, but with a little less growth. 8th grade seems to be struggling with math the most. These tests speak loudly to the instruction they receive. They do have to show their strategies to get credit and must be able to manipulate and explain on the test why you did it. If you don't the answer will be incorrect (even if your final answer is accurate).
- Comparative data in reading – Native students again follow district curves, again with a little less growth.

AZMerit

- Starting with reading data. Data is divided by grades by year. Overall there is growth in reading but even when there is a drop, it follows the district data. Math data shows a decrease from last year.

VI. Parent Activity – JOM

Online Survey is also available on the website through October.

Student Needs of Approved Activities

- Parents pick from approved activities they would like to see in the JOM program.

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Meeting was adjourned at 7:30PM