

Committee on Civic Engagement

Senate of the Associated Students 86th Session
Minutes for Friday, November, 30th, 2018 at 2:00 p.m.
3rd Floor Joe Crowley Student Union- President's Conference Room

1. **CALL MEETING TO ORDER**

Senator Feil called the Committee on Civic Engagement meeting to order at 2:04 p.m. in the President's Conference Room, Third Floor of the Joe Crowley Student Union. Presiding Secretary, Dominique Hernandez.

2. **ROLL CALL**

Senator Amaya, Feil, Lemus, Mckinney, and Yeghiayan were present.

Senator Clemons, Collins, and Rodgers were absent excused.

Senator Green was tardy excused.

A quorum was present.

3. **PUBLIC COMMENT**

There was no public comment at this time.

4. **MINUTES**

There are no minutes to be heard at this time.

5. **OLD BUSINESS**

There is no old business to be discussed at this time.

6. **NEW BUSINESS**

a. **A presentation from Salina Cervantes from Communities in School on Wolf Pack Reading Week**

Salina Cervantes said she was with Communities in School of Western Nevada and they had affiliates all over the nation. They were a nationwide national drop-out prevention program. She said she would love to know who she was working with and she asked the committee to go around briefly and say their names, majors and what they would like to do after college.

Senator Mckinney said his name was Andrew Mckinney, he was a political science major, a sophomore, and he wanted to go into law.

Senator Yeghiayan said her name was Victoria Yeghiayan, she was a psychology major, and she wanted to be a clinical psychologist.

Posted at the ASUN Offices in the Joe Crowley Student Union, Frandsen Humanities Building, the Ansari Business Building, Mathewson- IGT Knowledge Center, and online at www.nevadaasun.com.

If you would like a copy of any of the agenda items listed, please contact Senator Feil at senatorfeil@asun.unr.edu.



Senator Feil said her name was Claudia Feil, she was a public health major with an emphasis on administration and she wanted to go into health care administration.

Senator Amaya said her name was Vanessa, she was a senior studying public health and she wanted to go into social work.

Senator Lemus said her name was Daniela, she was a neuro science major and she wanted to go into medicine.

Salina Cervantes thanked everyone for sharing. She asked who in the committee had heard of Communities in Schools.

Senator Feil raised her hand.

Salina Cervantes asked how Senator Feil heard of it.

Senator Feil said she had heard of it through Amy.

Salina Cervantes asked if anyone knew someone who had dropped out of school before and asked if they could share why they thought that person had done so.

Senator Mckinney said they were failing.

Senator Yeghiayan said financial reasons.

Senator Lemus said they didn't like school.

Senator Amaya said they got home sick.

Salina Cervantes asked if the major of these people dropped out of college.

Members of the committee shook their head yes.

Senator Feil said she had a friend in high school who had to drop out because he was incarcerated.

Salina Cervantes said that it was all over the place and that everyone had their own stories, struggles, and personal backgrounds. So Communities in Schools worked with students, they went to the most at-risk schools and they were there full-time. That was something that really set them apart because a lot of support programs shared multiple sites. At CIS they had one school site and they were dedicated to only that school. How it worked as far as their building, they had a leadership headquarters but their coordinators were full-time at their school sites. It was their third year in Washoe County school district. They started 13 years ago in Clark County in Vegas and they were up to about 65 schools. When they were talking about Clark County, Clark County had about a hundred title one schools which were considered the most at risk. In

Washoe County they just celebrated their 5th year anniversary and they just added 8 schools that year. They expanded each and every year. She was excited to share with everyone that day. They loved UNR as well as partnering with UNR. They were founded in 1970, just to give the committee a little background. She liked to share their history because they were new to the area but they were not a new organization. They started in New York City and the idea was that it took a community to help their students and to bring that to them as close as possible on their school premises. When they thought of school communities it really was its own community, they had everything they needed there. They had their students there for a majority of their day so they saw little mirrors of the communities they were coming from on their school campuses. Their mission was to surround students with a community of support and empowering them to stay in school. She asked what the committee's mission was.

Senator Feil said to provide civic engagement opportunities to all students.

Salina Cervantes said they wanted to provide students with support and they knew it took more than just a program or plan. It took relationships. They had helped over 1.5 million kids. They were located in 25 states and the District of Columbia. They operated all the way from elementary to high school. They wished they were in colleges and they got that a lot. There were programs in college that did provide the same assistance though. When their students graduate the challenges that they faced were not going away. As everyone shared, drop out continues. At each of their sites they had a school supply closet, hygiene closet, clothing closet, emergency food, resources, medical referral, academic assistance, and most importantly a safe non-judgmental environment. What they found was that students tended to have a lot more trust and confidence in their coordinators and they believed that came from the support they were able to give them and their relationships. A person who was providing them food and shampoo was also there checking their grades and trying to get them to stay on track in class. Some of the individual supports were attendance monitoring, college and career planning, one on one case management, parental engagement, and behavior intervention. There was really no clear cut plan for all of their students it was very specific to their needs and adjusted/monitored throughout the year. As far as campus goals they had the same goals for each of their campuses. So each of their students had their own plan and the schools had their own plan. They were a data driven organization so they would go and do a needs assessment at the end of the year. They didn't like to duplicate services. For instance if they went on a campus and they already had a food pantry and an amazing tutoring program, they were not going to bring the same things in. They were going to go where that gaps were and where the true issues were. They tried to bring in programs that were actually helpful. That was her favorite thing about this nonprofit because she worked with other nonprofits before where their guidelines were very clear cut. But in Communities in Schools they were able to write their needs assessment and their support plan specifically off of their needs. If those needs started to change then they changed their support plan. That was just a brief overview of their organization. She liked to introduce it because they were new. She asked if there were any questions as to what they did or how they did it.

Senator Yeghiayan asked if they oversaw all the schools in Washoe County.

Salina Cervantes said she currently oversaw the program inside. So she was under the associate director and the executive director. She was a site coordinator so she got to go to two of the schools on her own which they were coordinators at. Her favorite piece was that she got to be part of the ground work. It was crazy to do because they got to be part of a brand new culture. She loved being able to coach their coordinators on site.

Senator Mckinney asked if they funded this through donations.

Salina Cervantes said that was another unique part of their nonprofit. They had different funding that either came from federal, state, or private. What that meant was they didn't just operate based on one grant since they were such a wide ranged nonprofit. It opened them up to eligibility for a lot of different funding. So some of their schools might have been funded 80% through title 1 funds and then the other 20% might be from a grant that was targeting mental health. Another school might have been 90% privately funded because they had someone who lived in the neighborhood who wanted to help the school. That was what kept their sustainability a lot better.

Senator Feil asked what schools specific schools they worked with in Washoe County.

Salina Cervantes said they were in a couple middle schools, elementary schools, and high schools. They were in Hug High School, Innovations High School, Sparks Middle School, Vaughn Middle School, Natchez Elementary School, which was a Native American reservation school that the district had actually just taken over four years ago, Anderson Elementary School, and Duncan Elementary School. There was eight in total.

Senator Yeghiayan asked if there was a reason there were more elementary schools than middle school and high school.

Salina Cervantes said it was just a matter of growth, there was no specific reason for it. They were going to apply for another middle school, high school, and two more elementary schools. It may had just been the funding because the populations were smaller. The bigger the school got, the bigger the administration got, and the bigger the support got. They saw themselves starting to mimic Southern Nevada they were pretty much on the same course but it wouldn't be as big because they weren't as big as them. 30 schools in 3 years was what the goal was but they'd see.

Senator Amaya asked what kind of professions they employed.

Salina Cervantes said they didn't restrict as far as degrees because it was a national program and they did have a Communities in Schools University. It included all the training they'd need. The model was set out that they'd be trained to be a professional. The districts were their own local communities so there was already a school psychologist and school counselors. They didn't take that support away from them they were just an additional support. It was nice to have different majors and majors she recommended would be any trauma impacted families, adults, and youths. She had five social work interns as well. They didn't really have a specific requirements because what they really looked for was passion. It took a lot of work because no case was the same, every student and administrator was different. If they had someone who was passionate

about changing lives and was willing to get their hands dirty that was what was most important for them.

Senator Yeghiayan asked if they had counseling services within the program or if that was a job of the schools.

Salina Cervantes said if counseling support was needed they had a few different levels. They were community partners with many organizations. For example they worked with Quest Counseling, Nevada Services, and they also worked tightly with school counselors on campus. If they realized with their risk assessments that they were seeking further counseling or their parent was, they worked with their partners to ensure that that would happen. The beauty of that was that at CIS they were those case managers that checked on students. They did not have full therapy sessions but they asked them things like, "Did you have transportation? Did you feel comfortable? How did your mom feel about it?" and they were really their accountability piece. Initially their request was for CIS to help with Wolf Pack Reading Week but Senator Feil said she instead wanted to do something more impactful. Out of their program, they had needs assessments at all of their schools. It may be more helpful to provide assistance in those areas and help strengthen those since it was already targeted by data and in place. Their biggest issue that came up was attendance. For kids to have higher reading levels, they needed to be at school. The schools were filled with professionals who had degrees in improving reading levels and working with student's full time. However, if they did not come to school that was the biggest problem. Then they started to fall further behind. She had worked with eighth graders who were at a second grade reading level. It was a vicious cycle. The district had just implemented something called the "read by three," where if students were not reading by third grade they would be retained. What it really came down to was the school culture. If students didn't want to come to school, it may have had to do with the things going on around them. Chronic absences were considered as missing 10% or more of the school year. Approximately 18 days a year or two days every month. Sadly, missing two days a month was pretty normalized. However students tended to fall behind in curriculum. Two days a month was even the best scenario as far as their chronically absent students. As they grew older they saw it get worse if they don't get involved. Most of the schools they worked with were closer to 25% chronically absent. That was a huge chunk. Their middle schools had around 800 students enrolled so 25% of that population was chronically absent. They wanted to send them off to high school but they had more responsibility to go to class there and it was much easier to ditch class in high school therefore it tended to get a lot worse. There were many reasons as to why students weren't going to school. She had students who had to stay home to babysit because their parents were working two jobs. There was bullying instances where students didn't want to come to school to face their peers. There were also cases where students were so academically behind because of their past that they were embarrassed to go to class. There were a lot of different reasons. Prevention was key there. The best way to have approach the chronic absences was to avoid it before it happened. Once it was actually declared an issue then the district had to get involved. Before then, they wanted to catch them to see what the issue was. They wanted to communicate with students and help them see the importance of attendance and their educational values. Salina Cervantes asked Senator Amaya what one of her favorite places to go was.

Senator Amaya said the movie theater.

Salina Cervantes asked why.

Senator Amaya said because it was a relaxing place to be around people and watch a film.

Salina Cervantes said it was a place where she could engage. They were going to watch a movie they wanted to see and they loved the environment. If it was a trashy movie theater that stunk and the service was rude, that would change. When they looked at environment that was something the students really cared about too. If the school was not a place they looked forward to going to, people couldn't blame them for not wanting to get out of bed. The second part talked about strengthening after school programs. Students who participated in after school programs attended more school than their peers as some research showed. If they were able to bring in fun things after school that the students could get excited about it was amazing. In the past they had some of the UNR athletes come to schools and visit. When one UNR player came they had 65 kids show up just to play flag football. If their kids were not given something else they were out on the streets doing other things. Especially at the middle school level, their schools got out at 2 p.m. After school programs helped students feel better about themselves. At Communities in Schools they only pulled data that was relevant to what they wanted to achieve. Lately they had been focusing on the chronically absent students and fixing those numbers. At this time they had programs in place that were attempting to improve attendance at all three levels. Depending what level the committee wanted to get involved with, they had to let her know. She recommended that if the committee wanted hands on time at the schools they would recommend consistency. She did realize though that everyone had their own schedules. She wanted them to come help with drives or help with any programs that were already in place. They had a really hard time getting the students excited about things and keeping their interest. So, when their students improved their attendance there was usually an incentive system at the school. Whether it was a book, stamp or signature, it reinforced what the students were looking for and helping to celebrate those moments. Kids liked gum, cheap headphones, things to squish, they liked anything like that. That was an idea for a student drive. They always liked to have partners too. They could put big signs up that said "brought to you by UNR." They especially liked working with UNR because it grew a relationship to college at an early age. They usually would come to UNR at some point through a field trip. There were some other opportunities for high school, they'd love to have attendance initiatives. Big programs would happen at lunch time in their quad. Where UNR could come and set up a table with a poster that said something like "we love attendance come ask us why," or something to educate students. Just awareness and community involvement was huge. Something like that only happened around once a month but it truly did make an impact. When they had one UNR student show up, they had 65 students show up and all they did was put up a poster. Afterwards the kids couldn't stop talking about it they were practically crying. When their eighth graders were asked if they had ever been on a field trip the students would say "one." She asked the committee if they had any ideas or if anything sparked their interest.

Senator Feil said they had spoken in previous meetings about getting more hands on. She thought it would be the most impactful for the committee as well as the students. She liked the idea of going to high schools. She knew it had been implemented before but she was thinking about making it something they could do monthly. It could've been an informational session for students to help them apply for college. She knew that

during Wolf Pack Reading week they partnered with the band and the cheerleaders. If they did that once a month it could incentivize them. She liked the idea of also reaching out to middle school and elementary school.

Senator Amaya said she also liked the idea of working with high school students because she felt as though it could bridge the gap between them and higher education. She knew what her spring schedule looked like and she doubted she would be available during their lunch time so she was thinking of things they could do on their own time like a pen pal letter.

Salina Cervantes said that words of encouragement could go far. She was open to it and any partnership.

Senator Feil said that with drives as well it could be hard to get consistent items that they'd need. She asked what other drives she had in mind.

Salina Cervantes said they did shoe drives as well. Anything was contributing to the wellbeing of their students. When it came to elementary school and middle school the children were growing so fast they often saw toes popping out of shoes. They did things like payless gift card drives because they got those needs met a little easier because drives was kind of like a winter trend. They had whole units of school supplies because of the drives they did during the winter. UNR could also offer the students experiences which didn't cost anything.

Senator Feil asked what Salina Cervantes had in mind as far as their hands on volunteer work.

Salina Cervantes said their presence was the most important thing.

Senator Yeghiayan asked how often they did assemblies. She said they could also do an end of the year assembly.

Salina Cervantes said that if they knew what schools they wanted to target she would look at their assembly schedules. If they were talking high school level they had more assemblies. Off the top of her head she thought some high schools would be on board with the idea of the assemblies.

Senator Feil said she knew for their Wolf Pack reading week they had a big assembly with their mascots. It was geared more towards middle school students with the cheerleading team and the band. That was something they could look into.

Salina Cervantes said she would even look at doing that for middle schools because they had the coolest assemblies. At Von middle school when they started there, no one wanted to wear the mascot uniform because it looked like it stunk and it was very old. It was a sad image of their mascot. Through their funding they ordered them a new mascot uniform and it was cool to see them fight over the mascot position and then they

wanted a cheer team. She knew there would be many schools that would have appreciated that as well.

Senator Lemus said in her middle school they had a shadowing program where they would shadow high school students from Bishop Gorman to see what their days were like. She thought that would be cool for high schoolers to shadow college students.

Senator Feil said she liked the idea and it reminded her of a little sister big sister program. She didn't think they had that on campus yet.

Salina Cervantes said she had to look at logistics as far as transportation and supervision but she liked the idea.

Senator Feil said they could've maybe come to a college class or a Senate meeting so that it would be more targeted and focused.

Salina Cervantes said yes as long as they had chaperones on their end.

Senator Feil said it could be an incentive. Like a reward for attendance.

Senator McKinney left the room at 2:33 p.m.

Senator Yeghiayan asked if they tried reward systems like what they were discussing.

Salina Cervantes said that was a big part of their incentive system. It depended on what the students wanted. They had been trained as far as incentive systems and they found that they should've targeted all of the senses. Some students wanted something they could hold in their hand and some wanted experience. When they structured their incentives they structured it towards everyone.

Senator Lemus said they also did something in their middle school that they waited till students were in eighth grade and they let them be teachers for a day. She thought it was cool.

Salina Cervantes asked how they earned that.

Senator Lemus said they had to apply for it and have the grades for it and the attendance.

Salina Cervantes asked if it was just for a day.

Senator Lemus said it was just for a day and they could choose to be the principle, part of staff, in the cafeteria, or be the nurse staff. She was a third grade teacher.

Salina Cervantes asked when they applied.

Senator Lemus said they applied in eighth grade and they'd get the position the last week of eighth grade.

Salina Cervantes asked if the students were preselected.

Senator Lemus said if students didn't have the grades for it they weren't allowed to do it and if they causes trouble they couldn't do it.

Senator McKinney entered the room at 2:37 p.m.

Salina Cervantes said that when they were targeting their incentives they tried to keep it realistic. Rather than choosing perfect attendance they would do it for most improved. This was so that the other students who felt failed still felt like they had a chance. She knew their elementary schools were doing that but she knew that would be nice for middle school as well.

Senator Feil asked if Salina Cervantes had anything else to add.

Senator Yeghiayan left the room at 2:38 p.m.

Salina Cervantes said she just knew it would be helpful to talk it out with everyone. She always wanted her volunteers for have a good experience.

Senator Feil said she thought it was a good idea to now take the ideas and decide and create a game plan for what they wanted to do during spring semester.

Salina Cervantes said if anyone ever wanted to do cite visits or her career peaked their interests they should contact her.

Senator Feil said she would send everyone her contact information and her presentation. She also would do a debrief with her soon.

Salina Cervantes left the room at 2:40 p.m.

Senator Yeghiayan entered the room at 2:40 p.m.

b. Discussion on December's Civic Engagement Event

Senator Feil said that the month of December's civic engagement event was coming up. She figured everyone could car pool and meet at ASUN to head to the parade. Monique would be there along with other ASUN officials.

Senator Yeghiayan asked if they were leaving at 2:30 p.m.

Senator Feil said that was when the parade ended but she doubted it would last from 10 a.m. to 2:30 p.m. she thought that was just a vague estimation. If she had to leave earlier that was fine.

c. Senator Updates

Senator Feil said this would be their last meeting for the semester and she wanted to go over some ideas. She was going to send them all information so they could brain storm over break and come back with some ideas. Lastly they needed to create a committee time but some Senators were present so she was going to do it over their GroupMe.

Senator Yeghiayan said she was free most of Fridays.

Senator Feil said if they were to do Fridays at 11 a.m. she would see if there were other committee meetings at that time.

7. PUBLIC COMMENT

There was no public comment at this time.

8. ADJOURNMENT

The Committee on Academics meeting was adjourned at 2:42 p.m.



Communities In Schools

Nevada

UNR ASUN INTRODUCTION

Communities In Schools Background



Communities
In Schools

Nevada

- Founder Bill Miliken
- Started in the 1970's in New York City
- The idea was to bring community resources to public schools – where they are accessible, coordinated and accountable

Mission

The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.



Communities
In Schools

Nevada

Core Beliefs

"It's relationships, not programs, that change children"

- CIS Founder Bill Miliken



Communities
In Schools

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"Who Are We"

- Nation's largest and most effective dropout prevention organization
- Have helped over 1.5 Millions kids
- Located in 25 states and District of Columbia
- Operating within 2,200 K-12 public schools



Communities
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"How We Do It"

Providing School-wide Supports, such as:

- School Supplies
- Clothing/Hygiene Supplies
- Emergency Food
- Community Resource & Medical/Dental Referral
- Academic Assistance
- Safe, non-judgmental environment



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“How We Do It” Cont....

Providing Individual support, such as:

- Attendance Monitoring
- One on One Case Management
- College and Career Planning
- Parental Engagement
- Behavior Intervention



Communities
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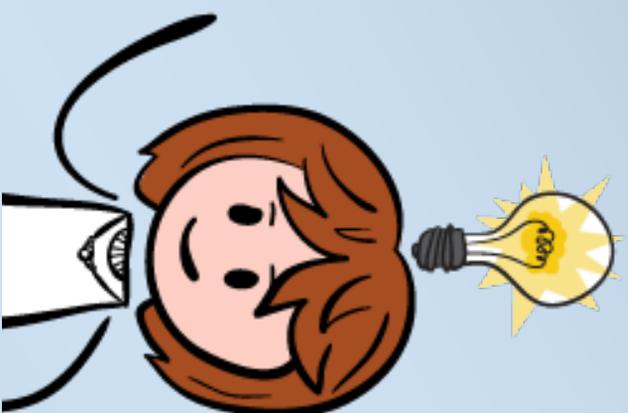
Nevada

CIS Campus Goals

- The goal of the site coordinator is to collaborate with on campus and community resources
- Break down barriers that prevent students from being successful
- Be a presence on campus and come a part of the school
- Provide School wide interventions that address the school needs
- Case manage students who need additional support



Questions?



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