



Agenda DATE 7/12/13 TIME 8:46a

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Immigration Committee
July 22, 2013
Councilor's Conference Room
City Hall
4:15pm to 6:00pm

1. Roll Call
2. Approval of Agenda
3. Approval of Minutes
 - a. June 4, 2013
4. Announcements
5. Community Comments
6. Old Business
 - a. Immigration reform status update - Marcela Diaz, Committee Member (Andrew Black, if present)
 - b. Presentation before Charter Commission Final Information – Alejandra Seluja
 - c. Letter to USCIS Abq Director Patty Reynolds and State Police Chief Shilling Update – Alejandra Seluja
 - d. Captain Wheeler Update on Complaint Presented in February 2013 – Maria Cristina Lopez
7. New Business
 - a. Dr. Joel Boyd, SFPS Superintendent – Follow up to Fall 2012 meeting
 - b. Welcome new Committee member – Cecilia Tadfor
8. Communications from Staff
9. Communications from Committee
10. Next Meeting and Adjourn

Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6520 five (5) working days prior to meeting date.

**Index Summary of Minutes
Immigration Committee
July 22, 2013**

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Roll Call	A quorum was present at the time of roll call.	2
Approval of Agenda	<i>Ms. Guerrero moved to amend the agenda to accommodate Superintendent Boyd when he comes in, second by Ms. Esquibel, motion carried by unanimous voice vote.</i> <i>Ms. Diaz moved to approve the agenda as amended, second by Ms. Esquibel, motion carried by unanimous voice vote.</i>	2
Approval of Minutes June 14, 2013	<i>Ms. Esquibel moved to approve the minutes of June 14, 2013 as presented, second by Ms. Diaz, motion carried by unanimous voice vote.</i>	2
Announcements	Informational	2-3
Community Comments	Informational	3
Old Business a. Immigration Reform Status Update b. Presentation before Charter Commission Feedback c. Letter to UCIS Albuquerque Project Director, Patty Reynolds d. Captain Wheeler Update on Complaint Presented in February 2013	Informational, no formal action taken.	3-4

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Immigration Committee
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**Immigration Committee
MINUTES**

July 22, 2013 – 4:15 p.m. – 6:15 pm

1. Roll Call

Alejandra Seluja, Chair for the Immigration Committee called the meeting to order at 4:20 pm, City Councilor's Conference Room, Santa Fe, New Mexico.

Present:

Alejandra Seluja, Chair
Cara Esquibel
Jewel Cabeza de Vaca
Marcela Diaz
Elizabeth Hemmer
Cecilia Tadfoor
Amparo Guerrero
Jewel Cabeza de Vaca

Not Present

Maria Cristina Lopez, Excused

Others Present

Dr. Joel Boyd, Santa Fe Public Schools
Latifah Phillips, Chief of Staff, Santa Fe Public Schools
City Councilor Chris Rivera
Terrie Rodriguez, Staff Liaison
Laura Starke, Homewise
Fran Lucero, Stenographer

2. Approval of Agenda

Ms. Guerrero moved to amend the agenda to accommodate Superintendent Boyd when he comes in, second by Ms. Esquibel, motion carried by unanimous voice vote.

Ms. Diaz moved to approve the agenda as amended, second by Ms. Esquibel, motion carried by unanimous voice vote.

3. Approval of Minutes

June 14, 2013

Ms. Esquibel moved to approve the minutes of June 14, 2013 as presented, second by Ms. Diaz, motion carried by unanimous voice vote.

4. Announcements

Welcome Councilor Chris Rivera to the Immigration Committee meeting.

Ms. Hemmer no longer works for Catholic Charities. She now represents the Cathedral Basilica of St. Francis of Assisi Peace and Social Justice Committee. (CBSFA)

Ms. Diaz: Stated that the United Worker Center of New Mexico which is housed at SOMOS and are affiliated with the AFL-CIO is co-hosting the following. Our friends over at AFT are hosting regional town hall meetings to discuss educational concerns with the community. They will have a statewide tele-town hall conference call on August 1st and it will be conducted in English. Ms. Diaz will forward this information to the Chair and to Ms. Terrie Rodriguez. There is an in person meeting on October 2nd for all of Northern New Mexico and it will be in Las Vegas, New Mexico. It is called "Keeping the Promise", it isn't just AFT, it is a collation of groups that AFT is a part of. The town halls will be done throughout the state. Topics: Statewide Education Policy discussion. Identify key education issues by region. There will be additional tele-town halls in Las Cruces, Albuquerque and Gallup.

Ms. Diaz: Middle of August is the one year anniversary of the DACA. United Workers Center has been focused on those students who have dropped out of school or never attended school. A partnership has been created to get them enrolled in ESL classes, literacy classes and GED classes. Many thought they had to finish their GED to apply for their traba-DACA, but you don't, you just have to be enrolled. August 12th through 22nd they will be doing registration at the Adult Basic Education of Santa Fe Community College for the non-traditional students. We are working hard so they understand if they get enrolled in the classes they will be able to apply for DACA if they are under 30 years of age and were brought to the US when they were sixteen. We need help in getting the word out.

Ms. Diaz informed the committee that SOMOS has 30 low cost loans for the application fee of \$500 each for traba-DACA-dores. Not for students but for workers who are interested in enrolling in these classes who might already be enrolled, who already have 2 or 3 kids, who have two jobs. They can establish their credit, this is through the Guadalupe Credit Union and they can call the help center. Ms. Diaz said that GED can be intimidating to some and they encourage these individuals to take a literacy class.

DACA - Deferred Action for Childhood Arrivals
Traba-DACA-dores (Acronym through SOMOS)

5. Community Comments

Laura Starke, Homewise: Normally talking to the wife, not the man. I wanted to affirm that I see that same gap. I don't know how Homewise could help this, there is a lot of success in getting people in and crossing that cultural barrier.

6. Old Business

a. Immigration Reform Status Update - Marcela Diaz, Committee Member (Andrew Black, not present) – It has not passed as of this time. 2 out of the 3 of our congressional delegation in the House are saying this won't pass. They are thinking of creating an Act called the Kids Act. They have come up with 5 pieces of punitive

legislation but it deals with the folks who are in the adjudication. The House isn't taking that up. We are very excited and there is a strong team in Lea County, Congressman Pearce hometown. We had 300 people march to ask for the Republican support who were mostly agriculture and oil/gas workers. Without our immigrant workers there are no workers in the south for the oil/gas. It is time to take the politics out and do what is good for our immigrants. Congressman Lujan has committed his support. Our goal in Santa Fe and Rio Arriba is to put our Congressman in a position to take a strong stance in racial profiling and workers rights. Workers who have been here would not have access to their social security.

Amparo Guerrero: Three points, it is far from over; 1) we need to make a concerted effort through this state and the country to hear the Gang of 7 and put pressure on our Republican Party, 2) there is nothing in the works, they shouldn't be tempted to act, they should not be giving money, 3) join SOMOS and be a part of the movement.

b. Presentation before Charter Commission Final Information

Alejandra Seluja-(Report by Terrie Rodriguez)

The City Charter Commission had a meeting, they looked at approximately 4 or 5 different things they were going to add to the charter and they voted down all of them. Ms. Diaz wanted to be clear that the Immigration committee recommendation had not been singled out. Ms. Rodriguez said no, it was not, they heard the 4 or 5 recommendations and they voted down all of them.

Ms. Diaz added that one of the reasons they wanted to withdraw because they felt based on further review that they were already covered under the current charter, that citizenship is a proxy for immigration status and that it already states clearly that the city will not have policies to discriminate against people based on their citizenship and status.

c. Letter to USCIS Albuquerque Director Patty Reynolds and State Police Chief Shilling Update – Alejandra Seluja

Draft of letter was created by Chair Seluja and it will be sent to the committee for their review. Please send comments to her by e-mail. Chair Seluja and Mayor Coss have met with Director Patty Reynolds.

Chair Seluja has drafted a letter to Chief Shilling. The letter will be sent to the committee electronically for comments. Please provide comments to the Chair by e-mail.

d. Captain Wheeler Update on Complaint Presented in February 2013 – Maria Cristina Lopez

Captain Wheeler and Maria Cristina Lopez not present at this meeting. Staff to place on next month agenda.

7. New Business

Welcome so Superintendent Boyd for attending today's meeting. Introduction of the Immigration Board Members, Staff and other attendees.

Dr. Joel Boyd, SFPS Superintendent – Follow up to fall 2012 meeting.

Cara Esquibel: We wanted to hear back from you on the issues we brought forth in the fall of 2012. For those who are not familiar with some of the reform that you are putting in place; just to hear small synopsis of how our constituency of the ELL students (English as a Second Language) or English Language Learners Group can be addressed specifically and generally. We would like to bring up some areas that we would like to spotlight. The main objective is to find out from you how together we can work and support you as the Superintendent of SFPS. In light of the kid's count data, the National Report that New Mexico is number 50, for the first time ever falling to 50, this is a crisis of statewide proportion. We know that one district, one person, one administration cannot take on these issues. We would like to look at them with you and find an area that we can focus in on and possibly bring other outside groups together to start a dialogue in supporting you. Again, our objective is to find an area that we can target and possible form a work group that is results oriented and how we can start that dialogue with you. That is our goal as we are advocates for those students who we believe makeup a third of the district.

We are interested in your perspective of statewide policies in education.

One area that we see needs attention, and it is traditional it isn't new to SFPS, in the area of multi-cultural, bi-lingual Ed, the Director is often in charge of the desk job, filling out the federally mandated reports. If there is any way that this office with SFPS could be better staffed, if it looked more like Special Ed maybe there could be improvement in instruction with a Bilingual-Ed program. Example: When I looked at the state report card, Agua Fria Elementary school; I don't know the percentage but it is up there with the ELL students, they have 65% proficiency in Math and 55% in Reading. It is pretty good for that category for having so many ELL students. I know that this school in particular attributes their success to the dual language programming that they have which in this city and district has been know as one of the most successful in that age group. A bi-lingual Director or Coordinator could maybe help inform, based on that data other programming. If that office was better staffed, maybe it could be more than the 1 or 2 people that are traditionally always doing the desk work.

The other area that we looked at based on the categories that we are looking at with the deficiencies of youth in our state which one of the biggest categories is family and student community support, education, health – we are highest in drug use and other areas. We didn't find many bi-lingual counselors within the district. We found no bi-lingual counselors at Cesar Chavez, at Capital High School it was one out of four, and those schools are predominantly Spanish speaking families. For the leveraging of

those outside services and to connect students with all the different things that are preventing them from academic success seems like the piece that is crucial. The letters that are produced in Spanish, and we know that is another area you are working on, a lot of times we don't realize the literacy rate of our parents. These are two of the major issues we feel could be remedied other than money.

Dr. Boyd: Money will be an important thing, right now ELL and Gifted Students are almost weighted identically within the states funding formula. You talk to any teacher about which group of young people need more resources to meet their needs and you talk to the teacher and say, "If I give you a room full of gifted learners or English language learners which room would require more resources for you in order to meet their needs?" The answer seems obvious even for those who haven't been in the classroom; our formula is out of whack. We are considering a law suit against the state to start to address those. I just had a meeting with the Latino Education Alliance Task Force possibly partnering with us with that around some of those issues. Funding I would not leave off the plate, there are actually some very immediate steps we could take in order to advocate for more equitable funding for our young people.

Dr. Boyd: We developed an office of Multi-Cultural programming that includes our English Language Learners, our Native American Student Services under one office. We just hired our director of the Multi-Cultural Programs, his name is Robert Romero. His responsibility is largely around instructional programming and support. We have a considerable disconnect in terms of programming offered and support of our young people, especially our English Language Learners with multiple programs offered, difficult of challenges we inherited around compliance no less quality.

This year fortunately around some of the work we have done we did the positive results with the English Language Learners on both reading and math on state assessment as well as the narrowing of the gaps between the youngsters and the subject areas and the overall student population. We also saw improvement in compliance at all of our school levels. Our Principals are now held accountable not only for achievement amongst English Language Learners but also compliance and programming. Principals are evaluated on those indicators at the end of the year. There is some positive movement there.

The area for support would be around recruitment of bi-lingual teachers. I like most superintendents around the state are experiencing challenges there. The more resources we could access of yours, particularly between the community and your networks to recruit more bi-lingual teachers would really be helpful. I am concerned about my staffing at Chavez Elementary School; I need 5 bi-lingual teachers there, 3 at Ramirez Thomas. Bi-lingual teachers are a hot commodity, we don't want to just accept an applicant; we want a qualified applicant. We assessed informally that we need 4 applicants for every position in order to assure that we can get excellent candidates. Chavez does have a bi-lingual Counselor; Capital has a bi-lingual counselor, Ortiz I can't quote right now.

Cara Esquibel: I didn't do in depth research, I called and the receptionist said that the current Counselor at Cesar Chavez was leaving and that she was not bi-lingual.

Dr. Boyd reiterated that this Counselor, when she applied said she was bi-lingual and should this response be encountered again he would like for it to be brought to his attention. Dr. Boyd said that bi-lingual teachers are a must and if the Board members had any ideas and thoughts on how we could improve more; SFPS has exhausted the visas that are allowable to us. One area is advocacy, I don't know why it takes so long for work visas for critical shortage areas, and Spain seems to be more allowable. Dr. Boyd said that it would seem that we would have greater access to bi-lingual teachers than what they are seeing in terms of number of applicants. It becomes difficult when working with Homeland Security to get those visas.

Ms. Esquibel: Who could help us with that? Could Andrew Black or Martin Heinrich's office help us with that? Ms. Dias and Ms. Esquibel will reach out to them.

Marcela Diaz: How many work visas do you have?

Dr. Boyd will send that information on to Ms. Diaz. He will also send the job posting to the Board Members which indicates what is sent out and no application is rejected.

Ms. Esquibel: Are there PED waivers?

Dr. Boyd: It could be that we need to look at the critical area and what the candidate has to offer. We could do an interim license, which is a PED decision. Person needs to be within credit and has to be enrolled in that program and the District would have to certify that it is a critical shortage area. In certain cases it could be.

Ms. Esquibel: So is this question for Dr. Isela Pelayo from PED in terms of trying to get names of people who can answer these questions and help us facilitate.

Dr. Boyd: Real specifics should be on the PED website in terms of alternative certification waivers. We can apply for the waiver, I cannot grant the waiver at the school district. What we will do if we have a perfect candidate that is eligible we will apply on their behalf and try to help them through that process. We need to have some type of assurances before we can normally offer a job. I need teachers now, educational assistants are also needed. Bi-lingual educational assistants are also helpful. We could use help with recruitment of qualified bi-lingual applicants.

Dual-language, Agua Fria unfortunately is not in the 50-60's their proficiency was in the 30%. Ortiz is at the middle school level. Agua Fria is going to advance to K-8. What we are working to do within our program is starting to narrow down the model so we can really focus on support, right now we have several models. When I came on board we had dual language with 50-50, 90-10. We had transitional bi-lingual, we had sheltered English emergent, we had pull out resources and we had nothing.

Nothing is the non-compliance. Every ELL youngster needs access to a bi-lingual programming or some type of TSAL certified teacher. Those individuals who don't have access make that program non-compliant. Compliance was in the range of 60% when we came on board. We are working on narrowing those programs down around dual language, SEI and our general English language classrooms. This way our youngsters are involved in one of those. SEI has to be there as we are not a bi-lingual district; we have a number of languages spoken within our district. Sheltered English emergent is the access to language for youngsters for whom the teacher doesn't speak their home language. Dual language we see as a better alternative to transitional bi-lingual because it allows the youngster to retain and to advance a skill set in their native language as well. Our goal long term is to start to graduate all of our children regardless if you start English first or Spanish first as bi-lingual. A challenge with that will be the youngsters retaining or advancing their negative language if not Spanish or English. I am having difficulty gaining bi-lingual Spanish Teachers here to start to look at programming and language populations with native dialects. That language population presents more of a challenge in terms of graduating with proficiency in both the native language and our English. It should be a very realistic and reasonable expectation that youngsters graduate Spanish and English if they are starting Spanish first or English first. We are starting to really consider how we go in that direction. How do we staff our programming to insure that youngsters are graduating that way? The US is one of few countries that are still graduating mono-lingual children particularly mono-lingual children who are college going track. What are the challenges that are students are faced with. There are a lot of agencies that work with health care; we can work with a hub to make sure that families get that help from the community. We need to make sure that these students have the best education. High quality teachers, interventions, pre-school, after school and summer school. Engaging with the family. Non-instructional supports. Case management for children and understanding the non-instructional needs. Dr. Lujan is working with the Dreamers Association for deferred citizenship. We see the cost of these 5 things, \$3,000,000 but we do have \$1.2 million. We are going to go after the Ideal money; we have applied \$1 million to these six schools. [Dr. Boyd provided a family experience.]

We believe, as a country we are going to be at an extraordinary disadvantage as the market place becomes increasing if we don't transition bi-lingualism for our youngsters and we believe that bi-lingualism here is English-Spanish and the challenge then should be meeting the needs of the youngsters who speak a language other than that. Right now we are creating a challenge for ourselves by not meeting the needs of our Spanish speaking students that we should be able to overcome more quickly than we have.

Cara Esquibel: That sounds great with the long term goals. I think if we don't meet the immediate needs that are underlined with the violence and health; support services will be hard to meet the expectations of dual language or bi-lingualism.

Dr. Boyd: I think you are right on that, the one thing that we have to do is make sure that we don't defer or neglect the challenges that we can control. One thing as you know, we have tried to identify is, what are the non-instructional challenges that our youngsters experience. I am not going to change poverty but what aspects of poverty are in our school system, we change that long term by graduating a productive workforce and so on. A youngster's home, an inclement home, what are the aspects of that because there are a lot of agencies that work with health care and work with job placement. We can really work at the hub to make sure that the family has access to those entities. We think that is just one part of it, a critical part is making sure have access to high quality teachers. To talk about social indicators when we are not providing a bi-lingual program or bi-lingual teachers seems silly when we get to that point. We have identified our schools based on performance not geography so we can identify the supports that are needed by that school. Schools within our transformation zones receive additional resources along five realms which we believe all five in a comprehensive way will need to be addressed to turn around the school. We need to recruit and develop teachers. We need to make sure that we provide strategic interventions for kids and so a higher quality teacher in a classroom needs to be supported by strategic intervention. There is this notion of differentiated instructions – if I am a teacher I am going to change up my instruction to meet the needs of individual students. If that is an expectation of good teaching we also still need to meet them where they are with strategic intervention to escalate them up in grade level. The teacher is going to get one year and a half of growth instruction every year, average teacher one year growth and grade teacher year and a half of growth. If the kid is 2 years behind 1 ½ years of growth is still going to leave the kid ½ year behind and that is where the strategic interventions come in. Once we get right what happens during the first 7 hours of the school day, high quality teachers, supporting teachers, providing interventions; then we need to make sure we are extending learning in the right way; pre-school, afterschool and summer school. Making sure we are doing that in the right way. It is about engaging the family. Even if we are extending learning we are still only doing 7 hours plus a year at the front end in after school and summer school there is still a considerable amount of time. What we know is that we may be the experts in Education but we are not the experts with that child, the families are the experts for that child and we need to engage that family to support that child. The fifth is around non-instructional supports, so all of our transformation schools will be in a partnership with a local organization, Communities in Schools. They don't do anything; what they do is they coordinate services that are already available. It is not about duplicating services or providing their own services regarding case management for children; it is understanding the child's non-instructional needs and connecting the family with the agency that provides those needs. My Assistant Superintendent, Dr. Lujan is working with the Dreamers Organization around DACA to assure that is available to youngsters and Communities in Schools will be another entity that would connect kids to the resources available to get them the deferred citizenship. So those five things, we see the cost of that in a comprehensive way with the six transformation schools that we have identified, Cesar Chavez, Ortiz and Capital as three of them and also, DeVargas, Nava and Aspen. That would run us about \$3 million dollars. We

don't have \$3 million but we do have \$1.2 million that we can allocate to it. So rather than saying it is too expensive to do what we need to do; since it is too expensive to do in an ideal way, we are going to go after Ideal money and hopefully rely on philanthropic community to fill in the gaps. We are also going to go after what we can. We have applied approximately \$1 million dollars to those six schools, because these are identified as our chronically underperforming schools. We have that in place now.

Ms. Esquibel: Is that short term \$1.3 million for those five schools every year?

Dr. Boyd: It will be, but here is the challenge in the public schools. We try to make long term plans with short term dollars. My budget is only as good as the next legislative session. I can't guarantee any money but I can guarantee that the model is in place and that we know how much it costs. The maximum amount will be contributed to it based on the allocation from the legislature. Advocacy is essential. You know we have, which I think would be really supportive for this group. We have a lot of our local delegation with the LFC have been sponsoring an adjustment to the at risk funding formula. Here in New Mexico, and we are only one of two states who does it this way, funding for public education is a statewide venture, it is not local. Local we can get at buildings, we can get at maintenance through bonds or mill levy's but statewide really runs the operational cost of schools. Within that it is broken down in to a formula. One part of the formula is what they consider the at risk index. The at risk index includes the second language learners and mobility rates which largely makes up the population of our community which this committee is charged with supporting as well. That formal has been found by as much research as possible. That formula has to be way out of whack with the research says of what should be dedicated to that population of kids. So out of whack that it is almost comparable to the formula that gets dedicated to the gifted population. The youngsters need the resources and I don't want to be quoted as saying they don't. The question is what makes sense logically if you have a classroom with these needs and another classroom with other needs; which one needs more resources in order to support the kids. That is one area and the bi-lingual staffing. Another is to make sure that we have a clear understanding of each agency and what they do and how our kids can access their services. Sometimes we think we know what is available and new agencies come about pretty regularly. We should start a line of communication on what is available to the kids when new agencies come on line.

Terrie: Santa Fe County has just put out an intensive directory. Will you need to have to lobby for the formula change?

Dr. Boyd: We lobbied consistently and actively for the funding formula last year and we did not get it. Our local delegation is very responsive to Santa Fe but we need help outside of the Santa Fe District, which is where we need advocacy help. We are doing some work to convene the largest school districts; we are actually heading up a council of sorts for the largest districts which are 10 districts. The needs of our largest districts, Santa Fe being one of them differs from a district of 50 kids, they

need one bi-lingual teacher. I need rooms of bi-lingual teachers. We are working to extend our reach beyond Santa Fe.

Ms. Diaz: Question: The council of 10 districts is it the sole goal to change this funding formula?

Dr. Boyd: No, I have not convened the group yet.

Ms. Diaz: Are you thinking that would be the goal of the group, would it be an ad-hoc coalition to do that?

Dr. Boyd: I don't know that they are on board, this is our consideration. The goal will be three-fold and note that I have only had one conversation with the superintendent's of these 10 districts telling them that I think this is the way we need to go after one year of being in Santa Fe and trying to bring us all together; a) statewide advocacy which would include legislation, b) partnership on any potential litigation that would have an impact statewide and c) strategic support around the work that we do, sharing resources, support of strategies. Within those three areas the first meeting will be around establishing our agenda and platform which has to be a collective agenda. It will be looking under those three headers. Look forward to getting a group together. Five large themes; one was around increased funding which included that as part of the increased funding. I bring that up because I thought this might be one area you would be interested in helping me advocate for.

Ms. Esquibel: We are.

Dr. Boyd: There are some other pieces but we can send you last year's platform which will show the five areas we advocated for. We try to generalize it enough so we can narrow in on a few focus areas. I don't know if we have the balance right, but any of you who do this work regularly, we welcome that help too. We inherited a district that never had a legislative agenda.

Ms. Diaz: Did the board approve a legislative agenda for the last session?

Dr. Boyd: We don't do it through formal board action we do it through discussion and what we call shared governance. We don't have a formal board action but they weigh in on our thoughts and provide some guidance.

Councilor Rivera: I understand where you are at and where you want to go. As the city we are more than willing to help out. I live in the district where all the schools are. I appreciate all the work you do.

Dr. Boyd asked if Councilor Rivera could talk to the City Manager regarding the road extensions at Otero Middle School. Councilor Rivera said he has been involved and will talk to the City Manager.

Amparo Guerrero: Thank you for coming this afternoon. Question to Ms. Phillips: I would like to ask about the Parent Academy as this will be very important for the Spanish speaking parents who need a lot of help to understand the public school system. The parents always say they need help they don't understand and they have a lot of cultural barriers. We have many complaints and problems but I believe the Parents Academy will be a great start and working with the Adelante group.

Latifah Phillips: Thank you for bringing this up, we want to increase parent engagement especially at the student achievement level and helping parents know how to help their children at home and how to advocate for their kids at school. We did the initial pilot in a couple of classes and it was geared towards advocating in the schools. Getting comfortable, going in to the schools, talking to the parents, talking to the teachers, feeling like you belong there. We want to give the parents the confidence for them to know that this is their school, they are our partners and they are welcome. We want to get that message out and we could really use help to get that message out. When I talk to smaller groups of parents and they tell me they have been turned away and no one helped them and we ask, "what did you do" and they say we just left. Getting them to understand not to just leave, to call our office if you have problems and getting them to know that they are welcome to the classes. Communication is something we are challenged with, we want to get the information to the families, and we want them to know where the courses are. At the district level we are also coordinating across our offices so one of the things we learned from the pilot was that we held these classes and they were overlapping with other workshops that other different offices and then the parents had to choose between the different options. Once we have the schedules straight we are definitely going to offer the English classes, GED, Immigration Classes – if we provide these classes and they don't get full, it creates difficulty in justifying the classes.

Amparo Guerrero: It is important to have the visibility of Dr. Boyd within the community so they can talk about their real life situations.

Ms. Phillips: We will go to as many places as we can as we did this year.

Dr. Boyd: We want to continue to do that at least 2 times a year. We want to make sure what we offer is valuable. We did 6 forums last year and we hope to do them in the fall in October.

Ms. Hemmer: Every time that there is a meeting mothers show up. Sometimes they don't attend the meeting because the men don't let them go, how can we attract the men in the families. Sometimes the meetings after 5:00 pm are difficult for them. Ms. Hemmer would like to do more research on this.

Ms. Diaz: We represent the city within the Immigration Committee, the education of our kids is very important. I am curious; in what ways do you already interact with the city of Santa Fe, with our Mayor, with our Council and do you have ways that we can partner with you in mutual goals on Education besides road extensions? This is

the future of Santa Fe, 14% of our population is immigrant; our economy would collapse without their contribution. Our community is a part of the present and future of Santa Fe. Aquí estamos y no nos vamos.

Dr. Boyd: I encountered a big difference in Santa Fe where the School District and the City are separate entities which I am not accustomed to. I have continued conversations with Mayor Coss regarding the School District and the City. The new city manager and the old city manager, the city attorney; we are in continuous conversation. Terrie is supporting the Alternative School system through the at risk behaviors, this is the first of its kind. The road extension is not a small thing; that is a school that will support 600 kids which requires a partnership with the city. The City Attorney has supported us with legal advice; the SFPS does not have a legal team. We currently contract out. We are integrating our services. The police department can become more active in the schools. Chris Sanchez, Director of the Children and Youth Department is very involved in the alternative school program. I have moved forward to incorporate as much discussion as I can with the city. We are always open to sharing resources. We want to partner so we don't duplicate and that we spend every dollar to benefit the kids. The latest thing we have talked about is how we deliver our message; we are very integrated in terms of services we provide, education and the justice system. I would like to think that we first start with informal relationships; I try to be on a first time basis. I give people my personal cell and I am happy to take calls and hear concerns. I sometimes have resources that the city doesn't and I understand that those services haven't been there before. I find the city staff is so willing to help. The Otero School is planned to open in 2014. The Alternative School we are hoping for to open in January.

Ms. Phillips: Lighthearted note, we are partnering with the City on August 3rd at the Santa Fe Center for back to school information, tax free weekend, resource material for the families at Santa Fe Place Mall. This is being coordinated between the City and the District. Fire and Police will be there, we will provide as much information to families. Community entertainers are welcome.

Ms. Diaz was interested in having a table. (United Workers)

Councilor Rivera: Another way we worked together was the building process to get – passed a resolution to get the school on line. It looks like it will be on line much quicker. We are also partnering with the summer program; we provide the staff for the summer program.

Ms. Diaz: When will we know about the law suit?

Dr. Boyd provided an update.

Marcella Diaz: Latino students, MALDEF should get involved.

Thank you so much for coming back.

- Welcome new Committee member – Cecilia Tadfor (Cece)
Ms. Tadfor teaches African Cuisine at the Santa Fe Culinary Institute and Culinary Classes at the Santa Fe Community College. This will be the third year for the African Cultural Fair that she has been very instrumental in.

8. Communications from Staff
Projects: Transitional School (credit recovery process) – working with three different sites. More information to follow.

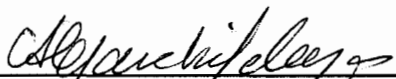
LEAD Program – more information at next meeting.

9. Communications from Committee

10. Next Meeting and Adjourn

There being no further information to come before the Immigration Committee the meeting was adjourned at 6:15 pm.

Signature Page:


Alejandra Seluja, Chair


Fran Lucero, Stenographer