

## At-Risk Student Advisory Council

Meeting Summary

**February 3, 2017**

1:30 p.m.

James R. Thompson Center  
100 West Randolph Street  
Fourteenth Floor, V-Tel Room  
Chicago, Illinois 60601



Alzina Building  
100 North First Street  
Third Floor, V-Tel Room  
Springfield, Illinois 62777

- I. Meeting was called to order by Chairperson Wallace at 1:43 p.m.**
- II. Roll Call was taken:**
  - Present in Springfield:** Erin Clotfelter
  - Present in Chicago:** Rep. Litesa Wallace, Chris Baehrend (joined after roll call), Paul Goddard, Martin Torres, Donna Hardy, Michael Crowley, Stefanie Polacheck, Laura Stewart (joined after roll call), Patrice Hunter
  - Present by telephone:** Beth Malik, Sharice Yates
  - Not present:** Rep. Joe Sosnowski, Phil Jackson, Jacqueline Moreno, Dirk Muffler, Brandi Brown, Julie Wollerman

Cindy Knight listed who OMA & Ethics Training was still needed from.
- III. Welcome and Opening Remarks**

Chairperson Wallace asked for brief introductions
- IV. Approval of Minutes from January 23, 2017**

Michael Crowley Motioned, Stefanie Polacheck seconded and Chairperson Wallace stated they were approved.
- V. Discussion of Members' Definitions of Success**

Open white board discussion on definition of success (image of main points will be attached)

  - High School Graduation rate
  - Transition from elementary school to middle school and middle school to high school
  - Categories – safety, academic, post-secondary education, life skills
  - Parental engagement/involvement, removing boundaries and capacity building for parents
  - Kindergarten readiness, early education intervention
  - Retention
  - Attendance rate/chronic absenteeism, Collaborate with Attendance/Truancy task forces
  - Less time out of classroom (suspension)/Maximize instructional time
  - (Chris Baehrend arrived)
  - Access to high quality education
  - Readiness to learn (removing non-academic/access barriers)
  - Participation in extra-curricular/enrichment programs
  - (Laura Stewart arrived)
  - Community school model
  - Connection & coordination of resources
  - High culture content across community, grow your own program, Trauma Informed School
  - Individual student perspective and environment they should be in, micro/meso level
  - Process/result, student/environment
  - Student centered/inclusive

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Consistency & stability of teacher environment & academic language/teacher stability/professional development (teacher turnover)  
Human Capital/Resources (funding)  
Quality (school closings) - engage community & community partners in how quality is defined  
Not as many building specific programs, more of a school system rather than system of schools, equitably funded  
Smaller class sizes, tailor instruction to specific student needs, teacher/professional development to alter instruction

Discussion on whether success differs for child based on gender/race/ethnicity/gender identity/sexual orientation/developmental stage/language capabilities/socio-emotional status/ability, physical or cognitive/parental and community engagement  
Success differs based on stage of life, living status  
Will there be a separate chart/category to rate/define success of guardian, Measured in relation to success of child  
Would community involvement include teachers and their success rate in helping child/parent, Goes beyond scope of what council is able to do but can put forth ideas and recommendations on how to measure that in a section of report stating legislature may want to look at those factors and maybe built upon later  
System involvement, juvenile justice/youth in care  
Geography, urban/rural/suburban/neighborhood  
Definition might meet all children but resources and supports and solutions to get them there are incredibly varied according to factors  
Factors, characteristics, traits, etc that can impact a young person's ability to succeed and that we are trying to remove barriers  
Stakeholders to look at this information and to realize that child is going to be different based on those factors, not one size fits all  
Mental health  
Students become effective advocates for themselves and their communities  
Child/housing stability, mobility rate, resilience  
Immigrant status  
Self-efficacy and personal agency, factors that we can't mitigate, empowering child, purposeful and intentional  
Personal goal development and attainment

Rep. Wallace will create/send a uniform form that can be used to ask individual students for their definition of success

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### **VI. Sharing Resources from Members' Respective Fields**

Email to administration to have dispersed to members  
Federation for Community Schools - [ilcommunityschools.org/csresources](http://ilcommunityschools.org/csresources)  
Importance of out of school time programming – safety, engaging teenagers during periods of day/summers, mentorship and positive adult relationships, life skills  
Research on literacy, strong correlation with ability to being able to succeed in life  
Value of participating in high quality early learning programs

### **VII. Public Comment**

No Public Participation

### **VIII. New Business and Open Discussion**

Chairperson Wallace will send out forms regarding student's definition of success and document (pdf) to gather resources to share  
Question was asked about space to share documents/dropbox and it was advised that it is being discussed within ISBE to get more direction on it by hopefully next meeting  
Definition on at-risk students, how was it established and what is the student at-risk for; definition was researched based, correlational not causal based, high correlation between lower socio-economic status and being at-risk for not completing twelfth grade, youth in substitute care and being at-risk for not completing twelfth grade, and one other large category. Other aspects that were detailed into legislation and how we would define who would fit that category based off of measure schools already use (free and reduced school lunch), students in substitute care are in an alternative living environment and from social scientific research in general that things mentioned contribute to child not being able to complete formal education, not saying that if you fall into those categories you definitely will not but there is a correlation between. Asked if there is a copy of the research that was completed that can be provided to general public to show how definition came to be, and was advised that there is not one definitive article. Asked if there would be an adjustment made to legislature at some point in time to include what students are at-risk of or to possibly word it different, was advised that due to the legislative process it will not be reworded, but we have power in report and interaction with people to give the expanded definitions that are being discussed in Council meetings

### **IX. Adjourn**

Motion to adjourn called and Chairperson Wallace adjourned meeting at 3:39 p.m.