



Agenda

CITY CLERK'S OFFICE

DATE 3/12/14 TIME 1:31 PM

SERVED BY Richard DeMella

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SANTA FE REGIONAL JUVENILE JUSTICE BOARD

Thursday, March 20, 2014

5:15 P.M. - 6:15 P.M.

CYFD Offices

1920 FIFTH STREET

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda
- IV. Introductions of Board Members and Guests
- V. Approval of minutes of February 20, 2014
- VI. Financial Report – Richard De Mella
 - A. Budget – Detailed Budget and Financial Report
 - B. Approve of Financial Report
- VII Presentations:
 - A: Program committee
 - B : M.A.T.C.H - John Graham
- IX Matters from the Board
- X. Matters from the Public
- XI. Next Meeting April 17th , 2014
- XII. Adjournment

PERSONS WITH DISABILITIES IN NEED OF ACCOMMODATIONS, CONTACT THE CITY CLERK'S OFFICE AT 955-6520, FIVE (5) WORKING DAYS PRIOR TO MEETING DATE.

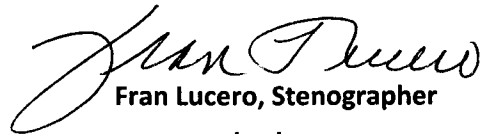
REGIONAL JUVENILE JUSTICE BOARD
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MARCH 20, 2014

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Call to Order and Roll Call	Santa Fe Regional Juvenile Justice Board meeting was called to order at 5:20 pm, roll call did not constitute a quorum. A quorum was established at 5:25 pm	Page 2
Approval of Agenda	Ms. Gonzales moved to approve the agenda as presented, second by Councilor Dimas, motion carried by unanimous voice vote.	Page 2
Introduction of Board Members and Guests		Page 2
Approval of Minutes – February 20, 2014	Ms. Gonzales moved to approve the minutes of February 20, 2014 as presented, second by Councilor Dimas, motion carried by unanimous voice vote.	Page 3
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Presentation MATCH New Mexico	<i>Informational</i>	Page 4-5
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Adjournment	There being no further business to come before the Regional Juvenile Justice Board, the meeting was adjourned at 6:30 pm	Page 6
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CITY OF SANTA FE

REGIONAL JUVENILE JUSTICE BOARD

MINUTES – MARCH 20, 2014


Fran Lucero, Stenographer

3/20/2014

DRAFT UNTIL APPROVED

SANTA FE REGIONAL JUVENILE JUSTICE BOARD

Thursday, March 20, 2014

5:15-6:30 P.M.

MINUTES

I. Call to Order

The meeting was called to order by the Vice Chair at 5:20 pm at the CYFD offices, Santa Fe, New Mexico. A quorum was declared at 5:25 pm and Deacon Trujillo resumed Chairmanship.

II. Roll Call

Present:

Deacon Anthony Trujillo, Chair
Mary Ellen Gonzales
Sam Jackson
Jennifer Romero
Mark Caldwell
Mark Dickson
Bill Dimas

Not Present

Linda Trujillo, Excused
Judge Mary Marlow Sommers

Others Present:

Richard DeMella, Staff Liaison
Tommy Rodriguez, Juvenile Probation & Parole
Mr. Richard Lindahl, CYFD
Lindsay Waite, MATCH New Mexico
John R. Graham, MD, MATCH New Mexico
Officer Judah Montano, SFPD
Fran Lucero, Stenographer

III. Approval of Agenda

Ms. Gonzales moved to approve the agenda as presented, second by Councilor Dimas, motion carried by unanimous voice vote.

IV. Introductions of Board Members and Guests

V. Approval of Minutes of February 20, 2014

Ms. Gonzales moved to approve the minutes of February 20, 2014 as presented, second by Councilor Dimas, motion carried by unanimous voice vote.

VI. Financial Report – Richard De Mella

- a. Budget – Detailed Budget and Financial Report
- b. Approve of Financial Report

CIS and ICM are the only two that have billed this month. Shelly Mann-Lev has sent an invoice for Gender Specific. Mr. DeMella will process this invoice.

Day Reporting MOU has been signed and Mr. DeMella will finalize processing and take copy to Santa Fe County.

Ms. Gonzales asked if we could change the title Mentoring. The Chair stated that it is a requirement by CYFD and we could add for example Mentoring by CIS.

Monthly reports were distributed and Chair Trujillo asked Mr. DeMella to send the Board members all reports electronically prior to the meeting.

- Day Reporting
- Mentoring (CIS)
- ICM

Ms. Gonzales moved to approve the budget and financial report as presented, second by Councilor Dimas, motion carried by unanimous voice vote.

The Chair would like to know how our kids get in to the TEP program. Mr. DeMella had a meeting with Judge Sommers, Superintendent Joel Boyd and the Mayor to discuss the process to get someone in to TEP.

Mr. Jackson asked if TEP is taking kids on probation how does that differ from Day Reporting. The response is that those in TEP are long term suspensions.

Ms. Romero said that one of the first criteria is that they have to be in the Santa Fe Public School system.

Mr. Jackson said that there is now a hearing officer at SFPS and it gives the TEP participants an opportunity to get back to school. It is his understanding that they can't go back to school without a hearing. The Chair said that some parents are not aware of the hearing process and it is to be confirmed that the process is being followed.

VII. Presentations:

a. Program committee

Program Committee toured Cesar Chavez and it had successful results. Mr. Jackson said he was very impressed with the program and the way CIS is running the program. Mr. Jackson said that he would like to see future programs entered in to by Regional Juvenile Justice as a partnership.

b. M.A.T.C.H - Presented by John r. Graham, MD, CM, FRCPC, FAPA, Santa Fe Founder of MATCH New Mexico, and Lindsay Waite, JD MA, Senior Research Associate with MATCH New Mexico.

MATCH New Mexico. [Mentoring and Tutoring] St. John's College student mentors the 3rd grade children at Ramirez Thomas and soon to grow to Cesar Chavez. Dr. Graham referred to Mr. Lovato who spoke about prevention and intervention which made Dr. Graham pleased. Treatment and Rehabilitation is called 3rd level or tertiary. 66% of the kids do not go through the doors in the program. The college mentors work with the children in academics and providing them with other tools to exercise their reading skills.

Lindsay Waite- Not having success in life and not being able to read by 3rd grade level is difficult for our adults and we need to catch it early for our kids. The plan is to follow up with a summer program so the mentoring for reading continues with these kids. Ms. Waite explained the cost of incarceration vs. the cost value of mentoring. For every dollar spent on the mentoring program you save \$3.00. The program is growing and we are looking for community support. Dr. Graham and Ms. Waite said they will be reaching out to Albuquerque soon and hopes to grow throughout the state of New Mexico.

The student mentors are compensated for their services provided to the 3rd grade students for their program contributions. Dr. Graham provided the Board with a brief sheet and brochure on the program and requested the Board's support. The goal is to grow this program through the community in Santa Fe, develop a Santa Fe model to drive the system and serve their needs. We need a primary prevention program and we look forward to any kind of work we can do with our shared concerns.

Mr. Rodriguez asked if there were growth opportunities for mentors in addition to St. John's College, possibly Santa Fe Community College and high school students.

Dr. Graham said, yes and hopefully in the future they can receive a civic commitment from other colleges for these students. The parent program in Israel has 30,000 students who work with impaired children. Right now they are focused on the college student mentor. The compensation helps the mentors to pay for their own college debt.

Mr. Rodriguez said that the program hooked on reading known as "Accelerated Reading Program" has been successful and he suggested this program be looked in to. The top readers receive gifts for their accomplishments.

MATCH will also follow the students this summer. Dr. Graham asked for a cooperative and integrated relationship and endorsement from the Board as they seek future funding for this program.

Ms. Gonzales said that the RJJB worked with SFPS as a contributor in grant writing for the program Healthy Students – Safe School. Ms. Gonzales said that the Board would be willing to do planning and participation for MATCH New Mexico. Dr. Graham said that they are working in partnership with many entities in Santa Fe and RJJB would have a seat at that table.

Dr. Graham expressed his thanks and would be happy to come back in the future. Mr. Dickson asked if there was a specific date that the RJJB should consider for him coming back for an update. Dr. Graham said he would foresee it to be August or September, 2014. Again, Dr. Graham said anything that could be done to spur the integration would be helpful and expressed his thanks.

VIII. Matters from the Board

Mr. DeMella provided information on a recent meeting with Judge Vigil on JDAI (Juvenile Detention Alternative Initiative). More information to follow as it is received.

IX. Matters from the Public

Mr. Lindahl said that he attended a JJAC meeting in Albuquerque today that spoke about some of the issues that are going on in the continuum sites around the state and that a lot of the supplement funds have been given to the continuum sites but not in the full amount. They also talked about things like no payments after June 30th statewide; they will not go to DFA in July or August to pay invoices for the current FY. Direction is to get all the programs to send invoices, they are not happy with lump sum invoices. Programs need to be reminded to invoice as soon as services are provided. It was also noted that the Board Coordinator is responsible to the Board to monitor the progress of the programs. Staff is responsible to monitor the progress of the programs. Mr. DeMella said that the Program Committee does this function. Mr. Lindahl encouraged that data reporting be sent to CYFD on a monthly basis. He also said to tie programs to outcomes that can be translated to data. There was encouragement for precautionary measures on what purchases are made and for whom.

Mr. DeMella announced that an RFP Process will take place for all contractors under the RJJB. This RFP is planned to be released by April, 2014. The Board will have an opportunity to review the contract proposals. Mr. DeMella will keep the board informed of the process.

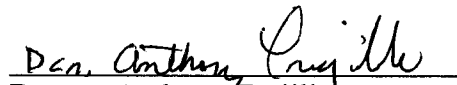
Mr. Lindahl stated that the RJJB still needs a business community representative on the board.


X. Next Meeting April 17th, 2014

XI. Adjournment

There being no further business, the Regional Juvenile Justice Board meeting was adjourned at 6:30 pm.

Signature Page:


Deacon Anthony Trujillo


Fran Lucero, Stenographer

PROGRAM INVOICE

INVOICE NUMBER 8

I. CONTRACTOR NAME:
REMIT TO ADDRESS: Street/PO Box
City, State, Zip
CONTRACT NUMBER:
TERM OF CONTRACT:
VENDOR NUMBER:
PURCHASE DOC #

City of Santa Fe
200 Lincoln Ave PO Box909
Santa Fe NM 87504-0909
14-690-16404
August 13 to June 14
54360
69000-0000041451

II. BILLING PERIOD:

Feb-14

TOTAL CONTRACT AMOUNT:

181000.00

PREVIOUS BALANCE:

134829.51

AMOUNT OF THIS BILLING

CONTRACT BALANCE:

127480.49

CONTRACTOR SIGNATURE

Marcos A Tapia, Finance Director
PRINT NAME AND TITLE

INVOICE DATE

3/12/14
955-6530
PHONE NUMBER

FOR CYFD USE ONLY

I/WE CERTIFY THAT THE INFORMATION IN THIS INVOICE IS TRUE AND CORRECT, THAT THE SERVICES PERFORMED ARE IN ACCORDANCE WITH THE SCOPE OF WORK IN THE ABOVE REFERENCED CONTRACT AND SERVICES RENDERED HAVE NOT BEEN PREVIOUSLY APPROVED.

PROGRAM MANAGER SIGNATURE

Christiann Stapf
PRINT NAME

DATE

Scan & e-mail to:
christiann.stapf@state.nm.us

Physical Address:
CYFD- Juvenile Justice Services
PO Drawer 5160, Room 542
Santa Fe, NM 87502

Revised 9/3/13

A

CHILDREN, YOUTH AND FAMILIES EXPENDITURE REPORT

CONTRACTOR/GRANT NAME City of Santa Fe PROGRAM EXPENDITURE REPORT (x)
 CONTRACTOR/GRANT Continuum
 CONTRACT/GRANT PERIOD Aug 13 to June 14 MATCH EXPENDITURE REPORT ()
 BILLING FOR PERIOD OF 14-Feb (CHECK IF APPLICABLE)

Use this form to budget and request reimbursement for expenditures in your contract. See the Attachment 2 on page 1.

ACCOUNT DESCRIPTION	APPROVED BUDGET	CURRENT BILLING	EXPEND YTD	BUDGET BALANCE
INSERT YOUR LINES EXACTLY FROM THE BUDGET WITHIN YOUR CONTRACT IN THIS COLUMN	INSERT YOUR BEGINNING AMOUNTS IN THIS COLUMN			
ICM	\$ 47,600.00	\$ 4,138.00	\$ 28,966.00	\$ 18,634.00
Gender Specific	\$ 17,500.00		\$ 8,500.00	\$ 9,000.00
Mentoring	\$ 25,685.00	\$ 3,210.62	\$ 16,053.11	\$ 9,631.89
Consultant Services	\$ 14,500.00			\$ 14,500.00
Day Reporting	\$ 75,715.00	\$ -	\$ -	\$ 75,715.00
		\$ -	\$ -	
				18,634.00
				9,000.00
				9,631.89
GRAND TOTAL - THESE FIGURES MUST MATCH THE AMOUNTS ON THE FRONT INVOICE FORM	\$ 181,000.00	\$ 7,348.62	\$ 53,519.11	\$127,480.49

I CERTIFY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT AND THAT PAYMENT HAS NOT BEEN MADE.

AUTHORIZED SIGNATURE

DATE

Marcos A Tapia, Finance Director

Printed Name and Title

Progress Report Form

General Fund and Formula Federal Grant Funds

PROGRESS REPORT: February 2014

PROGRAM NAME
Program Type: Day Reporting

Performance Measures	Data	Description
1.) Grant funds awarded for the program/services	\$75,715.00	CYFD Continuum Grant Funds awarded to the program.
2.) Use of best practice models?	Yes	OJJDP Alternative to detention
3.) Number of youth referred to the program during the reporting period.	75	New referrals made to the program during the reporting period. Count each client referred as one. Referrals may come from various sources: self, JPO, School...
4.) Number of intakes completed by program staff during the reporting period.	75	Number of youth referred to the program who met with a program representative to complete the intake process during the reporting period.
5.) Number of youth referred to the program who were screened as eligible for services.	N/A	Youth who completed the intake process and were eligible for services during the reporting period.
6.) Number of eligible youth to enroll in the program during the reporting period.	75	Number of youth with a start date during the reporting period. *If a youth agrees to the program but their START DATE falls outside of the reporting period, include their data on the PRF for the correct reporting period. <i>Example:</i> A youth completes their intake on 6/27. The same youth does not start the program until 7/1. On the June PRF the youth's intake is counted. On the July PRF the youth is counted as enrolled.
7.) Demographics of new youth enrolled during the reporting period.	NULL BOX	Indicate number who declined participation within the narrative. Gender: 45 # Male and 18 # Female Ethnicity: # each ethnicity represented during the reporting period. 62H, 3 Asian, 6 Native, 3 F, 1 other The total in #7 (combined gender and combined ethnicity) must match the value in #6. Demographics of new youth only.

A-1

8.) Number of youth active in the program during the reporting period.	12	Include carry-over youth from the previous reporting period plus new youth enrolled during the current reporting period. Do not include youth who are pending a start date during a future reporting period.
9.) Number of juveniles who successfully complete the program requirements during the reporting period.	45	Number of youth who completed all of the requirements for successful program completion during the reporting period. Number of youth DISQUALIFIED from the program for failure to comply with program requirements should be included in the narrative. Number of youth who remain PENDING completion into the next reporting period should be included in the narrative. Plus Number of youth who receive a delinquent charge while active in the program.
10.) The number of program youth who offend while participating in the program or who re-offend within 90 days of completing a program.	NA	Number of youth who receive a delinquent charge within 90-days of successfully completing the program. Do not include status offenses unless client is on probation and the SO results in a probation violation or petition being filed. Violations of conditional release or electronic monitoring when result is a new petition. Do not include school discipline infractions unless also charged with a delinquent act. Do not include program rule/policy violations. A program violation which leads to unsuccessful discharge is documented in section #9.

Day Reporting Output and Performance Measures
FY 14 (July 1, 2013-June 30, 2014)
For the Month of: February 2014 (19 Days)

	Output Measure	Description	Documentation/Data To Date	Month	Year To Date
1	Number of Day Reporting (DR) cases Served	Number of DR clients served monthly and cumulatively during the reporting period.	List DR clients on monthly basis. In some cases this may be a duplicated count.	12	75
2	Gender of youth served	Separate the number of DR youth served by gender	Document the gender of each DR client.	10M, 2F	55M, 20F
3	Ethnicity of youth served	Separate the number of DR youth served by ethnicity	Document the ethnicity of each DR client. A-Anglo, N-Native American, H-Hispanic, S-Asian, F-African American, O-Other	9H, 1N, 1A, 1F	62H, 3A, 3F, 6N, 1O
4	Average Daily Attendance	Calculate the ADA for the month and year to date	Determine the number of students attending DR for each day of the month. Total up all the students for each day and divided by the number days DR operated for the month.	5.5	4.7
5	Number and percent of DR clients that complete their individual duration of time in DR	Number and percent of DR clients that complete their individual DR assigned days with the program.	Document the number of youth that complete their individual DR assigned days. In some cases this may be duplicated count	8	45

Progress Report Form **General Fund and Formula Federal Grant Funds** **PROGRESS REPORT: February 2014**

PROGRAM NAME
Program Type: Mentoring (CIS)

Performance Measures	Data	Description
1.) Grant funds awarded for the program/services	25,685.00	CYFD Continuum Grant Funds awarded to the program.
2.) Use of best practice models?	Yes	OJJD P Mentoring
3.) Number of youth referred to the program during the reporting period.	29	New referrals made to the program during the reporting period. Count each client referred as one. Referrals may come from various sources: self, JPO, School...
4.) Number of intakes completed by program staff during the reporting period.	29	Number of youth referred to the program who met with a program representative to complete the intake process during the reporting period.
5.) Number of youth referred to the program who were screened as eligible for services.	NA	Youth who completed the intake process and were eligible for services during the reporting period.
6.) Number of eligible youth to enroll in the program during the reporting period.	29	Number of youth with a start date during the reporting period. *If a youth agrees to the program but their START DATE falls outside of the reporting period, include their data on the PRF for the correct reporting period. <i>Example:</i> A youth completes their intake on 6/27. The same youth does not start the program until 7/1. On the June PRF the youth's intake is counted. On the July PRF the youth is counted as enrolled.
7.) Demographics of new youth enrolled during the reporting period.	NULL BOX	Gender: 21# Male and 8 # Female Ethnicity: # each ethnicity represented during the reporting period. 29 H The total in #7 (combined gender and combined ethnicity) must match the value in #6. Demographics of new youth only.

NAME OF GOV. ENTITY, PRF REPORTING PERIOD, YEAR Contract #

A-2

8.) Number of youth active in the program during the reporting period.	29	Include carry-over youth from the previous reporting period plus new youth enrolled during the current reporting period. Do not include youth who are pending a start date during a future reporting period.
9.) Number of juveniles who successfully complete the program requirements during the reporting period.	On going in program 0	Number of youth who completed all of the requirements for successful program completion during the reporting period. Number of youth DISQUALIFIED from the program for failure to comply with program requirements should be included in the narrative. Number of youth who remain PENDING completion into the next reporting period should be included in the narrative.
10.) The number of program youth who offend while participating in the program or who re-offend within 90 days of completing a program.	NA	Number of youth who receive a delinquent charge while active in the program. Plus Number of youth who receive a delinquent charge within 90-days of successfully completing the program. Do not include status offenses unless client is on probation and the SO results in a probation violation or petition being filed. Violations of conditional release or electronic monitoring when result is a new petition. Do not include school discipline infractions unless also charged with a delinquent act. Do not include program rule/policy violations. A program violation which leads to unsuccessful discharge is documented in section #9.

Progress Report Form

General Fund and Formula Federal Grant Funds

PROGRESS REPORT: Seventh month Report "February" 2014

PROGRAM NAME

Program Type: Intensive Community Monitoring

Performance Measures	Data	Description
1.) Grant funds awarded for the program/services	\$47,600.00	CYFD Continuum Grant Funds awarded to the program.
2.) Use of best practice models?	Y	OJDP Alternative to detention
3.) Number of youth referred to the program during the reporting period.	47	New referrals made to the program during the reporting period. Count each client referred as one. Referrals may come from various sources: self, JPO, School...
4.) Number of intakes completed by program staff during the reporting period.	47	Number of youth referred to the program who met with a program representative to complete the intake process during the reporting period.
5.) Number of youth referred to the program who were screened as eligible for services.	na	Youth who completed the intake process and were eligible for services during the reporting period.
6.) Number of eligible youth to enroll in the program during the reporting period.	47	Number of youth with a start date during the reporting period. *If a youth agrees to the program but their START DATE falls outside of the reporting period, include their data on the PRF for the correct reporting period. Example: A youth completes their intake on 6/27. The same youth does not start the program until 7/1. On the June PRF the youth's intake is counted. On the July PRF the youth is counted as enrolled. Indicate number who declined participation within the narrative.
7.) Demographics of new youth enrolled during the reporting period.	NUCLEUS BOX	Gender: 37 # Male and 10# Female Ethnicity: # each ethnicity represented during the reporting period. 42 Hispanic 1 Asian 1 African Amer 3 White The total in #7 (combined gender and combined ethnicity) must match the value in #6. Demographics of new youth only.

8.) Number of youth active in the program during the reporting period.	9	Include carry-over youth from the previous reporting period plus new youth enrolled during the current reporting period. Do not include youth who are pending a start date during a future reporting period.
9.) Number of juveniles who successfully complete the program requirements during the reporting period.	38	Number of youth who completed all of the requirements for successful program completion during the reporting period. Number of youth DISQUALIFIED from the program for failure to comply with program requirements should be included in the narrative. Number of youth who remain PENDING completion into the next reporting period should be included in the narrative.
10.) The number of program youth who offend while participating in the program or who re-offend within 90 days of completing a program.	na	Number of youth who receive a delinquent charge while active in the program. Plus Number of youth who receive a delinquent charge within 90-days of successfully completing the program. Do not include status offenses unless client is on probation and the SO results in a probation violation or petition being filed. Violations of conditional release or electronic monitoring when result is a new petition. Do not include school discipline infractions unless also charged with a delinquent act. Do not include program rule/policy violations. A program violation which leads to unsuccessful discharge is documented in section #9.

REPORT ON THE TOUR OF CIS CESAR CHAVEZ SITE
Program Committee
Mary Ellen Gonzales

These are my impressions of our tour of the Cesar Chavez Elementary School Communities in Schools site on February 27, 2014.

We met the coordinator of the Site Coordinators. I might have that title wrong, but that is what he does. He helps and supports the Site Coordinators. He showed us a short movie put together by CIS National which helped explain what they do all over the country. He then presented a Power Point slide show of what CIS does here in Santa Fe at Cesar Chavez ES.

I had not realized that they have a two track system—one for individual students and one for the individual school. As they develop each of these tracks, they consult closely with each school; there are no two schools or students with the same plan. Based upon the expressed desires of the school and the Student Success Team, they develop rubrics to measure success. As they check for these elements, they can readily adjust the interventions needed for each student.

This year, Hilda Perez, CIS Coordinator for Cesar Chavez ES, has case managed 30 students, providing behavior support, academic tutoring, family advocacy and support, food/clothing and basic need support, home visits, and continuous meetings with school staff and parents to keep track of each individual student's needs. She has recruited and placed 17 volunteers; 12 of them from Capital High School, for one on one support to students, teacher help, etc. She has planned and/or supported 10 different types of parent and family engagement events. She works with other agencies, such as the Food Depot, Coats for Kids, and the United Way, to provide needed services. Largely because of her work, parent visitations to the school and involvement in its activities have increased dramatically.

When students graduate from Cesar Chavez ES, they move on to Ortiz Middle School and eventually to Capital High School. Before CIS students leave Cesar Chavez, they meet the CIS coordinator at Ortiz, so the transition is as smooth as possible. Often, they return to Cesar Chavez to continue to work with Hilda after school. The vision is that this will also happen when students go from Ortiz MS to Capital HS. This kind of "hand off" also occurs when students enter and leave the Transitional Education Program. So the Board's vision of following At Risk Students seamlessly from kindergarten to high school graduation is being actualized.

My final conclusions are that this partnership with Communities in Schools will greatly benefit our youngsters and help them attend school regularly, succeed there, and graduate.

Exhibit B



THE BENEFITS OF MENTORING WITH A FOCUS ON NEW MEXICO

INTRODUCTION

In the 2013 Data Book of the Annie E. Casey Foundation, New Mexico's rankings on **National Trends in Key Indicators of Child Well-Being** are low:

- * New Mexico has moved to the bottom, ranked #50 of the 50 states.
- * Only 21% of 4th graders are proficient reading at grade level, ranking #50.
- * Low academic performance in 3rd grade, especially regarding reading scores, correlates with high rates of detachment, delinquency, and dropping out of school. It also correlates with adult incarceration rates for both men and women.
- * Over 40% of the students in Santa Fe Public Schools leave school without a diploma.

New Mexico also ranks #50 of the states regarding the growth of new jobs.

The devastating effects of the failure to graduate an educated workforce and the eroding quality of life for New Mexicans can no longer be tolerated.

There are three approaches to problem-solving:

Primary prevention: Elimination of the factors creating the condition, reaction or disease.

Secondary prevention: Early detection and prompt treatment at the first presentation.

Tertiary prevention: Treatment and rehabilitation after acute presentation to lessen or eliminate the condition, reaction, or disease.

MATCH New Mexico, with its emphasis on establishing mentoring relationships between college students and 3rd graders, is approaching these issues using the primary prevention model and focusing on improving reading skills.

BACKGROUND ON THE NEED FOR MENTORING TO IMPROVE READING SKILLS

In the United States, there have been concerns about the lack of equal educational opportunities for decades. In part, this lack of equality relates to the fact that children from lower income homes have less access to early health care, quality early education programs, and other resources that middle and higher income homes have as a matter of course. In addition, school systems in poor regions receive less funding, hence less programming and staff, than those from regions that are not poor.

Data in the mid-1990s showed the following: *"In outcomes, American students vary substantially according to social class and ethnicity. For example, on the 1994 National Assessment of Educational Progress (NAEP) (Campbell et al. 1996), 71 percent of white 4th graders scored at or above the basic level in reading. Only 31 percent of*

African-American and 36 percent of Latino students scored that well. These differences correspond closely with differences in social class.”¹

A 2001 report showed that nationwide only 53% of Hispanic, 51% of Native Americans, and 50% of African-American students graduated high school. Regarding males, it was 48% Hispanic, 47% Native American, and 43% African-American students graduating. ²

The trend is worsening. In March 2011, the United Way initiated an Education Volunteer Call to Action to help cut the high school dropout rate in half by 2018.³ Research shows that two-thirds of American 4th graders do not read at grade level, and it is even more significant for low income African-American and Latino students. Children from poor backgrounds begin school two years behind their classmates in pre-reading skills.⁴

A January 31, 2014 article in the Albuquerque Journal reported that the New Mexico Public Education Department released data showing that the 2013 graduation rate was 70.3%, and also noted a gap between males (65.9%) and females (74.9%). The article stated that high school dropouts in New Mexico face a 13% unemployment rate with an average income of \$11,426. <http://ped.state.nm.us/Graduation/index.html>

Without a diploma and a job or further education, the likelihood of ending up in the criminal justice system increases. There are 2.4 million people in American prisons and poor reading scores prevail. 2007 research of The Literacy Project Foundation noted that 3 out of 5 people in American prisons can't read and that 85% of juvenile offenders have reading problems. Some states project prison beds based on elementary school reading scores. <http://literacyprojectfoundation.org/community/statistics/>

Federal prisoners cost the taxpayer an average of \$22,000 to \$34,000 annually.⁵ For those in state prison systems, the cost is approximately \$31,000 annually.⁶

¹ Slavin (1997). Can Education Reduce Social Inequality?. Baltimore, Md: Association for Supervision and Curriculum Development.

² Orfield, G., Losen, D., Wald, J., & Swanson, C. (2004). Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis, Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.

³ The Research Case for the United Way Education Volunteer Call to Action: Recruiting One Million Volunteer Readers, Tutors and Mentors (March 2011). <http://www.unitedway.org/page/-/documents/volunteer/Making%20the%20Case%20for%20Readers.%20Tutors%20and%20Mentors.pdf>

⁴ Zill, L and West, J. (2001). Entering Kindergarten: A Portrait of American Children When They Begin School: Findings from the Condition of Education 2000, Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement.

⁵ LaVigne, Nancy and Samuels, Julie. (2012). The Growth & Increasing Cost of the Federal Prison System: Drivers and Potential Solutions, Washington, DC: Urban Institute Justice Policy Center.

⁶ Henrichson, Christian and Delaney, Ruth. (2012). The Prison of Prisons. What Incarceration Costs Taxpayers. New York, NY: Center on Sentencing and Corrections, Vera Institute of Justice.

With regard to juveniles, a January 2010 report of the National Evaluation and Technical Assistance Center⁷ reported the following regarding literacy and youth involved in the juvenile justice system:

- * 2.18 million youth are arrested each year.
- * 93,000 youth are in detention and correctional institutions, 85% male.
- * 65% of these 93,000 are minorities (40% Black, 20% Hispanic, 1% Native American).
- * 32% have disabilities (emotional disturbance, learning disabilities, mental retardation).
- * Costs average \$240.99 daily.
- * Baseline reading levels varied from Grade 1 to Grade 6.
- * 37% of long-term students in federally-funded corrections programs tested below grade level.

Mentoring has been shown to be an effective method to assist students in improving reading skills.

RESEARCH ON THE VALUE OF MENTORING PROGRAMS

The National Mentoring Partnership called MENTOR (www.mentoring.org) - an organization that promotes mentoring and is a resource for mentoring organizations - has studied the value of mentoring. In 2009, MENTOR issued its 3rd edition of *Elements for Effective Practices for Mentoring*. In a nutshell, it concluded that responsible mentoring:

- **Is a structured, one-to-one relationship that focuses on the needs of youth.
- **Fosters caring and supportive relationships.
- **Encourages individuals to develop to their fullest potential.
- **Helps the youth to develop his or her own vision for the future.
- **Is a strategy to develop active community partnerships.

Effective recruitment (of mentors and mentees), training, matching to ensure compatibility, supervision, and proper closure are critical to the success of the mentoring relationship. In addition, relationships lasting at least a year with regular meetings and that take into account the individual youth's interests and needs along with some of his or her family's input, are the most successful. The mentoring should take place in the context of the community. Community resources need to be considered and drawn upon when appropriate and necessary.

In January 2014, the first survey results were published by MENTOR in which the youth who had been mentored (and are now ages 18-21) were surveyed. The research showed that mentoring helped the youth do better in school and their communities, made them more likely to participate in activities like sports and other extracurricular

⁷ O'Cummins, M, Bardack, S and Gonsoulin, S. (2010). Issue brief: The Importance of Literacy for Youth Involved in the Juvenile Justice System. Washington, DC: NDTAC for the Education of Children and Youth who are Neglected, Delinquent or At Risk.

activities, gave them an interest in assuming leadership roles, and had them thinking realistically about going to college. It also inspired them to be mentors one day. For each \$1 invested in quality youth mentoring programs, there was a \$3 return in benefits to society. A negative, though, was that the research showed that one-third of youth have not had a mentor (structured or "naturally occurring") and that there is a substantial gap for mentors for at-risk youth (9 million).⁸

Specifically, the one-to-one relationship matters. The regularity and frequency of meetings (averaging three times per month for four hours over a year) - plus the relationship as mentor (not as teacher or preacher) are important factors. In addition, a partnership with the mentee, an interactive relationship between the mentor and the staff, and a memorandum of understanding between the organization and the school all contributed to the success of the mentoring relationship.

MATCH New Mexico's goal of mentoring 3rd graders - and then continuing to mentor them over the summer months to avoid a summer slide - is a significant step to keeping on track those students with reading problems. **MATCH New Mexico** utilizes all the best practices. College students who are recruited as mentors are trained, screened, carefully matched with the mentee, monitored, and evaluated. The 3rd graders are also selected based on specific criteria and their interests are considered when the match is made. Academic performance is measured and longitudinal data base is being developed. Plans to continue mentoring over summer months and the development of book clubs from 4th grade forward are planned. The sustainability of the program is assisted as community and neighborhood support is nurtured.

CONCLUSION

Below is a quote from the United Way's website that summarizes all of the reasons why **MATCH New Mexico's** focus on 3rd grade readers is significant:

Many of us may not realize that reading is a critical bridge to success in school, work and life. Children generally are learning to read until third grade. By the fourth grade, they should be reading to learn. After that, coursework gets harder and reading becomes more challenging....This can lead to bad grades, disengaging from school, and dropping out. In fact, children who aren't reading at grade level by the end of third grade are four times as likely to drop out of high school.....But nationally, two-thirds of students are not reading on grade level by fourth grade, the earliest year of testing in the National Assessment of Educational Progress (NAEP). That proportion rises to four-fifths for children from low-wage families.....And extrapolating from other data, experts estimate that at least six million children in first through third grades are likely to be reading below grade level as well.⁹

⁸ Bruce, Mary and Bridgeland, John. (2014). The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring, Washington, DC: Civic Enterprises with Hart Research

⁹ Quote is from United Way's website, an article titled Read Proficiently by 4th Grade at <http://www.unitedway.org/our-work/read-proficiently-by-4th-grade>

MENTOR's *SNAPSHOT: Youth Mentoring Research and Outcomes* (2012) states that for every dollar invested in an effective mentoring program, there is a return of \$2.72.
http://www.mentoring.org/get_involved/advocate/funding_for_mentoring

Further, there are improvements in self-confidence, self-sufficiency, and the growth of positive attitudes towards the future, citing a 2007 article from University of Minnesota by P. Wilder et al., *Social Return on Investment in Youth Mentoring Programs*.

SNAPSHOT also reports that effective mentoring assists with improvement in social-emotional development and academic performance and reduces risk-related behavior.¹⁰

MATCH New Mexico assists 3rd graders with reading skills so that they can be at grade level for future learning, and provides them with a caring, consistent mentor to assist with their learning deficits and give them positive feedback. A continuation of mentoring by adding a summer component will strengthen the skills and self-esteem of these youth and prevent the summer slide. Involvement and support from their schools, families, and neighborhoods will lead these high needs/at risk students to a more positive path and eventual graduation from high school.

MATCH New Mexico operates with volunteers and a centralized program development team with very low overhead costs. Staff members use home-based offices. Below are the costs of this mentoring program, which to date has partnered with Ramirez Thomas but is expanding in 2014-2015 to add two other Santa Fe schools (Caesar Chavez, and Sweeney) plus schools in Albuquerque. Costs total \$5,000 per match per year:

- * Stipends to student through the college (\$1,500 per semester)
- * Selection, training, and supervision of the students on site and continuing education
- * Transportation
- * Educational materials
- * Support services, which include monitoring and evaluation
- * Educational and research consultants on occasion

New Working Alliances - As **MATCH New Mexico** partners with others in the community with the same or similar goals - there will be a positive collective impact. We can work together to solve these problems of our youth to prevent detachment, delinquency, and dropping out of school.

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¹⁰ D.L. Dubois, et al. (2011). How Effective are Mentoring Programs for Youth? Washington, DC: Association for Psychological Science.