



MY BROTHER'S KEEPER POLICY REVIEW

September 2015



Center for Education Policy Research

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Executive Summary

President Obama's My Brother's Keeper initiative has brought into focus a national crisis: low educational achievement of males of color, and the urgency of addressing educational challenges and the opportunity gap experienced by young males of color. Since the launch of the initiative in February 2014, many cities and communities have come on board to examine their own local issues and devise policy and action to confront persistently low educational outcomes and overrepresentation in the juvenile and criminal justice systems for the young males of color, and prepare them for a fulfilling future.

The Mayor's Office at the City of Albuquerque has accepted My Brother's Keeper Community Challenge, and joined in the national effort to address the opportunity gap and develop strategies so that boys and young men of color can accomplish their goals and reach full potential. The Mayor's Office engaged Albuquerque youth early on in a dialogue through the Youth Summit held in January 2015. Also as part of the effort, the Mayor's office commissioned the University of New Mexico Center for Education Policy Research (CEPR) to review relevant policy, examine pertinent data and research, and provide policy recommendations for improving educational and occupational success for youth of color. As a result, CEPR has developed this policy review document based on the analysis of relevant policy and data, and assessment of best practices reported in national research. CEPR, moreover, included input from the Youth Advisory Council that was convened twice to get the youth perspective.

While the policy review is primarily intended for the City of Albuquerque and the Mayor's Office, the recommendations are directed also at Albuquerque Public Schools and the New Mexico Public Education Department. While this review suggests critical policy reforms that have implications for all public school students, the recommendations aim to improve outcomes for male students of color attending middle and high schools. This review extends seven policy recommendations that address two key issues raised in the Youth Summit in January 2015: discipline and career exploration. The broad recommendations are as follows. Specific recommendations directed at different stakeholder groups are organized under each of the seven broad recommendations in the main body of this policy review.

Policy Recommendations

1. Disaggregate data on key indicators by gender within each racial and ethnic group, and make these data publicly available, while ensuring no student is personally identifiable.

This recommendation facilitates leveraging value of the data that are already collected but need to be drilled down further. There is a glaring need for data disaggregated by gender within ethnic groups that goes deeper and reveals the realities faced by males and females within each ethnic/racial group. Making the disaggregated data public will improve knowledge to devise solutions.

2. Implement a school safety and discipline policy that focuses on student engagement and positive behavior support.

Educators, psychologists, school administrators, and researchers argue that punitive discipline is not effective in creating safe schools or positive learning environments in schools. School policies and practices that reward positive behavior and focus on creating an engaging learning environment are more effective in reducing disciplinary issues and keeping students in schools.

3. Include in the discipline code responses to infractions that are designed to meet the needs of students and the school by promoting healing, restoration, and accountability. Restrict the use of punitive and exclusionary measures such as suspension and expulsion for extremely rare situations.

Research nationally shows a discipline gap, or disparities in discipline outcomes, along racial, socioeconomic, or disability status differences. Young men of color are subjected to disciplinary exclusion at alarmingly higher rates than their white counterparts. The above recommendation suggests a significant shift in approaching discipline, from punitive to restorative responses. Such responses are individualized and developed with a range of stakeholders including any victims at the table. These responses support healing, responsibility, and accountability, while striving to meet the needs of the students with behavioral issues. Disciplinary exclusions are deemed counterproductive as they remove the student from the education process.

4. Require that students apply learning in a community or workplace setting for credit.

Research shows that participation in work-based learning and career-awareness experiences increases students' retention in school, persistence to graduation, enrollment in college, employability, and success in career and in life. High school credit requirements for graduation should emphasize learning through practice; students should be required to earn work-based credit to graduate. This will foster career readiness, improve workplace skills, and reduce the skills gap reported by employers.

5. Increase the number of counselors in high schools.

Provide expanded counseling support and achieve a counselor-to-student ratio that meets the national standard. To improve students' academic and career outcomes, local public high schools need to attain a student-to-counselor ratio closer to the National Association for College Admission Counseling's recommended 250:1. This ratio would offer students more opportunities for interactions with school counselors.

6. Transition to using an online platform for the "Next Step Plan" process.

The Next Step Plan is a personal, written plan that is developed by each student in grades 8-12; this is a requirement under the New Mexico State law. We recommend transitioning the process of the Next Step Plan to an online platform to free up time for counselors to spend interacting with students—time currently spent on the administrative details of the pen-and-paper process.

7. Increase professional development and training for high school counselors and teachers in the areas of multicultural education, diversity, and social and racial identity.

It is vitally important that educators are aware of historic disparities and inequities experienced by ethnic groups and able to respond to student needs in a culturally sensitive manner. We recommend that educators, counselors, and other school personnel receive extensive professional development to work with young students, especially males of color. In multicultural Albuquerque, professional development for teachers and counselors should include a collaborative approach (counselors, teachers, administration, and families); caring for emotions and perceptions of students; and assisting students to develop social and racial identity. Research shows increased engagement and success when a student has caring adult relationships. Counselors and teachers who have the ability to assist students in examining their own strengths and weaknesses as they relate to their racial, economic, and cultural context will provide them with the psychological armor they need to persist and engage with school.

Strengthening Implementation of Existing Policies

We recommend stronger implementation of the following policies that incorporate an array of strategies for closing the opportunity gap for disadvantaged students: *community schools and family and community engagement*. Enacted in 2013, the Community Schools Act backs community schools' integrated focus on academics and health, social support services for youth and families, and community engagement. The ultimate objectives are improved student outcomes and healthier families and communities. Community schools organize community resources, mobilize partners, and integrate funding streams and services to meet student needs and support and engage families. Community schools, when fully implemented, can provide a comprehensive support system to disadvantaged students including males of color to beat the odds and achieve secondary and post-secondary success. In the same vein, while family and community engagement policies to some extent have been on the books for half a century, there is a wide inconsistency in their implementation. We recommend that evidence-based best practices should be diligently followed to get families and community involved in their schools to create mutual supports and alliance between school and community. When parents are involved, students are likely to have better educational focus. We recommend a robust implementation of community schools and family and community engagement policies in Albuquerque.

Introduction

This policy review examines education policy in the context of My Brother's Keeper (MBK), a White House initiative, and makes policy recommendations to achieve better results for male students of color. The initiative was launched in February 2014 with the main purpose of bringing into focus inequities and challenges faced by boys and young men of color. The initiative has ignited vigorous discussions at the national and local levels about the opportunity gap and inherent structural inequities encountered by males of color. Many cities across the country have come on board to identify issues, discuss solutions, and develop action plans for change.

The Mayor's Office at the City of Albuquerque has accepted the MBK Community Challenge and joined the national effort. The City has pledged to work collaboratively with community partners and education leaders to develop strategies to achieve MBK goals. The City, Albuquerque Public Schools (APS), and community leaders convened a youth forum in January 2015 to brainstorm issues and identify strategies for improving outcomes for young males of color.

In June, the City engaged UNM's Center for Education Policy Research (CEPR) to conduct the policy review presented in this report. The CEPR research team then examined local policy and existing research on policies and practices nationally that hold promise for closing the opportunity gap. Twice the researchers received feedback from a youth-and-adult Policy Advisory Council, convened to ensure that youth voice continues to inform the work of the MBK initiative.

This policy document examines two important topics highlighted at the January 2015 youth summit for having a profound impact on secondary and post-secondary success for youth – discipline and career exploration. The school community and wider society share the goals of helping all students succeed in school and raising overall graduation rates. It is of common interest that all youth graduate to participate in a productive civil life. However, persistently low graduation rates for the young males of color and their overrepresentation in juvenile and criminal justice systems call for a comprehensive action plan that addresses underlying causes and offers strategies for change. Although seemingly distinct areas, better career exploration opportunities and disciplinary reforms together can improve the odds of high school completion for students, and particularly for young males of color.

This policy review provides recommendations to shape current policy and practice in ways that help improve opportunities, mitigate challenges, and reduce the discipline gap¹ to achieve better outcomes for males of color. These recommendations suggest policy reforms at the state, city, school district, school, and community levels.

Organization of the Policy Review

This policy document is divided into three broad segments. The first segment provides the rationale behind the focus on males of color as a target population. The second segment showcases discussion of key policy areas followed by specific policy recommendations. This segment deliberates the limitations of existing policy and the promise of the suggested reform, drawing on research conducted across the country. Each policy recommendation includes action areas for specific stakeholder groups, such as the New Mexico Public Education Department (NMPED), Albuquerque Public Schools (APS), and the City of Albuquerque (CABQ). In the third and final broad segment, this policy review addresses existing education policies that hold significant promise to improve school practices that benefit students, and especially male students of color. The appendices include supporting data and documents to strengthen the case for the education policy recommendations in this report.

Our Focus: Young Men of Color

The plight, promise, and resilience of boys and young men of color are a matter of increasing attention in the United States. President Obama’s My Brother’s Keeper initiative has brought a more focused spotlight to males of color, and across the country, new policies and programs aim to improve their chances for success in school, work, and life.² The efforts underway to better understand the challenges faced by Black, Hispanic, Asian, and Native American boys—and to explore promising strategies for better meeting their needs and leveraging their strengths—are critically important. This section will briefly explain why.

That disparities exist in educational and employment outcomes in this country is no secret. Researchers have documented well that the outcomes for white Americans are consistently better than those for communities of color, and that a complex interaction of factors, including socioeconomic status, contribute to these disparities. Many contend that the disadvantages faced by communities of color arise from a history of systemic racism and inequity that continues today.

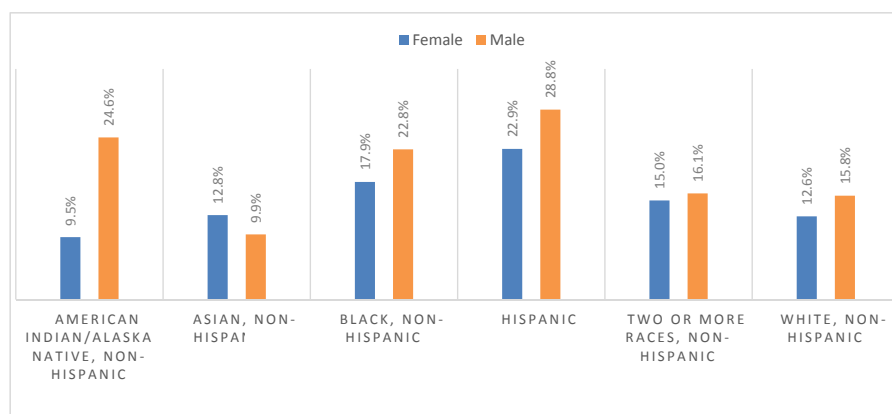
Recently, however, research is pointing out that looking only at race and ethnicity tells an incomplete story because it is males of color for whom challenges are greatest. A report from the College Board Advocacy and Policy Center puts it this way:

Despite some progress in recent years, the United States is facing an educational challenge of great significance. This crisis is most acute for young men of color. Regrettably — indeed, shockingly — in the foreseeable future, it is apparent that if current demographic and educational attainment trends continue, especially for men of color, the overall educational level of the overall American workforce will probably decline.³

Nationally, we find that, compared to whites of both genders and females within their racial groups, Black, Hispanic, and Native American males of color are more likely to be retained, encounter weapons and drugs at school, face suspension and expulsion, leave high school before graduating, never go to college, and find themselves out of work.⁴ Figure A, for example, shows disparities in who has not completed high school nationally.⁵

The story for Asian males is less straightforward. Nationally the racial categories of Asian, Pacific Islander, and Native Hawaiian are sometimes aggregated and sometimes reported separately, often without clear definitions.⁶ A closer look has found sizable disparities between Asian ethnic groups (Korean versus Cambodian, for example), explained in part by their histories and the different circumstances under which they migrated to the United States.⁷ While data on Asian Americans suggest high levels of achievement, resulting in a “model minority” stereotype, these data are often masking a reality in which some Asian Americans are doing well while others are facing significant challenges.⁸ More research is needed to better understand the population of Asians and Pacific Islanders nationally and locally.

Figure A: Percentage of 18–24 year olds in the United States who have not completed high school, 2013



APS has a clear commitment to seeing all students achieve. Policies state that APS “shall implement an academic plan aimed at improving achievement for all students with an intense focus on closing the achievement gap”⁹ and “shall strive to integrate innovative educational programs to address the diverse needs of students, ensure that each student succeeds, and close the educational gap.”¹⁰

Publicly available data on males of color are limited in Albuquerque. As will be discussed in the next section of this report, data on how males of color are faring locally on key educational outcomes are not publicly available. The data and analysis that are available suggest that outcomes for Black, Hispanic, and Native American males in Albuquerque likely follow the pattern seen nationally. For a presentation of local data, see Appendix B.

Next, the report focuses on the significance of disaggregated data in understanding the achievement gaps encountered by males of color and policy recommendations for collecting appropriate data.

Policy Recommendations

Significance of Data in Designing Policy

New Mexico State policy currently requires that:

*when public schools, school districts, state-chartered charter schools and the state disaggregate and report school data for demographic subgroups, they include data disaggregated by ethnicity, race, limited English proficiency, students with disabilities, poverty and gender.*¹¹

This policy aligns with the federal No Child Left Behind Act of 2001 (NCLB), which requires disaggregation by major racial and ethnic groups, gender subgroups, students with disabilities, students with limited English proficiency, economically disadvantaged students, and migrants. States are authorized to define racial and ethnic groups themselves.¹²

In compliance with NCLB and the state policy, NMPED currently makes a variety of data publicly available via its website.¹³ These data are disaggregated in different ways depending on the indicator (see Figure B), but in no case are they disaggregated by gender within race. For example, we know from data on NMPED’s website that in the 2013-14 school year, 47.9% of male third graders and 48.3% of Hispanic third graders were proficient in reading statewide. Data are not available on the percent of Hispanic male third graders who were proficient in reading. Given the growing body of research on the disparities experienced by boys and young men of color, it is important that we begin drawing attention to outcomes for these subgroups in particular.¹⁴

In addition, research has repeatedly shown that student attendance, behavior, and course grades in English and math (also commonly called the ABCs) are significant predictors of high school graduation,¹⁵ yet data on these indicators are not publicly available on the NMPED website.¹⁶ Research nationally suggests that boys and young men of color have higher rates of chronic absenteeism,¹⁷ suspension,¹⁸ and course failure¹⁹ than other subgroups, making them less likely to graduate from high school.

Disaggregating data by gender within each racial and ethnic group on the seven indicators in Figure B, and making the data publicly available, would allow educators, researchers, policymakers, and community members to make data-informed decisions about where to target interventions, deliberately address disparities across systems, and evaluate which interventions are most effective in closing gaps.

It remains paramount that student privacy be protected. Disaggregating data by gender within each racial and ethnic group will result in smaller group sizes. This recommendation does *not* preclude the policies and practices that protect personally identifiable information.²⁰

Figure B: Data Recommendations as they currently appear on NMPED website

Enrollment	<ul style="list-style-type: none"> ▪ All Students ▪ Grade level (PK, KF, KN, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12) 	State, District/LEA, and School
Reading, Math, and Science Proficiency	<ul style="list-style-type: none"> ▪ All Students ▪ Gender (Female, Male) ▪ Race/Ethnicity (Caucasian, African American, Hispanic, Asian, American Indian) ▪ Economically Disadvantaged Students w Disabilities ▪ English Language Learners (Current) ▪ English Language Learners (Exited) 	Grade level within State, District/LEA, and School
Habitual Truancy	<ul style="list-style-type: none"> ▪ All Students ▪ School Level (Elementary, Middle, High, Other) 	State, District/LEA
Graduation	<ul style="list-style-type: none"> ▪ All Students ▪ Gender (Female, Male) ▪ Race/Ethnicity (Caucasian, African American, Hispanic, Asian, American Indian) ▪ Economically Disadvantaged ▪ Students w Disabilities ▪ English Language Learners ▪ Migrant 	State, District/LEA, School
Attendance/Chronic Absenteeism	Not currently available on NMPED website	N/A
Out-of-School Suspensions	Not currently available on NMPED website	N/A
Course Failure in Core Subjects	Not currently available on NMPED website	N/A

Policy Recommendation #1

Disaggregate data on key indicators by gender within each racial and ethnic group, and make these data publicly available, while ensuring no student is personally identifiable.

NMPED

- Disaggregate enrollment numbers, and proficiency, truancy, and graduation rates, posted on the state website for district and state levels, into the following categories: male African American, female African American, male American Indian, female American Indian, male Asian, female Asian, male Caucasian, female Caucasian, male Hispanic, female Hispanic, male Pacific Islander, female Pacific Islander, male two or more races, and female two or more races.
- Disaggregate data and make public in the same way for three key predictors of high school graduation: chronic absenteeism, out-of-school suspension, and course failure rates.

APS

- Use data disaggregated by gender within each racial and ethnic group to identify high schools with the greatest numbers of males of color and prioritize these schools for reforms that cannot be implemented simultaneously in all high schools districtwide.
- Use data disaggregated by gender within each racial and ethnic group to track disparities between groups and assess the effectiveness of strategies in closing these gaps.

External Partners

- Those that work with high school students (e.g., afterschool programs) should disaggregate data on the students they serve by gender within each racial and ethnic group to track disparities on mission-aligned indicators, and focus strategies on closing these gaps.

Next, we take a deeper look at a critical issue in the education of students of color, discipline policy and practices, followed by the recommendations for discipline policy reforms.

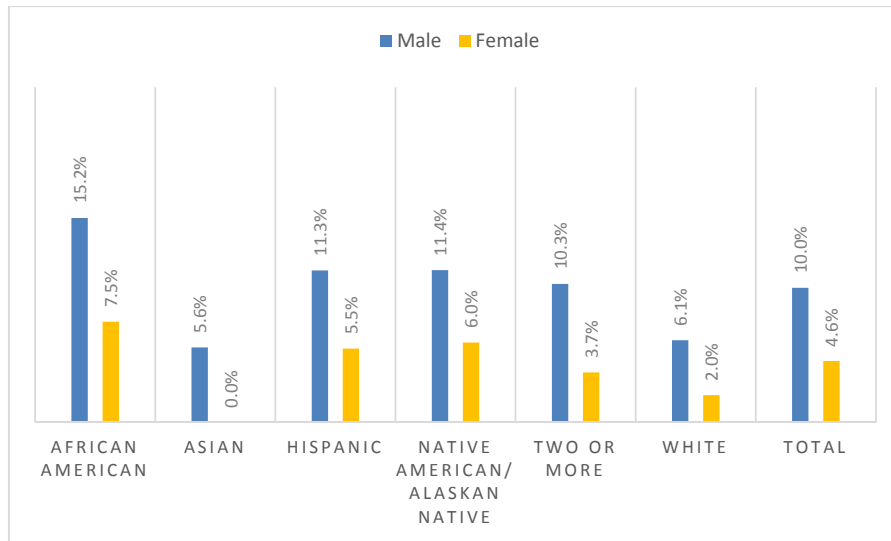
Discipline Policy and Males of Color

The data snapshot from the US Department of Education's Office of Civil Rights (OCR) highlights the following national suspension data, indicating disproportionately high suspension/expulsion rates for students of color.²¹

- Black students are suspended and expelled at a rate three times greater than white students.
- On average, 5% of white students are suspended, compared to 16% of Black students.
- American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.
- Black girls are suspended at high rates (12%), higher than girls of any other race or ethnicity, and most boys.

APS data on suspensions for 2013-14 reveal striking disparities across ethnic subgroups, disaggregated by gender within race/ethnicity. The percentage of Black males who received suspension was two-and-a-half times greater than that of white males - 15.2% for Black males as opposed to 6.1% for white males. The occurrence of Hispanic and Native American male students' suspension was about 5 percentage points higher than that of their white counterparts; over 11% of Hispanic and Native American students were suspended. Alarming, the percentages of Black, Hispanic, and Native American female students receiving suspensions were similar or higher than that of the white males (See Figure C).

Figure C: APS out-of-school suspensions, by ethnicity and gender (2013-2014)



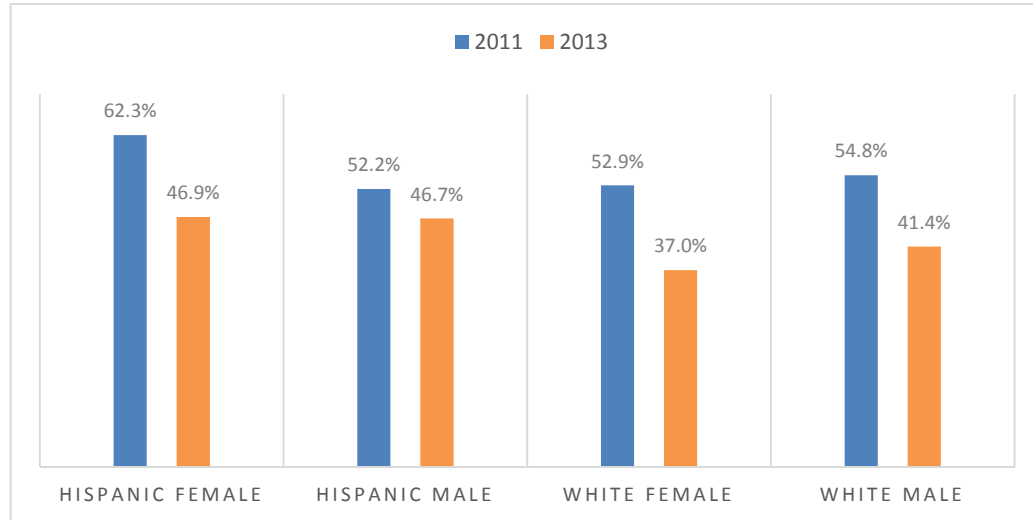
Source: APS data made available to CEPR in August 2015.

Research in the areas of behavior, infractions, and disciplinary outcomes, conducted across the nation, overwhelmingly suggests that students of color, especially males, are disproportionately subjected to harsher punishments. The inequities in suspensions and expulsions remain even after controlling for effects of poverty.²²

Minor disciplinary infractions often result in suspensions.²³ An APS report recounts that half the suspensions were prompted by minor offenses.²⁴ Such infractions include broadly defined categories, such as disrespectful or disruptive behavior, and inevitably involve broad administrator discretion in choosing responses. Not only do the students get drawn into the “discipline” gamut through minor infractions, but they may also be subjected to arbitrary responses.²⁵

When the Youth Risk and Resiliency Survey (YRRS) asked students if they thought there were clear rules in their school about what students can and cannot do, nearly half of the white and Hispanic, male and female, high school students in Bernalillo County answered in the affirmative - VERY MUCH TRUE.²⁶ However, the proportion of students affirming the clarity about school rules dropped considerably in 2013 (see Figure D). Schools in Bernalillo County should take note about making rules of conduct clear.

Figure D: In my school, there are clear rules about what students can and cannot do. (Graph shows the % of Bernalillo County high school students responding VERY MUCH TRUE in 2011 and 2013)



Unintended Consequences of Punitive Disciplinary Policies

When trying to improve academic outcomes and graduation rates, it is in the districts’ and schools’ best interest to understand the impact of their policy. Exclusionary discipline policies are counterproductive as they further remove the student from the learning process. Moreover, data nationally show that the majority of student infractions are non-violent and minor rule-breaking. To avoid possible arbitrariness, bias, or disparities in outcomes, it is important that the discipline codes clearly define and categorize these behaviors, and designate appropriate responses. Teachers, administrators, and other staff should receive training in implementing appropriate response.

Balfanz et al (2015),²⁷ in their Florida cohort study that included a total of 181,897 9th graders from the year 2001-2002, found that Black students were nearly twice as likely to be suspended at least once as their white and Hispanic counterparts. These results are consistent with the national statistics on racial disparities in disciplinary outcomes quoted elsewhere in this document.

While poverty and minority status were highly correlated, the relationships between subgroups and suspensions were nonetheless strong. In other words, the relationship between suspensions and being in high-poverty, minority, or special education subgroups was statistically significant for each subgroup even when controlling for the interaction effects. The analysis further showed that chances of dropping out doubled following the first encounter with suspension. This applied to not just the repeat offenders but also those well-behaved kids who got one suspension. After controlling for other factors – demographics, attendance, and course performance – each additional suspension further reduced the odds of graduating high school by 20% and of enrolling in post-secondary schooling by 12%.

Balfanz et al found significant variations in discipline practices and suspensions across schools and districts. However, the variations in discipline outcomes could not be statistically explained by school size or demographics. The authors maintain that suspensions are related to the policies and leadership at the district and school levels.

School-to-Prison Pipeline

Educators and watchdog groups claim that, across the nation, school districts implement policies that push students away from classrooms and towards the juvenile justice system, and eventually the criminal justice system. The school-to-prison pipeline starts in the classroom. Two groups are overrepresented in the school-to-prison pipeline – students of color and students with disabilities.²⁸

Implement Alternative Forms of Disciplinary Response

NMPED²⁹ and APS³⁰ discipline guidelines describe infraction categories and accompanying consequences for each individual or repeat infraction. While these guidelines provide procedural details for the educators and administrators, the less structured and more individualized corrective, restorative, or therapeutic options are largely ignored.

Research has repeatedly shown that punitive approaches do not work, and seem to disproportionately target males of color and students with disabilities.³¹ Less punitive and more individualized approach may be more successful in reaching the goals of student engagement and learning. In addition to the guidelines for prescribed consequences, other choices should be made available to the educators through a menu of options that include behavioral supports for the student, collaboration with the family, and strategies for restoration and healing for all parties involved.³²

Gonzales (2015)³³ has extensively studied Denver Public Schools' (DPS) work on the “restorative approaches” in discipline policy and tracked data to capture outcomes (see Appendix A for policy excerpts). The DPS discipline policy:

- defines and communicates expectations for student behavior;
- defines and communicates expectations for staff responsibility related to school discipline;
- balances the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community; and
- assures equity across racial, ethnic, and cultural groups, as well as all other protected classes.

The educators are encouraged to monitor the impact of their actions on the groups historically over-represented in discipline data, namely the students of color and those from low-income strata, and the students with disabilities. The administrators choose from three types of responses:³⁴

1. Administrative – Statutory and rule-based interventions, such as detention
2. Restorative – Problem solving that includes the victim, healing, and mediation, and conference among all parties involved to find a solution; classroom peace circles
3. Skill-based/Therapeutic – Behavior coaching, mental health intervention, anger management, etc.

Restorative justice is a framework and a philosophical approach that involves a multiplicity of practices that fit the particular community dealing with the issues of offending behaviors and justice. This approach has evolved in the Western world with an emphasis on meeting the needs of all stakeholders involved - not only the offender and the authorities, but also the victim and the community. Restorative justice balances the concerns of all stakeholders, allowing correction of the wrong-doing and healing.³⁵

Restorative discipline is a paradigm shift and a noteworthy change in school culture. DPS has worked for the past decade on developing and implementing alternative forms of disciplinary response. These practices have resulted in many positive outcomes. The suspensions and expulsions have significantly gone down for all subgroups. Moreover, the percentage of students scoring proficient or above has improved for all grades (except 8th grade reading) in reading, math, and writing from 2009 to 2013; the SAT scores have also improved. Additionally, drop-out rates lowered from 11.1% (2006) to 6.4% (2010). (Gonzales 2015).

Other Widely Prevalent Strategies

1. Positive Behavioral Support – A systems approach to create a school culture of positive behavior and individualized supports to create a positive learning environment in schools
2. Peer Mentoring – Mentoring from a more experienced peer who provides support and opportunities to learn
3. Adult Mentoring – Presence of a caring adult in the youngster's life to provide stability and foster motivation
4. Youth Voices – Empowerment of youth by their inclusion in decisions and policy formations

Policy Recommendation #2

Implement a school safety and discipline policy that focuses on student engagement and positive behavior support.

Policy Recommendation #3

Include in the discipline code responses to infractions that are designed to meet the needs of students and the school by promoting healing, restoration, and accountability. Restrict the use of punitive and exclusionary measures such as suspension and expulsion for extremely rare situations.

NMPED

- Update *Addressing Student Behavior – A Guide to Educators*, a technical assistance guide by NMPED (2003; revised 2005, 2010); incorporate latest research on effective practices to achieve school safety and discipline.
- Add a section to the *Guide* that focuses on the positive measures that provide students with coping skills, a sense of belonging, and a supportive learning environment. These measures should be applicable to a school-wide discipline policy as well as individualized intervention plans. Describe what the classroom and school environment should look like with this transformative approach.

NMPED and APS

- Improve the predictability and equity in response to minor and non-violent infractions. Increase the precision of appropriate response to infractions to reduce perceived arbitrariness or bias. Develop school-wide plans of action for discipline that guide individualized action plans to address the causes and context of the infractions and meet student needs.
- Provide a framework for educators, including administrators, to recognize and avoid historic inequities in disciplinary infrastructures that are often encountered by the students of color, particularly males of color.
- Provide the educators and administrators professional development to deepen their perspective on the immediate and long-term impact of disciplinary responses to infractions in a context of root causes, student needs, and school and community goals.

- Use school reform strategies such as community schools and school-based health centers to address student needs.
- Consider adding student voice to school governance and discipline policy development by forming student advisory councils at the school, district, and state levels that include student populations most impacted by the said discipline policies.

APS

- Minimize the use of short- or long-term suspensions, expulsions, and other disciplinary actions that interrupt or delay student learning.
- Focus on positive measures that provide students with a sense of belonging, celebrate their cultural experience, and foster a supportive learning environment. These measures should be incorporated in school-wide discipline policies and individualized intervention plans.

CABQ

- Promote and fund strategies and programs that engage students through sports, extracurricular activities, and afterschool enrichment programs.
- Promote community-based initiatives that focus on restorative practices for boys and young men of color.
- Provide professional development to APD officers and administrators to practice restorative approaches when they encounters boys and young men of color.

External Partners

- Support afterschool and summer programs that provide a safe place for students to engage in learning and extracurricular activities.
- Support schools and law enforcement in expanding restorative justice approaches that provide positive experiences to the young men of color in the community.

The above recommendations are intended to limit inconsistency and harshness in disciplinary outcomes especially for male students of color. Moreover, a policy shift is recommended towards creating an environment to engage and anchor students in education by providing experiences they can relate to and crucial supports that they desperately need.

Now we turn to research on the importance of career exploration for K-12 students, and recommendations for policy change.

The Skills Gap

Research points to a growing “skills gap” in the US workforce and evidence that real-world learning experiences in high school are a promising strategy for addressing it. In a national survey of employers conducted by *The Chronicle of Higher Education* and American Public Media’s *Marketplace*, more than half of employers reported difficulty filling job openings with qualified employees.³⁶ Locally, results of a survey of 225 managers and business owners in Albuquerque show that fewer than one in three (29%) said their recent hires were well prepared for work, with three foundational skills most often cited as missing: self-direction/initiative, professionalism/work ethic, and leadership.³⁷

The high school years play an important role in developing students’ competencies beyond academic skills like reading and math, and preparing students for employment. The formative transition from adolescence into young

adulthood is not only an opportune time for classroom learning but for applying new skills in real-world settings, identifying interests, and exploring related career options. A national survey conducted this year found that 62% of employers think high schools are not “adequately preparing graduates to meet the expectations they will face at work,” up from only 38% in 2004.³⁸ In the same survey, 57% of employers and 63% of recent high school graduates report that “opportunities for real-world learning” would greatly improve students’ preparedness for life after high school.³⁹

Research shows that participation in work-based learning and career-awareness experiences increase students’ retention in school, persistence to graduation, enrollment in college, employability, and success in career and in life.⁴⁰

Graduation Requirements

Current graduation policies in New Mexico do not include a career-focused requirement for all students. In APS, students must complete 25 credits as one requirement of graduation.⁴¹ These credits must include the following:⁴²

English	4 units
Math	4 units, including algebra II or higher
Science	3 units, including one with a laboratory component
Social Studies	3.5 units (U.S. History, World History, Government, Economics, NM History)
Health	.5 unit
Physical Education	1 unit
Specified	1 unit of career or workplace readiness, arts, <u>or</u> language course
Electives	8 units
TOTAL	25 units

Approved internships, employment experiences, or career-themed capstone projects, coupled with school staff guidance and writing assignments, could potentially substitute for select course requirements outlined above, with appropriate changes to state, district, and school-level policies.

The building blocks for such a policy change already exist. State policy outlines the requirements and procedures whereby students can earn credit for work experience through “cooperative education” and career and technical education programs.⁴³ The policy includes content and performance standards. According to a current APS procedural directive, in compliance with State and district-level graduation requirements, students can earn credit for work experience if they are currently enrolled in a district-approved program that meets all federal and State requirements.⁴⁴

Data are limited on how many students in Albuquerque currently graduate having participated in a community-based project, internship, or employment experience. *Mission: Graduate*, an education partnership, has begun identifying the employers and youth programs that currently provide these experiences for students; their data make clear that they serve some but not all APS students. The process for connecting students with these opportunities differs by school and program, is often happening somewhat ad hoc, and is likely inequitable.⁴⁵

Implementing a New Graduation Requirement

Expanding these opportunities so that all students could satisfy a new graduation requirement would require significant system development statewide. For example, increasing the number of employer-school partnerships would be an essential component to offering workplace and community-based learning experiences for students. Employers and community organizations, including CABQ, would need to step up to provide more opportunities for

students. In order to successfully provide experiences for such a large number of students, the approved experiences would likely include group (e.g. classroom-wide) projects as well as individual options.

Schools would also need additional staff support to manage relationships with employers and connect students to appropriate opportunities, as well as to evaluate whether the students were meeting learning objectives in their placements. Curriculum should integrate career themes and encourage student reflection on how they are applying their learning in real-world settings.

While implementing this policy recommendation statewide or districtwide would be no small task, and would likely require several years to roll out, there is evidence that it is possible. Schools and districts elsewhere in the country, and several schools locally, have implemented similar graduation requirements and the academic programs necessary to help students achieve them (see Promising Example box).⁴⁶ These schools have modeled an educational approach that understands schools to be zones of transition for students into life after high school—whether a job or further education in a chosen field.

Career Academies

Career academies have been identified as a promising approach for implementing this type of requirement. Participating in career academies in high school has been found to correlate with students' later earning gains and family stability—particularly for young men of color.⁴⁷ *Manpower Demonstration Research Corporation (MDRC)* has done extensive evaluation of the career academy model and reports that career academies are in place in more than 8,000 high schools across the country, up from a count of 2,500 reported six years earlier.⁴⁸ MDRC defines career academies as a high school reform that, when carried out with full fidelity, includes the following three core elements:⁴⁹

1. Operates as a small learning community, providing students and teachers with a supportive and personalized environment—whether the Academy stands on its own or exists as a school-within-a-school;
2. Combines academic competencies with career and technical applications in a career-themed curriculum; and
3. Works in partnership with local employers to provide students with work-based learning opportunities and career awareness experiences.

MDRC does note that career academies' goal of providing students with work-based and career awareness opportunities are challenged by the current emphasis on high-stakes testing in school systems nationally.⁵⁰

PROMISING EXAMPLES

Albuquerque's Leadership High School Network

The Leadership High School Network (LHSN) in Albuquerque is a cohort of four charter schools with a similar model. Three of these schools are currently operational, and a fourth is in development:

- ACE Leadership High School (opened Fall 2010)
- Health Leadership High School (opened Fall 2013)
- Tech Leadership High School (opened Fall 2015)
- Entrepreneurship Leadership High School (in development)

The schools are designed to serve young people who are not succeeding in traditional school settings.⁵¹ The LHSN model integrates three components: "learning by doing," "360 student support," and "community engagement." Industry and community partners are involved in designing the schools' instructional programs, engaging students in project-based learning, and connecting students with mentorships, internships, and other experiences outside the school building.

In order to graduate, students at the LHSN schools must complete a Capstone Project, "an intensive final year project that investigates aspects of the school's focus industry through a real life project," including direct contact with industry professionals through meetings and site visits.⁵²

Learn more at leadershiphsn.org.

Metro Nashville Public Schools

In Tennessee, with significant support from community partners, Metro Nashville Public Schools have implemented career academies in their high schools districtwide. As they state on their website:

High school education in Nashville has changed. The Metro Nashville Public School District has taken up the national challenge, moving to provide students more of the advanced skills they need to be successful, productive citizens in college, career, and life. We call it the Academies of Nashville.⁵³

Students sample classes during their freshman year and then select an occupational academy within their school when entering tenth grade. Each academy has a specialty and related business partners, who volunteer for in-class demonstrations, help students secure internships, and advise the district on industry trends. The career academy effort received some much-needed reinforcement when Jay Steele, who had a background in career education, was hired in 2009 as associate superintendent of high schools. The academy model, initially implemented in eight schools, is now in all thirteen comprehensive high schools, with over 100 business partners involved.⁵⁴

Learn more at www.mnps.org/pages/mnps/Academics/Academies_of_Nashville.

Policy Recommendation #4

Require that students apply learning in a community or workplace setting for credit.

NMPED and APS

- Revise credit requirements for graduation to stipulate that at least one of the required units be earned through an approved community-based project, internship, or employment experience.

APS

- Consider implementing the research-based career academy model in the district's 13 comprehensive high schools, beginning with the schools that have the greatest numbers of males of color.
- Implement comprehensive guidance systems, in which school counselors work with teachers across subject areas to integrate career learning and offer career-related activities.

CABQ

- Increase the number of students they engage internally in community-based projects and internships.
- Direct funding to support the development of paid internships for high school students with employers citywide.
- Provide bus passes to students who need them to commute to their placements.

External Partners

- Support the implementation of the new graduation requirement by working with school staff and students to (1) develop meaningful community-based projects, internships, and employment experiences for high school students, and (2) design an equitable system for connecting students with those experiences.

Next, the review will focus on school counselors, a key member of the school leadership team that provides support and assistance to students in academic achievement, career exploration, and social/personal growth; counselors can make a vital difference for students.

Student-to-Counselor Ratio

NMPED does not currently have a policy that recommends or requires a student-to-counselor ratio. Albuquerque Public Schools current policy regarding the district's counseling office states that they:

will provide resources, professional development and support to APS Professional School Counselors, assisting them to embrace and enhance school counselor best practices, while advocating for every student to receive equitable access to rigorous academic preparation, and college and career readiness.⁵⁵

Though APS has committed to support counselors through this statement, the statement is missing the necessary elements to make it successful. Research shows that more human and personal interaction both on and off campus proves to be a major contributor to success for high school students.⁵⁶ Increasing the number of counselors in schools would provide more opportunities for students to experience caring relationships with school staff. The National Association for College Admission Counseling recommends a student-to-counselor ratio of 250:1.⁵⁷ Currently, the

ratio in APS high schools ranges from 30:1 for the eCADEMY (a virtual school that is an APS School of Choice) to 490:1 at Cibola High School. Across all APS high schools, the student-to-counselor ratio is 401:1.⁵⁸

Career Guidance

A recent report states that “America’s current system of career guidance and counseling is wholly inadequate, and many adolescents receive virtually no useful guidance.”⁵⁹ Additionally, recent research has found significant inconsistencies in the extent to which career-related activities and services are provided in high schools across the United States.⁶⁰

Current research suggests that individualized learning plans (ILPs) are a promising practice for preparing students for their post-high school transition. Today more than 20 states require an ILP for all students.⁶¹ The details of the plan vary by state; New Mexico’s Next Step Plan is required for all students in eighth through twelfth grades.⁶² The following is a comprehensive definition of an ILP:

*A personalized planning strategy that supports college and career readiness by assisting students in selecting courses that align to self-defined career goals, a process that facilitates career development and career exploration activities, and a portfolio document that organizes these course plans and career development activities as well as serves as a repository of record for personal accomplishments and workforce readiness skills.*⁶³

The internet and career information systems are increasingly valuable tools for improving individualized planning with students. These, however, should be used in conjunction with other career development supports, like career counselors and teachers, not instead of them.⁶⁴ Students can use interactive data platforms to complete career interest inventories, explore career options, search for colleges with related programs, and plan their high school coursework. Examples of data systems include *Naviance* and *Connect! College and Career Planning*.⁶⁵

A policy-driven commitment to provide a student-to-counselor ratio closer to the National Association for College Admission Counseling’s recommended 250:1⁶⁶ would offer more opportunities for interactions. In addition, transitioning to an online platform for the Next Step Plan process could free up time for counselors to spend interacting with students—time currently spent on the administrative details of the pen-and-paper process.

Policy Recommendation #5

Increase the number of counselors in high schools.

Policy Recommendation #6

Transition to using an online platform for the “Next Step Plan” process.

NMPED

- Persistently recruit students for an educational counseling profession, and require adherence to the National Association for College Admission Counseling’s recommended 250 students to every one counselor ratio.

APS

- Work with NMPED to actively recruit students for an educational counseling profession and increase the number of counselor positions per high school in APS.

- Work toward improving consistent delivery and implementation of the Next Step Plan process, including transitioning to an online platform.
- Add paraprofessional such as AmeriCorps members who may provide additional support to students and improve the student-to-caring adult ratio.

CABQ

- Advocate for legislation requirements that school districts adhere to the National Association for College Admission Counseling's recommended 250-students-to-one-counselor ratio. CABQ may provide financial support, or advocate for funding, to increase the pool of high-quality educational counselors available to the school district.
- Improve student advisement to increase students' college and workplace awareness and readiness; use the Next Step Plan as a living document to better prepare students for life after high school.

Culturally Responsive Student Supports

While NMPED offered an optional "Culturally & Linguistically Responsive Instruction Conference"⁶⁷ in 2015, there are no state-wide or on-going requirements for related training. APS has a series of required trainings surrounding student safety, and various other workplace trainings, but none are required on this subject matter.⁶⁸

Professional development for teachers and counselors in Albuquerque should address integrating a collaborative approach (counselors, teachers, administration, and families); caring for emotions and perceptions of students; and assisting students to develop social and racial identity. Research shows increased engagement and success when a student has caring adult relationships.⁶⁹ Counselors who have the ability to assist students in examining their own strengths and weaknesses as they relate to their racial, economic, and cultural context will provide them with the psychological armor they need to persist and engage with school.⁷⁰ Teachers should be adequately trained to a) have realistic expectations of racial and ethnic minority youth by ensuring that teachers are not underestimating students' abilities; b) incorporate vocational training into curricula; c) teach youth to avoid internalizing issues of prejudice, discrimination, and racism;⁷¹ and d) ensure that behavioral expectations and reinforcement systems are culturally relevant to the students.⁷²

Policy Recommendation #7

Increase professional development and training for high school counselors and teachers in the areas of multicultural education, diversity, and social and racial identity.

NMPED

- Require all school counselors and teachers to receive mandatory (for licensure) and on-going professional development in the areas of multicultural education, diversity, and social and racial identity.

APS

- Require that public school programs and curriculum be culturally relevant and include multicultural competency, diversity, and social and racial identity training for staff at schools.

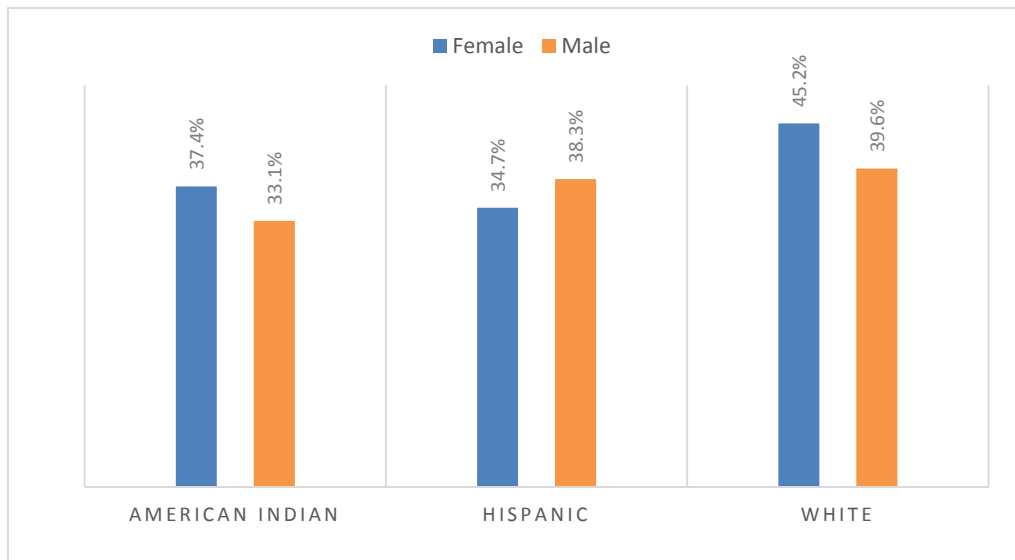
CABQ

- Advocate for funding and legislation requiring all school counselors and teachers to receive mandatory (for licensure) and on-going professional development in the areas of multicultural education, diversity, and social and racial identity. Allocate funds for these professional development programs.

Existing Policy: Strengthening Implementation

A recurring theme in the research conducted for this report supported the idea that relationships with caring adults are essential for youth to achieve their fullest potential. In 2013, only 34.2% of high school students in Bernalillo County said it was “very much true” that they had an adult at school who listened to them (see Figure E for percentages by subgroup).⁷³ Recent research suggests perceived caring from teachers and other school adults predicts higher student motivation.⁷⁴ Higher levels of attachment to adults are associated with greater engagement with environmental and self-exploration,⁷⁵ which can improve outcomes for career exploration. Also, positive changes in school bonding are consistently accompanied by improvement in problem behavior.⁷⁶ Two existing policies (highlighted below), when implemented effectively, could support this key factor in student success.

Figure E. At my school, there is a teacher or some other adult who listens to me when I have something to say. (Graph shows the % of Bernalillo County HS students responding VERY MUCH TRUE in 2013)⁷⁷



Community schools have emerged and evolved as a powerful school reform tool in the United States in the past three decades. The New Mexico legislators passed HB542: The Community Schools Act which was signed into law by Governor Susana Martinez in 2013. APS has undertaken the implementation of community schools to assist students and school communities, as articulated in APS Board Policy IH8. Students receive supports and services from academics to health and mental health, extracurricular activities, and skill development, in the school-community partnership setting. The concept behind the community school model is that schools serve as a center of learning and empowerment for the whole community. As a hub in the community, schools become a place where the community voices its concerns, defines its goals and priorities, and gets supports for development. Community

schools can be promoted as a reform strategy in the CABQ schools to address the issues of equity in education and discipline, and for preparing students for post-secondary success. We strongly recommend a robust implementation of community school models in Albuquerque.

Family and community engagement policies have been on the books in schools since the passage of Elementary and Secondary Education Act of 1965. However, there is a wide range in the implementation of the policy and its best practices across the country. Focused and resolute implementation of the Family and Community Engagement policy (APS Board Policy K.01) will have positive outcomes for all.

Conclusion

The plight, promise, and resilience of boys and young men of color are a matter of increasing attention in the United States. President Obama's My Brother's Keeper initiative has brought into strong focus the national challenge of low education attainment for the young males of color and need to invest in their future as a nation. Historically, ethnic and racial groups of color have endured inequities in access to resources and disparities in outcomes when compared to their white counterparts. Students of color and those from low-income families are saddled with the opportunity gap. However, persistent disadvantage of young males of color in educational and career building calls for reframing policy and practice at institutional, local, and national levels to close the opportunity gap. This policy review is a step forward; the recommendations presented in this document advocate for policy reforms in the areas of discipline and career exploration. The policy recommendations presented in this policy review are developed through extensive research as well as input from local youth advisory. The policy reforms suggested in this review document, when implemented, hold a promise of improved outcomes for all youth, and especially for young men of color.

Endnotes

¹ The phrase “discipline gap” refers to the large disparities evident in the national data on disciplinary exclusion along the lines of race, ethnicity, gender, and disability status. See: D. J. Losen, ed., *Closing the Achievement Gap: Equitable Remedies for Excessive Exclusion* (Columbia University: Teachers College), 2015.

² For example: A. Villavicencio, S. Klevan and D. Kang, *Changing How High Schools Serve Black Latino Young Men: A Report on NYC's Expanded Success Initiative*. (New York: Research Alliance for New York City Schools) 2015; C. Wimer and D. Bloom, *Boosting the Life Chances of Young Men of Color: Evidence from Promising Programs*. (New York: MDRC), 2014. See also: <https://www.whitehouse.gov/my-brothers-keeper>

³ The College Board Advocacy Policy Center, *The Educational Crisis Facing Young Men of Color: Reflections on Four Days of Dialogue on the Educational Challenges of Minority Males*. (New York: College Board, 2010), p.2.

⁴ T Ross, G. Kena, A. Rathbun, A. KewalRamani, J. Zhang, P. Kristapovich and E. Manning, (2012). *Higher Education: Gaps in Access Persistence Study*. (Washington: National Center for Education Statistics), 2012.

⁵ U.S. Department of Commerce, Census Bureau, Current Population Survey (as reported by the U.S. Department of Education: <http://www2.ed.gov/rschstat/statistics/surveys/mbk/index.html>)

⁶ Ross, et al., 2012

⁷ V. O. Pang, P. P. Han, and J. M. Pang, “Asian American Pacific Islander Students: Equity the Achievement Gap,” *Educational Researcher*, 40:8 (2011), 378-389.

⁸ Pang, et al., 2011

⁹ APS Board Policy IA (“Academic Goals”)

¹⁰ APS Board Policy JB (“Equal Educational Outcomes”)

¹¹ Assessment Accountability, NMSA §22-2C-11 (1978)

¹² No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002); United States Department of Education(2003). *Report Cards: Title I, Part A: Non-Regulatory Guidance*. Retrieved August 14, 2015, from www.ed.gov/programs/titleiparta/reportcardguidance.doc

¹³ See: <http://ped.state.nm.us/IT/schoolFactSheets.html>

¹⁴ See the previous section, “Our Focus: Young Men of Color” Appendix B

¹⁵ E. M. Allensworth and J. Q. Easton, *What matters for staying on-track graduating in Chicago public high schools* (Chicago: Consortium on Chicago School Research), 2007; R.C. Nield and R. Balfanz, “An extreme degree of difficulty: The educational demographics of urban neighborhood high schools,” *Journal of Education for Students Placed at Risk*, 11:2 (2006), 123-141; R. C. Neild, R. Balfanz and L. Herzog, “An early warning system,” *Educational Leadership*, 65:2 (2007), 28-33.

¹⁶ Habitual truancy, for which data are available on the website, is a measure of students with ten or more *unexcused* absences in a given school year, but research has found that chronic absenteeism (missing ten percent or more of the school year for *any* reason—excused absences, unexcused absences, suspensions) is a stronger predictor of

graduation, even as early as kindergarten. (Allensworth and Easton 2007; R. Balfanz and V. Byrnes, *The importance of being in school: A report on absenteeism in the nation's public schools* (Baltimore, MD: Johns Hopkins University Center for Social Organization of Schools) 2012; H. Chang and M. Romero, *Present, Engaged Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. (New York: National Center for Children in Poverty), 2008.

¹⁷R. Balfanz and V. Byrnes, *Meeting the Challenge of Combating Chronic Absenteeism* (Baltimore, MD: Everyone Graduate Center, John Hopkins University School of Education), 2013; No Author, *Race Matters in Early School Attendance* (Baltimore, MD: Race Matters Institute), 2013.

¹⁸ Ross, et al., 2012

¹⁹ Ross, et al., 2012

²⁰ As State policy currently states, "if the sample of students in any category ... is so small that a student in the sample may be personally identifiable in violation of the federal Family Educational Rights Privacy Act, the report may combine that sample into the 'other' category." (Assessment Accountability, NMSA §22-2C-11, 1978)

²¹ U.S. Department of Education Office for Civil Rights Data Collection: Data Snapshot (School Discipline) March 21, 2014.

²² D. J. Losen, ed., *Closing the Achievement Gap: Equitable Remedies for Excessive Exclusion* (Columbia University: Teachers College), 2015.

²³ W. D. Stevens, L. Sartain, E. M. Allensworth and R. Levenstein, *Discipline Practices in Chicago Schools: Trends in the Use of Suspensions Arrests* (University of Chicago: CCSR), March 2015.

²⁴ D. Heath, *Social Networks and Collaboration for Violence Prevention in Albuquerque Public Schools* (APS: RDA), 2013.

²⁵ R. J. Skiba, R. S. Michael, A. C. Nardo and R. L. Peterson, "The Color of Discipline: Sources of Racial Gender Disproportionality in School Punishment," *The Urban Review*, 34:4 (2002), 317-342.

²⁶ Youth Risk Resiliency Survey, 2011 2013 (<http://www.youthrisk.org/>), other subgroups are excluded because of small sample sizes.

²⁷ R. Balfanz, V. Byrnes J. H. Fox, "Sent Home Put Off Track: The Antecedents, Disproportionalities, Consequences of Being Suspended in the 9th Grade," in D. J. Losen, ed., *Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion* (Columbia University: Teachers College), 2015.

²⁸ "The School-to-Prison Pipeline," Teaching Tolerance – A Project of the Southern Poverty Law Center. Blogs Articles, 43, Spring 2013.

²⁹ NMPED guidance for educators: Addressing Student Behavior. New Mexico Public Education Department. (2003; revised 2005, 2010.)

³⁰ APS Student Handbook 2015-2016

³¹American Psychological Association Zero Tolerance Task Force. "Are Zero Tolerance Policies Effective in Schools?," *American Psychologist*, December 2008. (Retrieved from: <https://www.apa.org/pubs/info/reports/zero-tolerance.pdf>)

³² National School Board Association, National Opportunity to Learn Campaign, and Opportunity Action. *Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members*, April 2013.

³³ T. Gonzales, "Socializing Schools – Addressing Racial Disparities in Discipline Through Restorative Justice," in D. J. Losen, ed., *Closing the Achievement Gap: Equitable Remedies for Excessive Exclusion* (Columbia University: Teachers College Press), 2015

³⁴ See Denver Public Schools policy – Handbook for Families Students 14-15
http://www.dpsk12.org/cache/?https%3A%2F%2Fcommunicationssp.dpsk12.org%2FCDEnglish%2FHandbook_for_Families_and_Students_English.pdf; Denver Public Schools Handbook 2014-15 - Discipline Section
http://ed.dpsk12.org:8080/parent_handbook/FMPro?-db=policy.fp3and-format=phdetail.html&and-lay=html&and-sortfield=Title&and studentparent=1and PolicyID=E_JK-Rand -find

³⁵ Stutzman Amstutz, L., & Mullet, J. H., 2005. *The little book of restorative discipline for schools*. Intercourse.

³⁶ The Chronicle of Higher Education and Marketplace, "*The role of higher education in career development: Employer perceptions*," (PowerPoint), 2012.

³⁷ T. Dauphinee, S. Reagan, J. Plummer, J. Timm, A. McCloud, J. Hollis J. and Dekker, *Albuquerque Hiring Skills Gap Study: The Albuquerque Business Education Compact (ABEC)*. (Albuquerque, NM: UNM Center for Education Policy Research) 2015

³⁸ Hart Research Associates and Public Opinion Strategies. *Rising to the Challenge: College Instructors' Views on High School Graduates' Preparedness for College*, (Powerpoint), 2015.

³⁹ Hart Research Associates and Public Opinion Strategies, 2015

⁴⁰ T. Hooley, J. Marriott and J. P. Sampson, *Fostering college career readiness: How career development activities in schools impact on graduation rates students' life success*. (Derby, England: International Centre for Guidance Studies), 2011; J. J. Kemple, *Career Academies: Long-Term Impacts on Work, Education, Transitions to Adulthood* (New York: MDRC), 2008; D. Neumark and D. Rothstein, "School-to-career programs transitions to employment higher education," *Economics of Education Review*, 25:4 (2006), 374–393.

⁴¹ This is two credits more than required by State policy.

⁴² Graduation Requirements, NMSA §22-13-1.1.J (1975), APS Board Policy IH.6, APS Procedural Directive Graduation Requirements (J. Instruction)

⁴³ Graduation Requirements, NMSA §22-13-1.1.D (1975); Content standards with benchmarks performance standards in Career Technical Education, NM Administrative Code 6.29.3 (2009), which defines "cooperative education" as "a method of education for individuals who, through written cooperative arrangements between a school employers, receive instruction, including required rigorous challenging academic courses related career technical education instruction, by alternation of study in school with a job in any occupational field." (NMAC 6.29.3.7.E)

⁴⁴ APS Procedural Directive Alternative Methods of Earning Credit (J. Instruction)

⁴⁵ Mission: Graduate. Employment Network Meeting (PowerPoint), (August 7, 2015).

⁴⁶ F. M. Hess and W. Downs, *Partnership Is a Two-Way Street: What It Takes for Business to Help Drive School Reform*. (Washington, D.C.: Institute for a Competitive Workforce, U.S. Chamber of Commerce), 2011; New Mexico Center for School Leadership (October 24, 2014). New Metrics Initiative: Capturing the Value of Effective School Performance (Powerpoint).

⁴⁷ Kemple, 2008; Wimer and Bloom, 2014

⁴⁸ Kemple, 2008; Wimer and Bloom, 2014

⁴⁹ Kemple, 2008; J. J. Kemple, S. M. Poglinko and J. C. Snipes, *Career Academies: Building Career Awareness Work-Based Learning Activities through Employer Partnerships* (New York: MDRC), 1999.

⁵⁰ Wimer and Bloom, 2014

⁵¹ <http://leadership-pdc.org/the-network/leadership-high-school-network/>

⁵² <http://leadershipsn.org/academics/graduation/>

⁵³ http://www.mnps.org/pages/mnps/Academics/Academies_of_Nashville

⁵⁴ Hess and Downs, 2011

⁵⁵ <http://www.aps.edu/counseling-services>

⁵⁶ Shumer, 1994; *Community-based learning: humanizing education. Journal of Adolescence*, V 17, 357-367.

⁵⁷ <http://www.nacacnet.org/issues-action/legislativenews/documents/successstate.pdf>

⁵⁸ This ratio does not include the 14 college career counselors because they are not assigned a student case load. Adding these counselors brings the overall ratio for APS high schools to 1:328.

⁵⁹ Harvard, 2011, as quoted in Hooley, Marriott, and Sampson, 2011, p. 7

⁶⁰ Hooley, Marriott, and Sampson, 2011

⁶¹ V. S. Solberg, L. A. Phelps, K. A. Haakenson, J. F. Durham and J. Timmons, "The Nature Use of Individualized Learning Plans as a Promising Career Intervention Strategy," *Journal of Career Development*, 39:6 (2012), 500–514.

⁶² H. Skandera, "Guidance for Next Step Plans for students in grades 8-12." [Memorandum] (Santa Fe, NM: State of New Mexico Public Education Department) May 7, 2012.

⁶³ Solberg, et al., 2012, p. 502

⁶⁴ Hooley, Marriott, and Sampson, 2011

⁶⁵ See <http://www.naviance.com/> <http://www.connectedu.com/connect>

⁶⁶ <http://www.nacacnet.org/issues-action/legislativenews/documents/successstate.pdf>

⁶⁷ <http://newmexicocommoncore.org/pages/view/336/culturally--linguistically-responsive-instruction-conference/15/>

⁶⁸ <http://www.aps.edu/human-resources/training-resource-center/aps-required-trainings>

⁶⁹ Brown, Tara, Rodriguez, 2011. School and the co-construction of dropout. *International Journal of Qualitative Studies in Education*. Routledge, 2011. Web: July 2015.

⁷⁰ Perry, 2008. School Engagement among Urban Youth of Color. *Journal of Career Development*. V 34, No. 4, 397-422.

⁷¹ Constantine, Madonna G., Erickson, Chris D., Banks, Reginald W., Timberlake, Terri L., 2012. *Challenges to the career development of urban racial and ethnic minority youth: Implications for vocational intervention*.

⁷² Boneshefski Runge, 2014. Addressing Disproportionate Discipline Practices Within a School-Wide Positive Behavioral Interventions and Supports Framework: A practice Guide for Calculating and Using Disproportionality Rates. *Journal of Positive Behavior Interventions*.

⁷³ Youth Risk Resiliency Survey, 2013 (<http://www.youthrisk.org/>)

⁷⁴ Wentzel, 1997. Student motivation in middle school: The role of perceived pedagogical caring. *Journal of educational psychology*, 89(3), 411.

⁷⁵ Ketterson, T. U., & Blustein, D. L., 1997. Attachment relationships and the career exploration process. *The Career Development Quarterly*, 46(2), 167-178.

⁷⁶ Wilson, D. B., Gottfredson, D. C., & Najaka, S. S., 2001. School-based prevention of problem behaviors: A meta-analysis. *Journal of quantitative criminology*, 17(3), 247-272.

⁷⁷ Asian/Pacific Islander African American subgroups are excluded because of very small sample sizes.

Appendix A

Denver Public Schools

Excerpts from Parent/Student Policy Handbook

Student Conduct and Discipline Procedures

1-4 Addressing Racial Disparities and Other Protected Class Disparities in School Discipline

Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, or referred to law enforcement.

2-4 Interventions

When misconduct occurs, schools shall investigate the circumstances and gather facts that will help to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level. Interventions should provide students an opportunity to learn from their mistakes, and re-engage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community.

There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.

See: http://ed.dpsk12.org:8080/parent_handbook/FMPro?-db=policy.fp3&-format=phdetail.html&-lay=html&-sortfield=Title&studentparent=1&PolicyID=E_JK-R&-find=

Appendix B

Local Data on Disparities

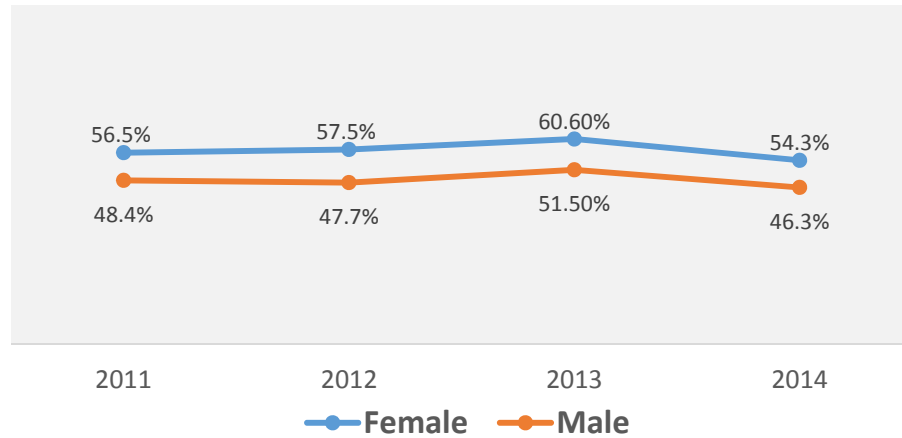
As described in this report, publicly available data are disaggregated by race, ethnicity, and gender, but not by gender within each race/ethnicity. APS responded to a special data request allowing us to provide data on the following three outcomes disaggregated by gender within race/ethnicity.

- High School Enrollment
- High School Suspensions, and
- High School Habitual truancy.

In this appendix, we also include graphs on three additional outcomes, selected because of their correlation with high school graduation, but the data we could access were not disaggregated by gender within race/ethnicity.

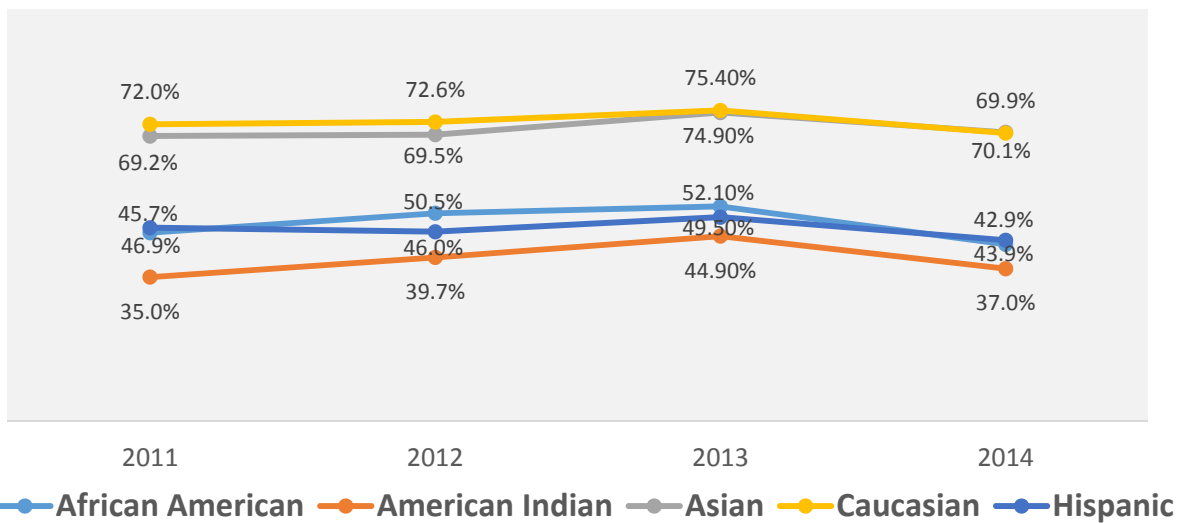
- 3rd Grade Reading Proficiency
- 8th Grade Math Proficiency
- High School Graduation

Figure B1a: Third Grade Reading Proficiency, by Gender (% of APS 3rd graders proficient or above in reading)



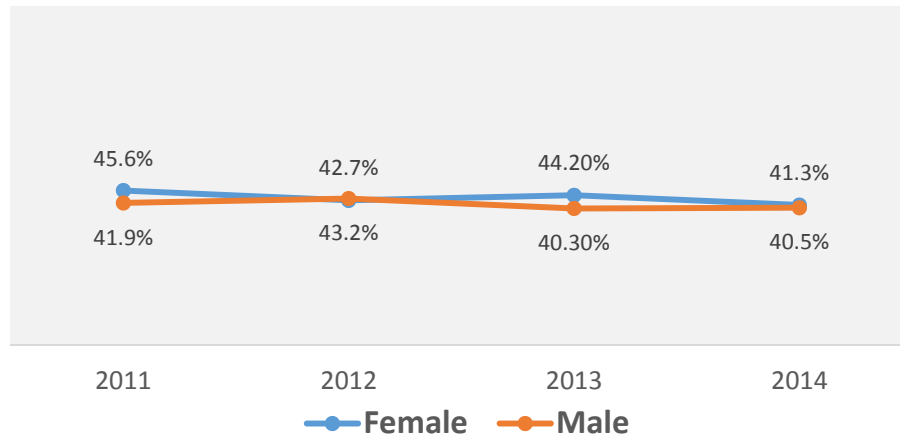
Source: NM Public Education Department
 2011 N=7,365 2012 N=7,351 2013 N=7,205 2014 N=7,146

Figure B1b: Third Grade Reading Proficiency, by Race/Ethnicity (% of APS 3rd graders proficient or above in reading)



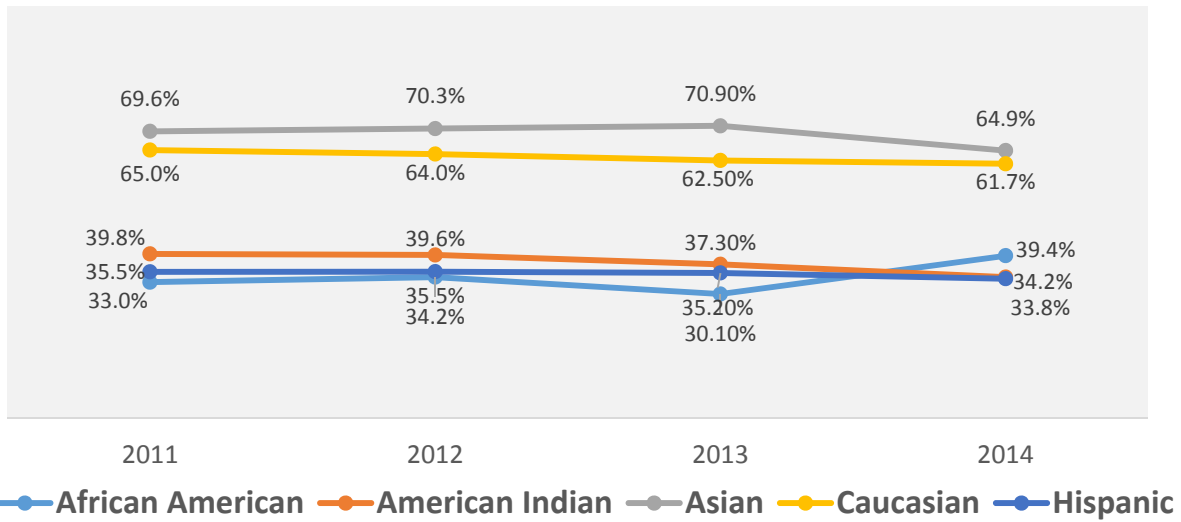
Source: NM Public Education Department
 2011 N=7,365 2012 N=7,351 2013 N=7,205 2014 N=7,146

Figure B2a: Eighth Grade Math Proficiency, by Gender (% of APS 8th graders proficient or above in math)



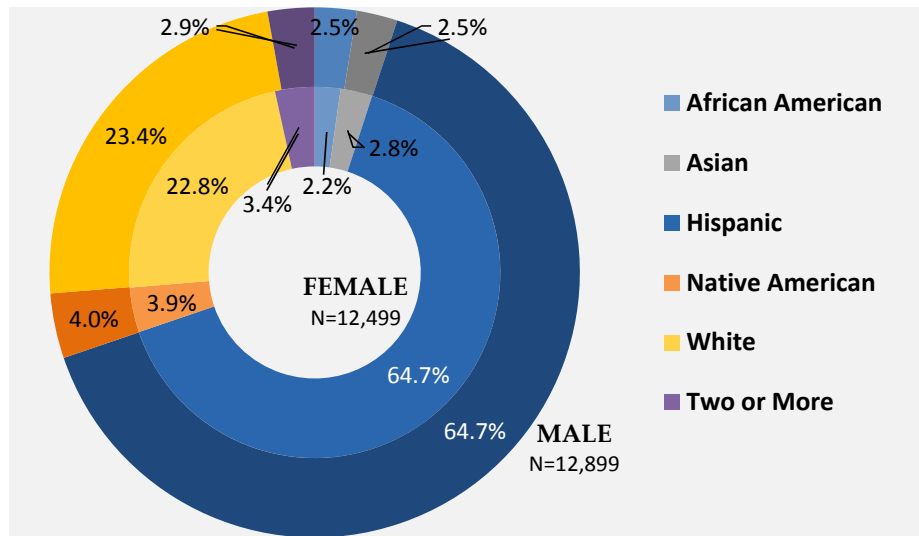
Source: NM Public Education Department
 2011 N=6,410 2012 N=6,469 2013 N=6,623 2014 N=6,450

Figure B2b: Eighth Grade Math Proficiency, by Race/Ethnicity (% of APS 8th graders proficient or above in math)



Source: NM Public Education Department
 2011 N=6,410 2012 N=6,469 2013 N=6,623 2014 N=6,450

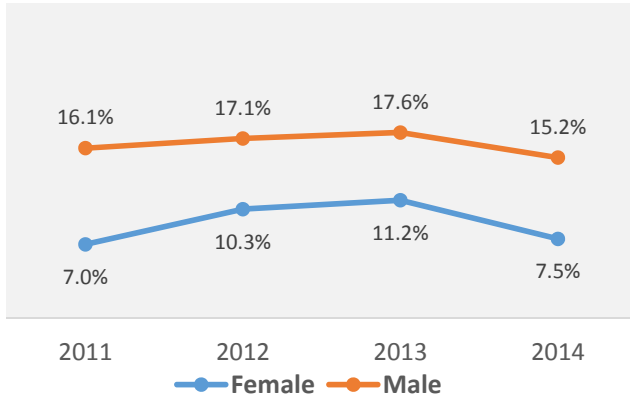
Figure B3: APS High School Enrollment, by Gender within Race/Ethnicity within Gender, 2014



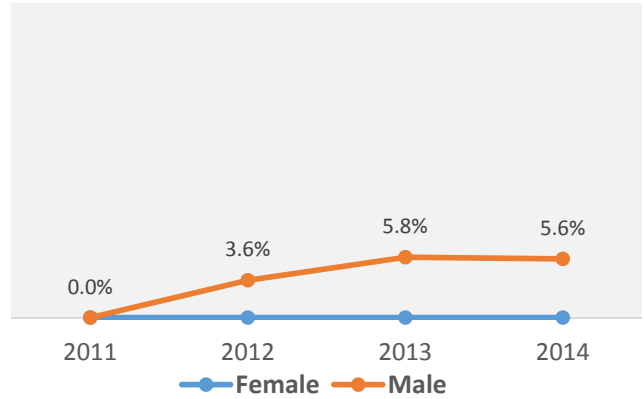
Source: Albuquerque Public Schools
 Native Hawaiian/Pacific Islander subgroup is not included because of small N sizes

Figure B4: High School Suspensions, by Gender within Race/Ethnicity, 2011-2014: % of APS high school students with one or more out-of-school suspensions

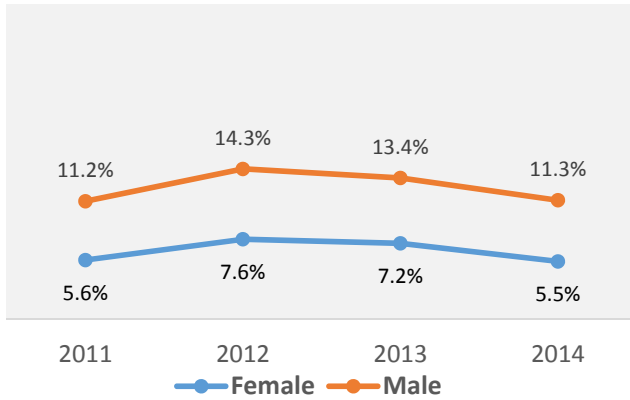
African American



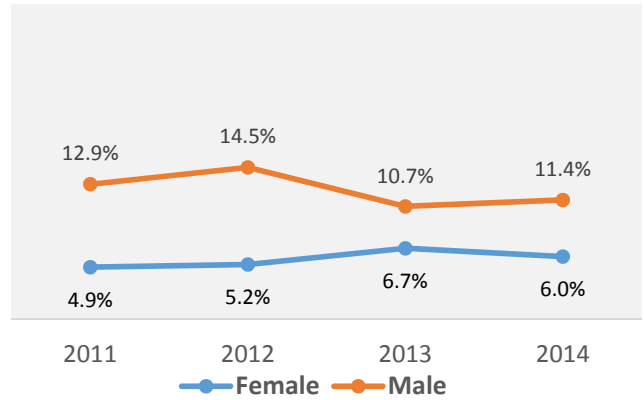
Asian



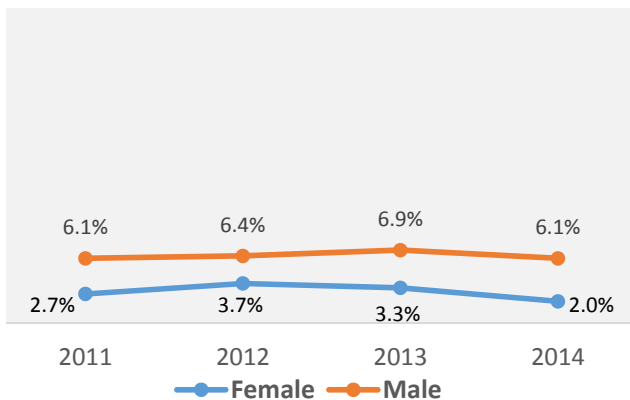
Hispanic



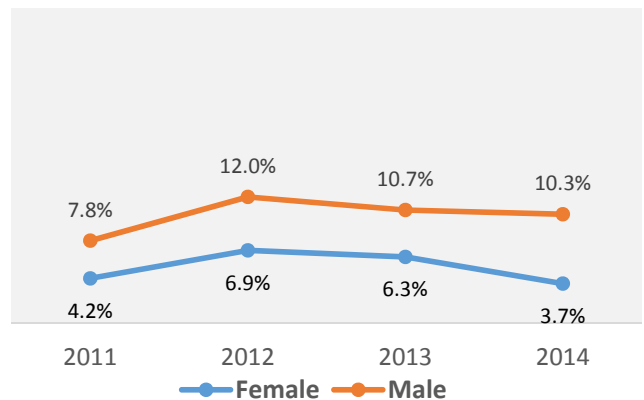
Native American



White



Two or More

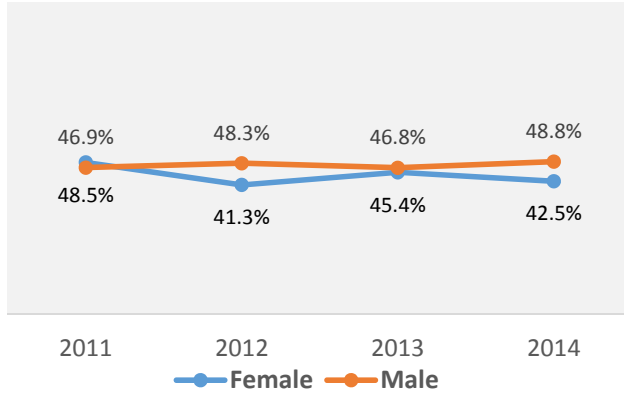


Source: Albuquerque Public Schools

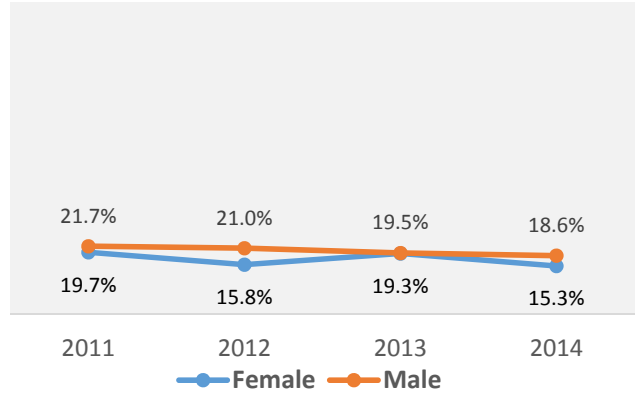
Native Hawaiian/Pacific Islander subgroup is not included because of small N sizes

Figure B5: High School Habitual Truancy, by Gender within Race/Ethnicity, 2011-2014: % of APS high school students with 10 or more unexcused absences

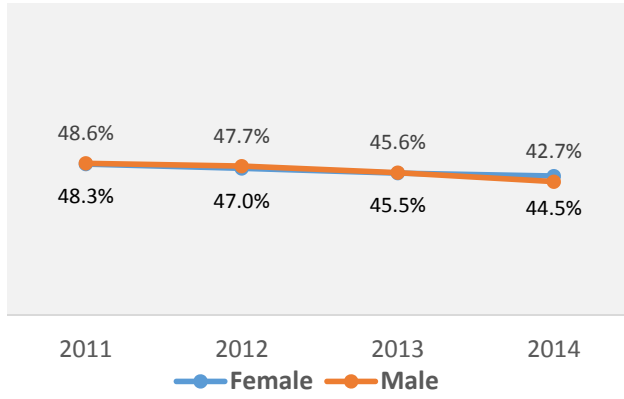
African American



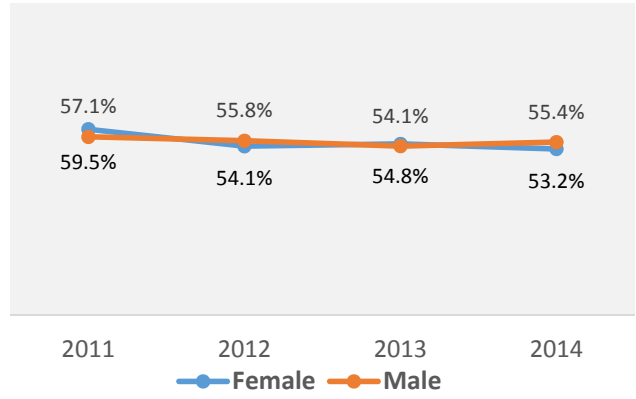
Asian



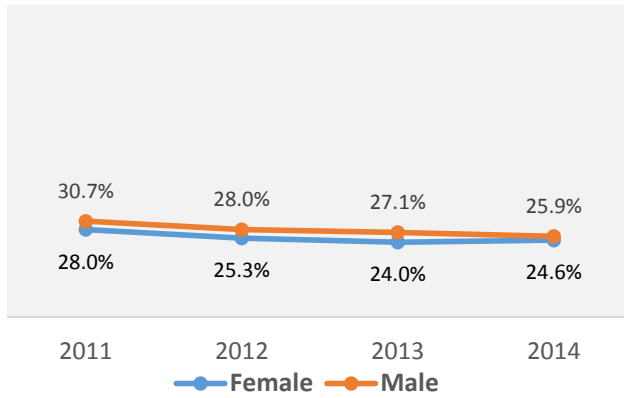
Hispanic



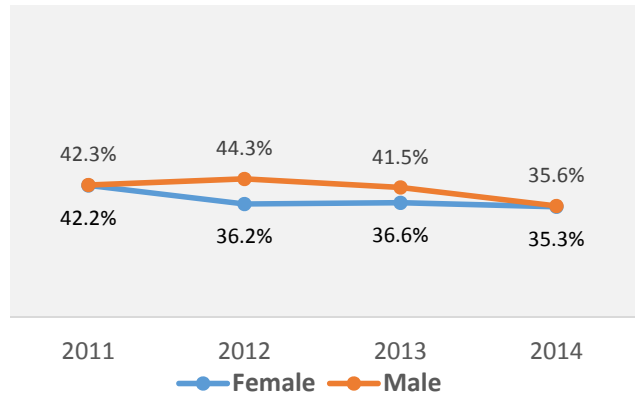
Native American



White



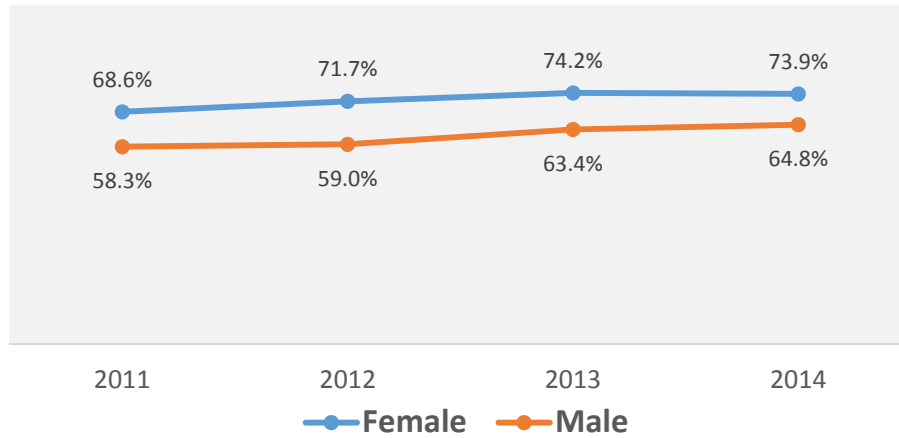
Two or More



Source: Albuquerque Public Schools

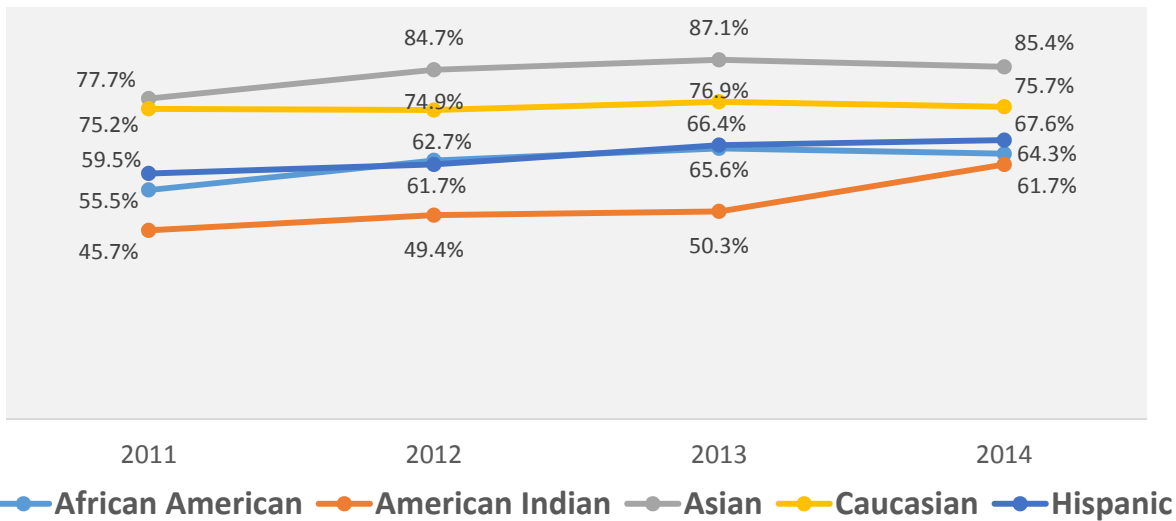
Native Hawaiian/Pacific Islander subgroup is not included because of small N sizes

Figure B6a: 4-Year Graduation Rate, by Gender, 2011-2014: % of APS high school students to graduate within four years



Source: NM Public Education Department
 N sizes not provided

Figure B6b: 4-Year Graduation Rate, by Race/Ethnicity, 2011-2014: % of APS high school students to graduate within four years



Source: NM Public Education Department
 N sizes not provided