



Assistant
Superintendent
of Equity, Instruction
and Support

Dr. Madelyn P. Serna Mármol

Albuquerque Public Schools
OEIS
SY17-18
Annual Report

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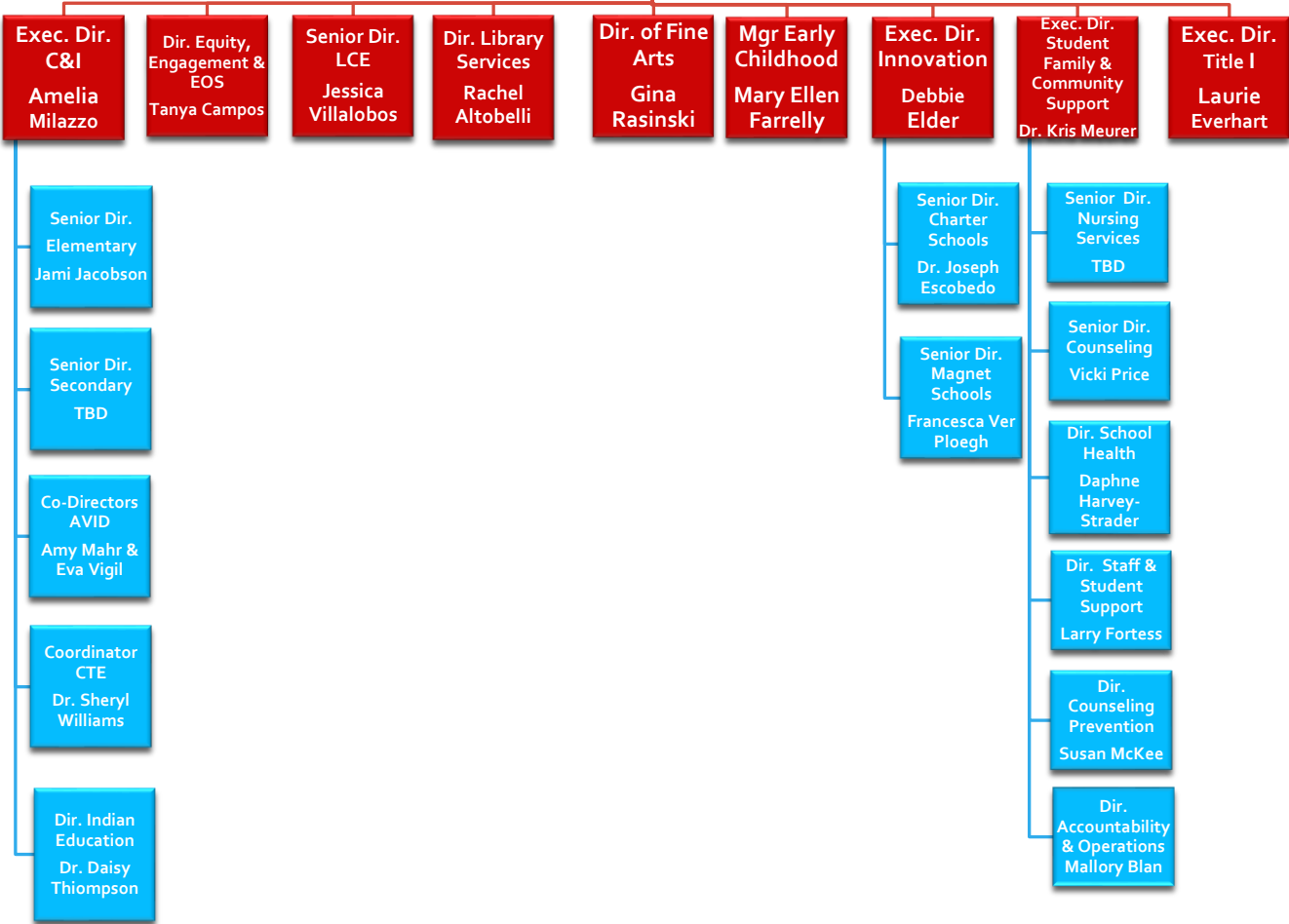
OEIS Mission

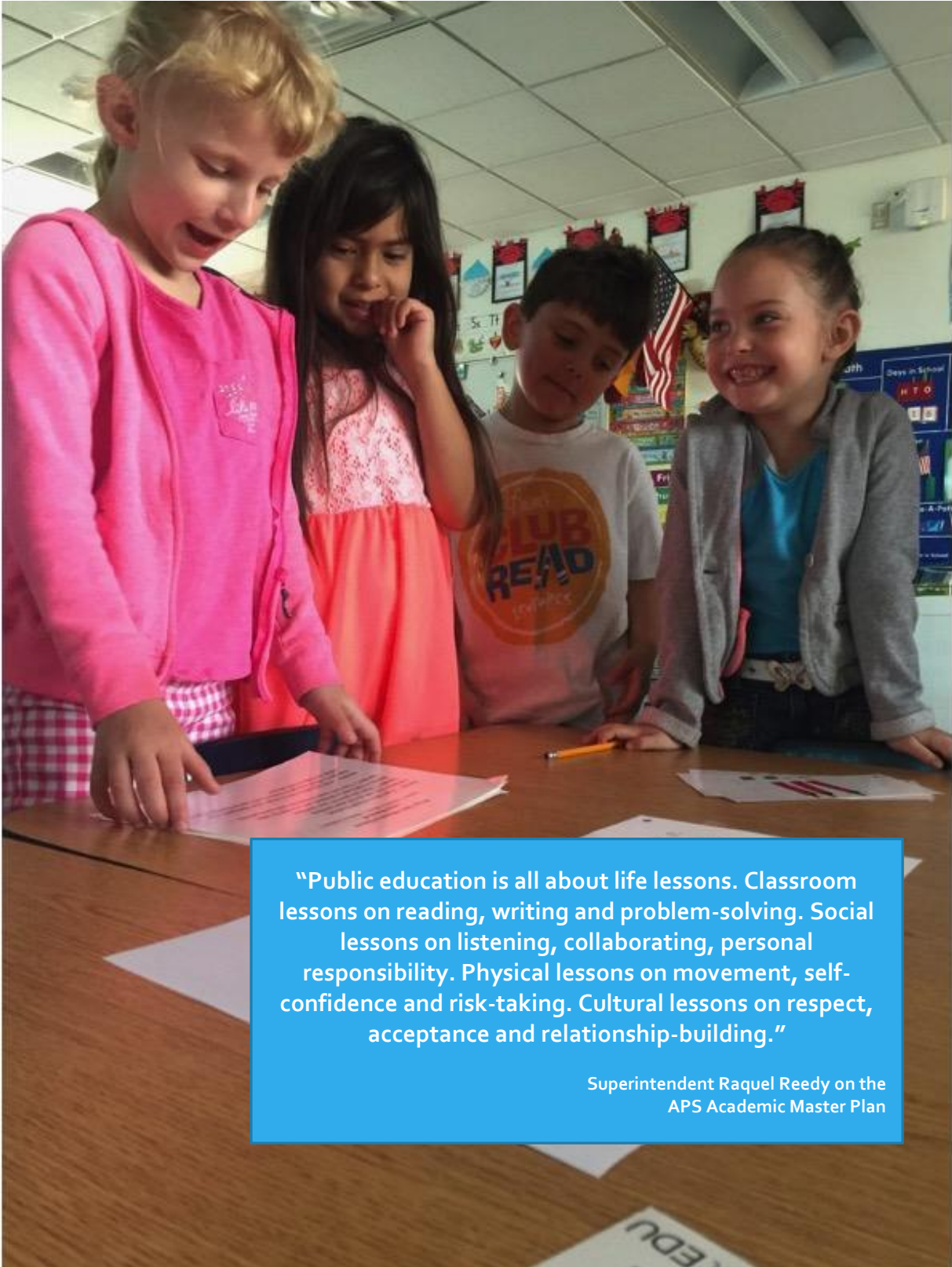
The Office of Equity, Instruction and Support will provide equity of access for all Albuquerque Public School students to attain rigorous instruction in a supportive and equitable setting; provide schools with curriculum, support, resources, and professional development; and strive to engage families.

OEIS Vision

The Office of Equity, Instruction and Support is committed to collaborating with all Albuquerque Public Schools stakeholders and state and national organizations to realize the Academic Master Plan by closing achievement gaps; supporting learning in early childhood; assuring that all students are prepared for college and career; and supporting students in an equitable, safe, and healthy learning environment.

Assistant Superintendent OEIS- Dr. Madelyn Serna Mármol





“Public education is all about life lessons. Classroom lessons on reading, writing and problem-solving. Social lessons on listening, collaborating, personal responsibility. Physical lessons on movement, self-confidence and risk-taking. Cultural lessons on respect, acceptance and relationship-building.”

Superintendent Raquel Reedy on the
APS Academic Master Plan

From the Desk of the OEIS Assistant Superintendent

Dear APS Stakeholders,

It is with great enthusiasm and optimism that I reflect on SY2017-2018. It has been less than a year since I took over as Assistant Superintendent for the Office of Equity, Instruction and Support (OEIS) for the Albuquerque Public Schools (APS). At the helm of the OEIS I endeavor to create an inclusive and collaborative work environment in which staff and administrators work together for a common goal, increasing student engagement and achievement. OEIS with guidance from the Superintendent and Leadership, has accomplished great feats. I have worked with sixteen of my Executive and Senior Directors to present you with the OEIS achievements and next steps connected to the APS Academic Master Plan and Superintendent Reedy's *Big Five*. The annual report, however, is by no means an exclusive record of the work OEIS has performed in SY17-18.

Through weekly meetings with OEIS department-level administrators, Cabinet and Leadership, Associate Superintendent and principals, school visits, and involvement in community organizations I see how OEIS is making progress. I speak to administrators, principals, teachers, and parents who tell me about the positive changes going on at APS. As a member of the Hispano Chamber of Commerce Educational Committee and a member of the Hispanic Scholarship Fund Albuquerque Advisory Committee I have represented APS and assisted in providing College and Career Readiness and scholarship opportunities for APS students. As a member of the Council of Great City Schools curriculum development project and a member of the Association of School Curriculum Development and Magnet Schools of America, I proudly represent APS. As the APS administrative representative on the District Equity and Engagement Committee I strive to present the Board of Education of relevant presentations. At national conferences and meetings I stand taller knowing APS is ahead of many school districts in the implementation of programs and initiatives making a difference in the lives of students.

As we look towards SY18-19, OEIS is creating a comprehensive plan to strengthen equity, curriculum, programs, engagement, and supports for students, staff, teachers, administrators, and parents. OEIS will work collaboratively within the Office, across the District, and with City, County, and State government entities to reduce barriers to learning and to link outputs to outcomes.

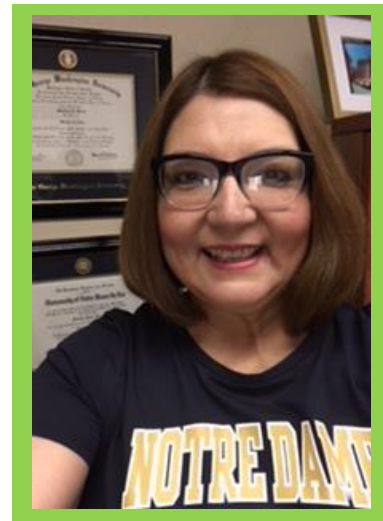
OEIS will encounter challenges along the way but with a well prepared staff and administrators, we will face those tasks with resolve, productiveness, and veracity. Our commitment extends to all APS stakeholders.

Best Regards,

Madelyn P. Serna Mármol, Ed.D.

May 2018

"Be the change you wish to see in the world" Mahatma Gandhi



OEIS Leadership

AVID

Co-Director - Amy Mahr

Co-Director - Eva Vigil

Curriculum and Instruction

Executive Director – Amelia Milazzo

Secondary Education Senior Director – Vacant

Elementary Education Senior Director – Jami Jacobson

Language and Cultural Equity Senior Director – Jessica Villalobos

Indian Education Director – Dr. Daisy Thompson

Library Services and Instructional Materials Director – Rachel Altobelli

Career Technical Education Coordinator – Dr. Sheryl Williams

Early Childhood Development

Program Manager – Mary Ellen Farrelly

Equity and Engagement

Director – Tanya Campos

Coordinator – Maria Hines

Coordinator – Joycelyn Jackson

Fine Arts

Director – Gina Rasinski

Innovation and School Choice

Executive Director – Debbie Elder

Charter and Magnet Schools Senior Director – Dr. Joseph Escobedo

Magnet Schools Assistance Program Senior Director – Francesca VerPlough

Student Family and Community Schools

Executive Director – Dr. Kristine Meurer

Counseling Services Senior Director – Vicki Price

Nursing Services Senior Director – Vacant

Counseling Prevention Director – Susan McKee

Coordinated School Health Director – Daphne Harvey-Strader

Accountability and Operations Director – Mallory Blan

Staff and Student Support Director – Larry Fortess

Title I

Executive Director – Laurie Everhart

Collaboration Highlights

OEIS

- Assistant Superintendent weekly staff meetings with Executive and Senior Directors
- Assistant Superintendent monthly Director meetings delivering updated reports
- C&I, LCE, and LISM formed Instructional Materials Team
- District-wide analysis of CTE and STEM opportunities District-wide
- Innovation and Fine Arts w/Any Given Child, The Kennedy Center
- Inter-office committees and teams to re-boot, plan, and design programs
- LCE and Innovation worked strategically to plan Dual Language pathways
- UNM (Africana Studies; American Indian Studies; Chicana & Chicano Studies; ECHO; Equity & Inclusion; Envision; Fine Arts; Innovation; Institute for the Study of Race & Justice; Medically Fragile Case Management Program; Unidos)

Family Engagement

- Family and Engagement Collaborative District-wide
 - Leadership - Support - Title I – Equity, added OAR, Principals (4), and HR
 - Institute for Educational Leadership
- District-wide Parent Advisory Committee

Fine Arts

- Albuquerque Museum
- Bernalillo Country Arts Board
- Children's Choice
- National Hispanic Cultural Center
- New Mexico Philharmonic
- Santa Fe Opera

Indian Education

- Institute of American Indian Arts
- Kellogg Foundation Albuquerque Workforce Committee
- Native Youth on the Move through Notah Begay Foundation
- New Mexico Pueblo Governors, Tribal Education Departments, and Navajo Nation
- Sandia Labs Native American Outreach Committee

Innovation

- Air Force Research Labs
- Magnet Schools of America
- National Association of Charter School Authorizers
- Sandia National Labs
- The Kennedy Center

Language and Cultural Equity

- APS Indian Education and Special Education
- DLeNM
- NABE

Pre-school (NMPK and Title I)

- APS Special Education
- City of Albuquerque
- CYFD
- ECAP

School, Family, and Community Supports

- ABC Community Schools
- CYFD
- Mission Graduate
- New Mexico Department of Health
- New Mexico Immunization Coalition
- New Mexico School Counseling Association
- Southwest Family Guidance

Target Area: The Whole Child

Relevance of the Work

The Whole Child is a research and practice-based model preparing and developing best-practices to engage and support students in a long-term, comprehensive academic and behavioral approach. The Association of Supervision and Curriculum Development (ASCD) defines the whole child model as ensuring every child is healthy, safe, engaged, supported and challenged. All OEIS divisions and departments focused on providing opportunities, programs, and professional development geared toward the Whole Child.

Achievements

Support to LZs

- C&I created 3- and 5-year plan for adoption and purchase of Instructional Materials. \$4.5 million in ELD and \$4.4 million in ELA materials purchased in first round of plan.
- C&I Senior Directors provided instructional support and PD to principals.
- CSHD provided community tours to principals in support of partnerships and community school practices, followed by PD (Z1 partnership development - Z2 partner plan alignment).
- IED supported students in each LZ through resource teachers and language courses.
- LCE created first-ever Master Plan and PD to serve LZs more efficiently and effectively. Plan presented at NMPED State Director's meeting.
- LCE conducted focus reviews at 23 schools in SY17-18 and will conduct at 22 schools in SY18-19 to develop bilingual programs and recommend next steps. School used reviews in budget planning, scheduling, resources, and PD.
- OEIS Divisions/Departments restructured to match LZs by adding new resources or supports.
 - Counseling provided specially trained Resource Counselors (235 site visits) and added additional counselor to each LZ.
 - Equity implemented Zone Model with coordinators serving as points of contact.
 - Fine Arts provided instructional and personnel support to LZs.
 - LCE restructured department and provided resource teachers to all LZs.
 - SFCS redesigned division to provide support to each LZ.



Support to ESSA-Designated Schools

- C&I Senior Directors worked with Associate Superintendents, Principal Support Specialists, and OAR to assist schools in completing NMPED funding and support applications. Designed targeted PD and support for MRI schools.
- CSHD Community School unit supported MRI schools with community meetings to gather input for school redesign plans and provided 15 Coordinators to canvass neighborhoods.

- OEIS directors collaborated w/grant writer to support documentation for CSI applications.
- SFCS ensured compliance for Students in Foster Care per ESSA.
- School Choice supported CSI/TSI charter schools with application process and planning.
- Title programs w/IED supported District's federally funded program mandates of consultation with rural and urban Tribal Leaders, education directors, and stakeholders.

90-Day Plan Support

- CSHD Attendance Promotion/Truancy Prevention unit developed attendance framework; 31 schools in Quartiles 1 and 2 have attendance or attendance-related goal in the 90-Day Plan.
- LCE participated in plans for 10 schools in all LZs.
- OEIS Directors served as District representatives on Core Teams and as plan Reviewers.
- OEIS w/OAR compiling list of Focus Areas to provide support and develop PD opportunities.
- School Choice offered training and reviews for Charter schools and created design teams.
- Title I School Support Resource Teachers and Funding Technicians collaborated with school teams to validate expenditures and support alignment of Focus Areas within each plan.

Professional Development for Administrators, Teachers, and Staff with Diverse Populations

- AVID provides PD to teachers at all levels on WICOR strategies, proven to increase CCR.
- C&I provided PD w/national speaker and author Eric Jensen. Half of District's teachers attended training in 2017 and another training session slated for summer 2018.
- C&I providing summer 2018 workshops on T3 Math, CORE Literacy, Springboard Writing/Close Reading/Course Planning, and Lucy Calkins Writing.
- Counseling provided 31 hours of PD to 228 counselors including: 23 hours of required trainings, 8 optional PD hours, and seven CEU's.
- Fine Arts Integration workshops (filled to capacity) offered during school year and one week in the summer to teachers, librarians, counselors, and other staff.
- IED provided PD for district staff on topics including Native American student learning styles, research, and instructional methodologies.
- Implementation Resource Team members from each school in the Restorative Practices Research Grant received specialized Mediation and Restorative Practice training.
- Innovation provided project-based learning with magnet theme-embedded focus to Garfield, Hayes, and BlendEd and offered Entrepreneurial Mindset workshops by request.
- Innovation through MSA supported Coronado for National Magnet Certification process and San Antonito on year-1 implementation and year-2 planning of STEM magnet concept.
- Innovation through NewTech Network Team development provided consultation to Zuni to re-start magnet theme and provided PD for Nex+Gen.
- LCE provided PD to Zone 2 principals in Dual Language leadership from nationally recognized expert and trainer Dr. José Medina.
- LCE w/Special Education provided principals with training on State and Federal regulations and delivering services to Special Education/Bilingual students.
- LCE provided TELL training for teachers (240), EAs (300), and office staff (60).
- Nursing provided PD with FREE CEU's to School Nurses: 19 Activities, 530 participants.

- Restorative Practices Research Grant Coordinators provided school based training at the 6 implementation middle schools on restorative practices and grant requirements.
- School Choice offered 5 charter leader meetings including crucial support of financial, organizational, and academic compliance.
- School Choice provided support and training of charter school special education coordinators to ensure state and federal compliance.
- Title I provided over 200 teachers with AddVantage Math courses supporting best practices. Some 400 teachers, ICs, and interventionists attended 37 follow-up math opportunities.

Extended Day and Summer Programs

- C&I expanded K3+ to 5,000 students District-wide with approved \$6.8 million budget. Fine Arts to provide art and music instruction.
- C&I Summer School unit partners w/Mission Graduate to promote Launch to Learn summer initiatives and resources for elementary students.
- CSHD Oasis Tutoring provided by 275 volunteers serving 400 students in 50 elementaries.
- CSHD Community Schools unit and Title I EDAP w/ABC CS Partnership provided Enrichment and 21st Century Community Learning Centers grants ensuring 11,000 students have access to quality after school programs.
- Fine Arts after school art and music clubs (guitar, print making, and ceramics).
- IED provided credit recovery programs for Native American students at all high schools.
- LCE providing coaching to Spanish Spelling student attending Nationals in summer 2018.
- Summer School created summer enrichment program at 3 schools.
- Title I OST worked with schools to implement NM Guiding Principles for Quality in support of after school programs facilitating homework completion, skill building, and early learning.
- Title I provided small group tutoring for struggling students at 34 schools District-wide.
- Title I w/Greater Albuquerque Chamber of Commerce provided one-on-one tutorial sessions to 3 elementary schools.
- Title I Homeless project provided tuition to homeless students for credit recovery and provided academic enrichment programs after school and in summer programs.

Opportunities for Diverse Student Populations to Expand Extra-curricular Activities.

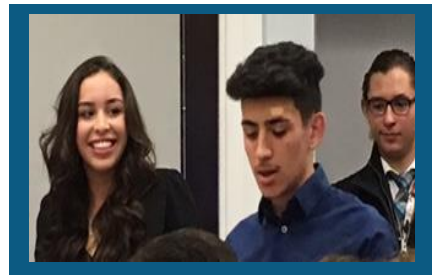
- APS voted 2018 Best Communities for Music Education by NAMM Foundation.
- CSHD Community Schools unit developed middle school soccer league to meet needs at 24 schools (47 teams, 450 students – 6 schools new to soccer).
- Fine Arts Department
 - created plan to expand music and arts programs in elementary schools so students will receive music and art instruction every year (16 elementary schools in SY18-19).
 - created Music Performance Assessments for middle and high school band, choir, orchestra, and guitar.



- expanded District Art Shows – (Art is Elementary, Art in the Middle, Metro and Focus) and expanded Honor Bands, Elementary Honor Choir (300+ 4th and 5th grade students).
 - organized *Festival de Bellas Artes* – 42 performing groups w/1,617 participants.
 - UNM Partnership provided private music lessons to 3 schools (band/choir/orchestra).
- LCE more than doubled participation in Spanish Spelling Bee from 11 schools in SY16-17 to 23 schools in SY17-18.
- LSIM and the Public Library of Albuquerque Bernalillo County created program to issue library cards. Currently in the pilot phase, the program will begin with third graders.

Reducing Barriers to Learning

- C&I and IED backpacks with supplies to 7,500 students at end of 2018 summer learning programs. LCE will provide backpacks w/supplies to all EL students, K-8.
- C&I w/Nusenda Credit Union to provide \$10,000 in Summer School scholarships for seniors.
- C&I supported ongoing expansion of Ethnic Studies courses in high schools.
- CSHD Volunteer and Special Projects unit provided 2,975 student supply kits; 1,657 clothing vouchers; 1,278 hoodies; 860 pair of shoes; and 550 coats.
- Counseling w/APS Police implemented HWC Program coordinated w/First Responders and County Commissioner’s Office. All counselors trained staff on HWC Notifications and support to students (97 Handle with Care notifications thus far).
- Innovation w/City of Albuquerque funding for International Baccalaureate at Sandia High.
- Fine Arts w/PTA held Clothing Bank fundraiser and SFCS collected 8 large bins of gently used clothing during Spring Cleaning for Clothing Bank.
- IED w/LCE for first time applied for Native American language BMEP programs for Governor Bent, CEC, Atrisco Heritage, Cibola, and West Mesa.
- IED provided student recognition incentives to Native American students K-12.
- SAT team w/Special Education developing cohesive process and forms for a seamless transition from Tier II to Tier III.
- Threat Assessment Department w/Special Education revising manual and forms.
- Title I Homeless Project developed Student Residency Questionnaire (16 schools) to identify students experiencing homelessness District-wide.
- Title I w/KRQE and Assistance League led shoe distribution 9 schools in SY17-18 and 9 more schools in SY18-19.



Safe, Healthy, and Engaged Students

- CSHD Community Schools unit
 - collaborated with Presbyterian Health Plan to conduct Day of Service; supported 7,895 students in 17 schools in health and nutrition activities.
 - provided logistical support, coaching, curriculum and other tools to 84 schools with school gardens to promote health and real life application of learning.

- provided technical assistance for funding application and partnership development to support 30 schools in implementing food banks.
 - facilitated 25 SBHCs to promote access and seamlessness of service.
 - developed school-level tool kit to support schools in implementation of SHACs.
- Counseling Department
 - w/HWT supported over 3,183 student cases in the school year.
 - worked with 19 Community Mental Health Agencies to provide free supplementary therapy and counseling to students in over 100 schools.
 - Counselors trained in APS Suicide Prevention Protocol assisted 1,053 students.
 - Counselors secured 646 individual assessments w/Southwest Family Guidance Center.
 - taught 42 SSCP Units to over 12,900 kindergarteners and 1st graders in personal safety and communication skills. Program included training and resources for administrators, program directors, and staff. Family component delivered in English and Spanish.
- DSMaRT provided immediate team support for staff, students and parents in 17 deployments of varied levels of critical incidents affecting schools or departments in SY17-18.
- DSMaRT received Board recognition for taking lead in crisis situation at Aztec Public Schools.
- SFCS - EAP provided high quality therapy services for employees, a free benefit available to employees and their families.
- Restorative Practice Research Grant began first year implementation in 6 middle schools and provided stipends for 6 additional middle schools as comparison schools.
- SFCS Medicaid revenue supports
 - Nurses and Counselors, Agency Nurses, and Community Mental Health Providers.
 - 50+ families enrolled per Medicaid enrollment event.
 - 80 Behavior Re-Directors at 87 Elementary Schools.
 - bilingual Medicaid enrollment specialist to assist with translations.
- SFCS Title IV Grant improved access to mental, behavioral, and nutritional health services.

Community Collaboration

- Equity w/GLSEN providing transportation for ABQ Pride Parade.
- OEIS and IED organized 2 Tribal Summits to confer w/Tribal leadership, educational directors, and stakeholders. APS provided Title program consultation and data and received tangible recommendations from 9 Pueblos, President of Navajo Nation, and urban leaders.
- OEIS working with new City of Albuquerque staff on pre-school programs; Community Schools; and After-School Programs.
- OEIS and C&I w/UNM and Southern Poverty Law Center-Teaching Tolerance on Ethnic Studies programs and Dual-Credit courses.



Next Steps

Create District-wide initiatives. C&I creating new position for Instructional Manager in Compliance to manage SAT policies, procedures, and training. Equity to convene Equity and Engagement Advisory Group meeting in August 2018. Equity to plan a summit on the State of African American Students. Equity to create snapshots of district-wide demographics and Equity reviews. Fine Arts creating plan to expand Mariachi Program. LCE and Fine Arts developing new plans for teacher differentials. LCE to create plan to establish Model Classrooms K-12 in Bilingual/ELD academic support. OEIS w/OAR developing plan for secondary interim assessments. OEIS to update websites to provide updated information, forms, and links to staff, students, and parents.

New and Expanded Programs. C&I and Innovation will assist Zone 3 with expansion of BlendEd program to the West Side. CTE course offerings and pathways across the District. Innovation to deploy Portfolio Strategy to create pathways District-wide and collaborate with Superintendent's Business Advisory Committee. IED developing Native American Teen Court program. LCE and IED oversight and coordination of programs for Native American students identified as ELs and Bilingual Seal offerings in the Navajo and Zuni languages, working with Pueblo Governors to research expansion to other languages. Medicaid Enrollment events, 9-12 events per year, to provide health insurance and increase funding for nurses, counselors, and school support staff. Newcomer program designed and implemented in Highland High School feeder group (La Mesa and Van Buren).

Provide continued support and PD to LZs. OEIS to provide principals with comprehensive list of PD opportunities. CSHD Community School Unit with Associate Superintendent teams from LZ1 & LZ2; ABC CS Partnership; UNM College of Education; and Bernalillo County Human Resources Department designing 1.5 day institute for Community School Leaders launching August 2018. LCE w/Title I funding to provide GLAD training to schools in all LZs. Title I to provide Summer Reading Institute to reading intervention teachers, instructional coaches, and intermediate grade elementary teachers.

Reflection

APS leadership and teachers are ready for the challenge of providing the resources and support necessary to create a Whole Child learning environment in which every student at APS may thrive. OEIS is moving in a direction to provide significant, comprehensive professional learning opportunities for students, teachers, and administrators. OEIS is seeking ways to provide opportunities and resources in a more equitable and organized manner to support students academically in school, after school and provide summer growth and learning experiences.



Target Area: College and Career Readiness

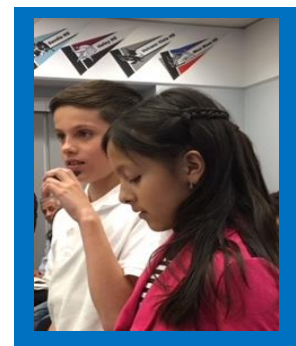
Relevance of the Work

The need for college and career ready (CCR) students is evident when employers estimate that by 2020 65 percent of all jobs will require postsecondary education and training. Students must be ready to enter college without the need for remediation and enter the work force with both written and verbal skills; critical thinking and collaboration skills; and resilience. The U.S. Department of Education defines college and career readiness as students obtaining the academic and technical know-how necessary for a career beyond the classroom.

Achievements

Analysis and Expansion

- C&I Senior Directors worked with Associate Superintendents, Principal Support Specialists, and OAR to assist schools in completing the NMPED funding and support application and audit.
- C&I Executive Director created plan to create CCR Department to include Dual Credit, Internship and Mentorship programs, and CTE.
- C&I created plan to institute NexGen Science Standards and convened teacher advisory group for consultation.
- CTE provided 14 programs of study offering 40 certifications with 71 industry partners.
- LCE advancement and support increased total Bilingual Seals by 46% (279 to 408) and Seals of Distinction by 45% (48 to 70) in SY17-18.
- School Choice Fair included 88 traditional, charter, and magnet schools displaying offerings to 1,200 community members.



Grant Opportunities

- Any Given Child Partnership w/Kennedy Center, City of Albuquerque, and Community arts organizations increased equity and access to arts education for students K-8.
- Engineering the Future team attended MSA National Conference visiting some 40 Chicago Public Schools to attain information on best practices regarding Magnet School models, curriculum, assessments, leadership, and student programs.
- Innovation secured MSA grant, \$7.9 million over 5 years, for Engineering the Future K-12 pathway at Mission Avenue, Garfield, and Valley. Created industry partner core team.
- Innovation held community partnership night with AFRL and Sandia National Labs to promote new grant and lay foundation to make connections with Mission Avenue, Garfield, and Valley.
- Innovation held 8th grade @Valley High in April to promote 9th grade engineering strand.
- Innovation w/Kellogg Grant for Zuni Elementary to implement NewTech model in 2 grade levels.

Diverse Student Leadership Organizations

- AVID served 2,000 students District-wide enrolled in an elective class to expose them to WICOR strategies, tutoring, and concepts of grit, resilience, and growth mindset.
- AVID provided funding for college field trips for high school students and CCR exploration field trips for middle school students.
- 100% of BSU seniors participating in organization (53 in 2018) graduated; celebrated at Rites of Passage Ceremony.
- BSU programs provided information on local and national scholarships: part of a network with organizations and businesses on internship and mentorship opportunities.
- BSU provided civil rights field trip for 41 students from 4 high schools to visit national museums, landmarks, and HBCUs.
- Equity co-sponsored Male Summit focusing on boys of color. Students from 4 high schools and 3 middle schools participated.
- Equity co-sponsored Inner Beauty Conference targeting girls of color at three middle schools.
- IED Native American Leadership Council represented students from 8 high schools.
- IED celebrated Native American graduating class at 2018 Banquet.
- LCE sponsored District-wide Spanish Spelling Bee and will sponsor sixth grader from Van Buren to attend National Spanish Spelling Bee.
- VIA Youth Summit hosted 5 elementary to high schools from Zone 1 and 2 sponsored by McCune grant and NM Learning Alliance.



College and Career Readiness

- AVID collaborated with Mission Graduate on job shadowing.
- CCR Counselors held College Nights and FAFSA completion events. 43% of seniors in APS completed FAFSA applications, goal to reach 60% completions by end of June.
- Counseling w/Mission Graduate and 25 organizations - local businesses provided Connecting Pride to Profession Career Fair at Rio Grande. Eighth graders from feeder schools participated.
- CSHD Community School Unit supported 4 schools in implementation of College and Career diners. Students, families, and teachers shared meals and built stronger relationships.
- CSHD Family Engagement unit developed and launched Families Connected video on Mission Graduate/APS Graduate Profile so families understand CCR skills.
- CSHD convened Gathering of Gardens-School Summit. Workshops included food justice, pest control, irrigation, and remedies.
- IED allocated federal funding to create CCR counselor to support Native American Students.
- IED utilized GradPoint Credit Recovery to provide 80 Courses to Native American students. Some 522 courses completed since 2013. Provided dual credit coursework at CEC.
- OEIS w/HSF provided College 101 night to 500 students and parents District-wide including private and surrounding schools to learn about planning and paying for college in a bilingual format. First ever New Mexico HSF event and most well-attended College 101 night in SY17-18.

- Title I Homeless Project hosted annual high school career fair attended by 127 students. Students completed mock interviews, met with businesses, organizations and colleges.

Next Steps

Create more opportunities for students. C&I, CCR counselors, IED, and Equity will work collaboratively to create a plan to execute programs across the district. Counseling to work with Mission Graduate to create opportunities for students District-wide and target middle schools to begin the process earlier. IED collaborating with Innovate + Educate to create work-force study and partnering with Junior Achievement creating opportunities for Native American students. IED to create middle school robotics program and high school internships.

Expansion of Programs. C&I to establish College and Career Readiness Department. Department to include Dual-Credit, Internships, Mentorships, and CTE. CTE course offerings and Innovation pathways across the District. HSF Road to College at high schools with large enrollment but low participation at HSF College 101, target feeder middle schools. Continued development and expansion of the College and Career Readiness programs and guidance lessons in middle and elementary schools.

Reflection

APS had various initiatives to assist College and Career Readiness programs and projects. However, the programs were often conducted in silos, segregated in pockets of the District, and not collaborative. In addition, programs such as college fairs or FAFSA events were not simultaneously translated or not conducted in various languages in “real time.” This year’s HSF College 101 proved to be a success and a showed how the District needs targeted, bilingual events across all LZs.



“Asistir a College 101 nos cambió nuestras vidas. No sabía que era posible que mi hija podía ir a la universidad.”

Atrisco Heritage Academy parent.

Target Area: Early Learning

Relevance of the Work

Early learning is essential and the foundation for school readiness in developing literacy and numeracy skills and social and emotional skills. Brookings Institute Research indicates that pre-kindergarten students benefit immensely but English learners and economically disadvantaged children make the most future academic and social gains. National trends are moving toward full-day programs for 4-year-olds and expanded programs for 3-year-olds.

Achievements

Expanded pre-school Programs

- NMPK expanded 14 programs to full-day, 4 new classrooms at existing sites, and to 4 new elementary school sites.
- NMPK focused expansion of 3-year-old and full-day programs to ESSA-designated schools.
- NMPK collaborated with APS Title I and Special Education Inclusion programs and YDI to create curriculum based on FOCUS New Mexico standards and benchmarks.
- NMPK collaborated with ECAP to provide programs and opportunities for APS student throughout Bernalillo County.
- NMPK and Title I working with Capital Master Plan office and Transportation Department to strategically plan expansion of full-day and 3-year old programs.
- NMPK and Title I classrooms aligned start and end times to match K-5 school day to support inclusion of students with special needs and support family's schedules.
- Title I expanded 3-year old programs to include MRI schools.

Resources Available to School Sites

- AVID reinforces academic behaviors and higher-level thinking at a young age. Elementary students develop habits needed to be successful in middle school.
- CSHD Volunteer Programs/Special Projects unit brokers and supports volunteers through the Foster Grandparent Program (serving 63 students in 29 elementary schools).
- IED elementary resource teachers serve kindergarteners who require additional assistance and skills development in reading, writing, and math.
- IED Summer Cultural Enrichment Program serve kindergarteners in classes offered to all students.
- NMPK coaches and coordinator attended UNM PD training and will attend Jump Start Institute in June 2018 (coordinator will present at Institute).
- NMPK working w/LCE to align support of all language learners.
- NMPK began monthly technical FOCUS training for all teachers.
- NMPK and Title I working on PD to provide principals, teachers and school staff on FOCUS standards and benchmarks to create 5-Star school programs.

Next Steps

Expansion of Programs. Create a Family Preschool Handbook. Develop policies and procedures for preschool inclusion and attendance. Create 3-year and 5-year plan of continued expansion of school sites, full-day programs, and programs for 3- and 4-year-olds. Collaboration with City of Albuquerque and YDI to assure continuum of services before and after school and provide a licensed teacher to support classrooms on APS sites. Build internal capacity with coaches to provide required FOCUS training. Continue collaboration with Capital Master Plan and ensure department applies for NMPED funding for early childhood classrooms to expand Title I and NMPK programs to meet ever-increasing District-wide needs.

Professional Development. Target PD for principals, teachers, and staff on FOCUS requirements to secure 5-Star programs at all school sites. Further dialogue between APS Special Education and Title I to successfully implement plan for inclusion.

Reflection

Early childhood education is a pivotal part of student achievement at APS especially for a significant EL and low SES population. At APS our efforts have often been “siloeed” but with a renewed concentration on FOCUS standards and requirements, APS NMPK, Title I, and Special Education are collaborating and with outside organizations such as the City of Albuquerque and YDI Head Starts. In addition, the District is once again participating in collaborative organizations like ECAP.



“Being read to in Spanish was awesome! *El oficial Correa y Gloria* is my new favorite book!” Painted Sky student.

Target Area: Attendance

Relevance of the Work

Simply stated, if a student does not attend classes whether in a traditional classroom or on-line, they cannot learn. When a student is absent or tardy, work and learning is interrupted. The National Center for Student Engagement reports that schools are most effective in achieving high attendance rates when parents, teachers, administrators and community stakeholders work together.

Achievements

Providing Resources and Support to Schools

- CSHD Attendance Promotion/Truancy Prevention unit
 - provided PD to Counselors, Nurses and Principals around attendance promotion and chronic absenteeism prevention.
 - built toolbox of forms, guidance documents and resources (e.g. guide for accessing attendance data; school assessment and plan; incentive plan guide, etc.) and redesigned website and intranet sites to access tools easily.
 - provided 290 contacts to Quartile 1 and 2 schools on the Attendance Performance Framework first semester.
 - supported the partnership, planning and implementation of walking school bus programs at 5 schools in SY17-18. (3 fully implemented and 2 in process).
- CSHD Family Engagement and Attendance Promotion/Truancy Prevention units provided PD to school teams.
- 64 schools administering approximately 4300 doses of vaccine in support of attendance goals.
- Medicaid revenue supported truancy initiatives and family engagement.
- SFCS received Title IV grant to increase enrollment of under-represented students in AP classes, reduce student dropouts, increase family engagement, and improve attendance.
- Title I Homeless Project collaborated with Truancy Social Workers and other role groups to provide supports to homeless students struggling with attendance.

Partnerships with Organizations

- CSHD Attendance Promotion/Truancy Prevention unit
 - conducted Every Day Matters attendance conference for 125 APS staff from 33 schools.
 - collaborated and conducted the Next Steps conference with about 70 APS staff from 28 APS schools (including 1 Charter).
 - developed 1,968 individual Student Attendance Success Plans with families of students with significant numbers of unexcused absences, included referrals to resources.
- Counselors worked with TARGET 10 student program to address attendance concerns. Over 2,000 students received support. Data collected will ascertain impact and interventions.
- CSHD Community Schools unit redesigned Community School Initiative Grant applications, RFP meetings, and program outcomes to focus on attendance outcomes.

Next Steps

Create New Systems/Programs. OEIS w/OAR and SIS to create an Early Warning System to track student progress and anticipate academic and social emotional needs. CSHD Attendance Promotion/Truancy Prevention unit to develop and implement plan for attendance via Title 4 Grant.

Professional Development. Counseling Department to continue gathering data about types and effectiveness of counseling attendance interventions. Effective counseling attendance interventions and resources will be provided to all counselors, to help students improve attendance.



Reflections

Attendance is an issue that affects all grade levels across the District. Departments within OEIS are working collaboratively to support schools in tracking student data. SFCS in particular has made positive steps towards identifying schools with attendance challenges and providing professional development for principals, teachers, and staff. Working with outside organizations and partners like Mission Graduate assist in focusing the work and enhancing the collaborative atmosphere OEIS has strived to increase throughout SY17-18 and beyond.

Target Area: Community and Parent Engagement

Relevance of the Work

When parents and community are involved in a child's education, they are more engaged and make greater strides in their education. U.S. Department of Health and Human Services defines community and parent engagement as promoting positive and enduring change for children, families, and community. Results of a comprehensive, national NICHD study (2011) suggested parent involvement not only predicted an increase in academic achievement but also improvements in social skills. Students with highly involved parents or families have enhanced social functioning and fewer behavior issues.

Achievements

Family Engagement

- AVID schools are asked to host at least one family night to build relationships between parents and the school.
- CHSD Community Schools unit supported Homework Diner at 11 elementary and middle schools. Students, families, and teachers shared meals and built stronger relationships while gaining academic and skill building support.
- CSHD Family Engagement unit launched Families Connected to support families with information and resources and develop skills to support student learning and success.
 - 7 videos released in February, with events at 9 schools and a total of 205 adult participants; 8 additional videos scheduled for release by May 2018.
 - 3 videos focus on attendance, Medicaid enrollment, and LZs.
- LCE created new Family Engagement Liaison position to support students and families.
- LCE opened 2 new English Acquisition Centers at Van Buren and Albuquerque High to provide parents and guardians with English language instruction.
- FEC reignited to include leadership from 3 departments and included 20 members from departments and schools District-wide.
 - 5 members attended Team Lead Conference to explore best practices. Concentrated on establishing Parent Advisory Committee.
 - Parent Advisory established from district parent advisory groups, LZs, and grade-levels.
- Title I Family Engagement Conference attended by 300 educators, parents, and staff. Featured national speaker and researcher Michelle Brooks.
- Title I, co-sponsored NMPTA Conference. Keynote Speaker Frances Frost, USDOE Family Ambassador.
- Title I w/Explora hosted 6 Family Science Nights and 4 Science Explorer Nights for families.



Focused Training to Faculty and Staff

- CSHD Community Schools unit provided technical assistance to school leaders and community school councils on conducting needs assessments to identify barriers to learning, community asset mapping, and partnership development.
- CSHD Family Engagement unit
 - provided 4 STEP Workshops for schools. 51 school teams learned about family engagement best practices and designed a sustainable action plan.
 - conducted 117 technical assistance/coaching sessions with school staff for implementation of plans developed in STEP workshops.
- Counseling centralized Crossroad's Parent Involvement Program to serve students and families District-wide. Parent Involvement Program served 391 students with their families.

Volunteerism and Partnerships

- CSHD Volunteer Programs/Special Projects unit
 - developed database of Volunteer Coordinators to provide resources and gather data on in-kind supports.
 - developed manual and trained 30 Volunteer Coordinators (20 ES, 5 MS, 5 HS).
 - presented at NMSBA conference and APS Board on faith based partnerships.
 - continued to build partnership with SHINE Network.
- LCE w/Wells Fargo stuffed backpacks for EL students attending summer learning.
- OEIS staff (20) volunteered time to assist parents and students at HSR College 101 in English and Spanish.



Next Steps

Collaboration. CSHD will continue to collaborate with Title I to align requirements into STEP as well as to align school technical assistance/coaching. FEC will continue to collaborate with state and national organizations. Events will include additional family engagement strategies and interpretation simultaneously at each event.

Target disenfranchised families. AVID developing family engagement video for students and parents in English/Spanish. CSHD Family Engagement Unit developing plan for family engagement supports via Title IV Grant and will train its staff in Jensen strategies to incorporate strategies into STEP workshops. LCE opening 5 new English Acquisition Centers, one in support of Newcomer Program at Highland.

Reflection

Family Engagement touches all departments across the District. Efforts to engage families were happening all over the District but not in an organized, coordinated effort. The FEC is now led by three distinct District departments: Equity, SFCS, and Title I, giving many more stakeholders the chance to coordinate efforts. Adding principals and HR has enhanced the profile of the FEC. The FEC's collaboration with TEAM Lead and the subsequent application and national conference brought the group one step ahead to one of the year's goal, creating a District-wide Parent Advisory Committee. The new Parent Advisory Committee adds a vital dimension to the FEC and the importance of engaging parents.

Glossary of Acronyms

AFRL	Air Force Research Laboratory
AP	Advanced Placement
APS	Albuquerque Public Schools
AVID	Advancement Via Individual Determination
BMEP	Bilingual Multicultural Education Programs
BSU	Black Student Union
CCR	College and Career Readiness
CEC	Career Enrichment Center
C&I	Curriculum and Instruction
CSHD	Community School Health Division
CSI	School Intervention
CTE	Career Technology Education
CYFD	Children, Youth and Families Department
DSMaRT	District Stress Management and Recovery Team
EAP	Employee Assistance Program
ECAP	Early Childhood
EL	English Learner
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
FEC	Family Engagement Collaborative
HBCU	Historically Black Colleges and Universities
HR	Human Resources
HSF	Hispanic Scholarship Fund
HWC	Health and Wellness Team
IED	Indian Education Department
LCE	Language and Cultural Equity
LSIM	Library Services and Instructional Materials
LZ	Learning Zone
MRI	Most Rigorous Intervention
MSA	Magnet Schools of America
NAMM	National Association of Music Merchants
NICHD	National Institute of Child Health and Human Development
NMPED	New Mexico Public Education Department
NMPK	New Mexico Pre-Kindergarten
NMSBA	New Mexico School Boards Association
OAR	Office of Academic Research
OEIS	Office of Equity, Instruction and Support
OST	Out of School Time
PD	Professional Development
RSTF	Right Size Task Force
SBHC	School Based Health Center
SES	Socio-economic Status
SFCS	School, Family and Community Support Division
SHAC	School Health
SSCP	Second Step Child Protection
STEP	School Training for Engagement Planning
TSI	Targeted School Intervention
UNM	University of New Mexico
USDOE	United State Department of Education
WICOR	writing, inquiry, collaboration, organization and reading