

# Federal Funds Progress Monitoring Committee

## Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Royce Binns and Dr. Blakey,

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the appropriation for transportation incentives of \$80,000 from the America Rescue Plan Act funding.

The PMC learned during this interview that APS transportation is offering \$1,000 incentive payments to new bus drivers hired, to be paid out quarterly in the first year of employment. You are also offering referral incentives for bus driver hires. Despite this incentive, you expect to still be about 50 drivers short for the current year and next school year.

Though this conversation informed us that this funding may not be entirely expended, we are excited to encourage you to continue to document and describe the obstacles to the classified hiring process for bus drivers as well as your considerations for ways in which you could improve or change the working conditions to attract and retain bus drivers. We believe this expenditure, though small, and potentially not all expended, could lead to some policy recommendations for internal and external consideration and implementation to improve the future of APS.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,

Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

# Federal Funds Progress Monitoring Committee

## Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Yvonne Garica and Jami Jacobson,

This memo is from the Progress Monitoring Committee (PMC) to share our conversation related to the February 2022 interview about the \$2.35 million related to Foundations. In the APS [BOE approved spending plan](#), this \$2.35 million is included in a \$3.35 million appropriation for “Whole Child Supports.”

As a district-wide strategy to improve instruction for students focused on phonics and reading, the PMC believes this may be a strategy that can be implemented as a part of the 20% set aside for student unfinished learning. The implementation must be intentional, not optional and we encourage you to connect with the SAPR team as soon as possible to set up monitoring mechanisms and outcome reporting.

Your project has identified “unfinished learning” as one of the goals of this expenditure. The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza. Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

# Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Yvonne Garcia, Jami Jacobson, Amy Chase and Courtney Grant,

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the appropriation for the Vibrant Schools Conference and the \$750,000 appropriation towards new and novice teacher training.

Both the Vibrant Schools Conference and New/Novice Teacher training are good ideas championed by passionate educators. There likely should be some source of funding in existing budgets or grant opportunities to fund these activities, but they may not be the most intentional projects to be funded with dollars from the America Rescue Plan Act funding to APS. The PMC believes that the ARP funding should be directed towards initiatives that work, more so than good ideas. The funding should be prioritized or directed towards initiatives that intentionally change and improve student outcomes or teaching and learning conditions across all schools. As described, the programs you described are optional, which means there is also no intention to target specific students or teachers and no ability to guarantee changed outcomes for students or educators. We also believe the knowledge and expertise your department possesses to support new and novice teachers could be offered to the HR department in their funding and program related to state mentorship. We believe the program requirements and goals align and there is \$21 million in the FY23 statewide budget for this purpose.

Though there is room in the ARP for projects that are experimental ways to look to future reform, your funding is categorized in the 20% set aside for unfinished student learning. That means this funding should be moved to a category for future brainstorming or imagining and not considered a part of our 20% set aside we must report to PED as addressing student unfinished learning.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza. Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

# Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Yvonne Garica and Amanda DeBell,

This memo is from the Progress Monitoring Committee (PMC) to share our conversation related to the February 2022 interview about the \$28 million related to Tier 4 performance framework and the \$3 million in the Tier 3 performance framework initiatives.

In this interview, we learned about the APS performance framework that has identified schools that need additional supports based on indicators and metrics and we learned that the primary response/support for these schools is to move the school into the model like the 11 Transformational schools, which includes ten additional days, an extra one and half hours on each day as well as a transformational coach and a community school coordinator. The PMC believes this model is an effective framework for a school community in need of transformation. We also believe this funding can be largely substituted with dollars from the state funding for ELTP and recommend that this group look to those dollars first, before spending this entire appropriation. Since this is a whole-school framework, we do believe this strategy can be an effective initiative to satisfy the 20% set aside requirement to address student unfinished learning.

Your project has identified “unfinished learning” as one of the goals of this expenditure. The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Yvonne Garcia,

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the appropriation for the tutoring budgeted at \$2.25 million from the America Rescue Plan Act funding.

During this interview, the PMC learned that schools were immediately offered funding to create tutoring models that worked for their local schools and some teachers are already providing tutoring and submitting for stipend payment. We learned that 35 schools are committed to creating and implementing tutoring models. It is a good thing that this is moving so quickly as it is a key strategy for academic recovery with evidence-based support. The PMC believes tutoring should be scaled up even more, however. We believe more funding can be designated for tutoring. Though we appreciate that this funding is allowed for local school design and responsiveness, we also are concerned that as an optional initiative it will not yield the same results as one that is required, intentional or targeted to specific students and schools. As you learn from experiences this spring, we recommend that you consider ways in which you can design and implement tutoring to guarantee student outcome changes that address unfinished learning. We also urge you to connect with the SAPR team to consult on implementing evidence-based models, targeting students and schools, and monitoring for outcomes.

Your project has identified “unfinished learning” as one of the goals of this expenditure. The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the appropriation for fine arts expansion budgeted at \$1.1 million from the America Rescue Plan Act funding.

In this interview, the PMC learned that this project is being re-evaluated and may be halted or use another source of funding. We can revisit the conversation when that is resolved and decided. Thank you for being prepared to share information about the fine arts program and department. Please note, however, that your \$1.1 million is reported as a part of the 20% set aside funding that APS must demonstrate is directed towards evidence-based programs for addressing student unfinished learning in the [APS BOE approved spending plan](#) for the America Rescue Plan. Should this funding be activated, please keep that in mind so we can connect quickly with the SAPR team on evidence-based models for unfinished learning.

The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Yvonne Garcia and Jami Jacobson,

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the combined \$11.5 million appropriation from the America Rescue Plan Act, which you lead, related to: summer school.

The summer learning program initiative is scaling up the existing model for APS summer school as an optional, enrichment model. It adds 19 days of summer school for students who can sign up, first come, first served. The PMC believes this is potential supplanting of state dollars and recommends these days consider funding through the state K5 plus or ELTP program funding available statewide. We also believe this initiative needs to be targeted to students specifically in need of support or more intentional to effectively address learning loss.

Your project has identified “unfinished learning” as one of the goals of this expenditure. The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Mark Garcia and Daniel Gutierrez,

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the appropriation for the funding of eCademy, K-8 for \$5 million from the America Rescue Plan Act. This item is included in the 20% set aside to address student unfinished learning in the [BOE approved APR spending plan](#).

During this interview, the PMC learned that eCademy, K-8 is a new school that grew out of the pandemic, as a necessity to serve students who could not, or would not, return to an in-person option. We realize as a new school, your operational budget is not yet derived from the state School Equalization Guarantee (SEG) and this funding is necessary as your operational budget. We learned that your student enrollment fluctuates greatly, but that you envision the school remaining a lasting option for our community. Your student enrollment fluctuates but you have served a student body of 1200-1500 students in the past two years, at any given time.

The PMC believes you have a unique opportunity to design hybrid and online learning and to establish best practices, methods, and evidence that can inform your school model as well as practices of innovation for all schools in the district. We encourage you to connect with the SAPR team to determine your hypothesis and expected outcomes of this new school as soon as possible and intentionally collect data to serve the conversations at your school as well as professional development and innovation conversations for online learning throughout the district.



Our committee does have concerns about the justification of the budget as you phase into operational funding. We are concerned you will face a financial cliff to right size down to the operational budget that aligns with your student population and we encourage you to consider the growth of staff to be in alignment with your student enrollment, even though your budget is not derived in that method as of now. We also remind you that your project is part of the APS requirement to set aside 20% of our spending for evidence-based initiatives that address student unfinished learning so we hope you are aligning evidence-based practices that can support those outcomes becoming reality.

Your project has identified “unfinished learning” as one of the goals of this expenditure. The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza. Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision  
Making

March 2022

Dear Todd Torgerson and Dr. Valerie Hoose,

This memo is from the Progress Monitoring Committee (PMC) to share our conversation related to the February 2022 interview about the \$1 million related to repayment of student loans to teachers, assigned to the category of safe operations of schools and COVID costs in the [BOE approved America Rescue Plan spending plan](#).

In this interview we learned the HR department has been working with the Albuquerque Teachers Federation for almost a year to draft an MOU to alleviate student debt for teachers. Your project originated from conversations and anecdotal remarks from teachers to the union leadership that teachers are crushed by student loan debt. The PMC learned you are in the final stages of drafting an MOU and will send out joint communications to APS teachers about this program.

The PMC learned that this program is optional for teachers, that there is not yet a prioritization or targeted strategy for teachers to be awarded these funds, and likely it will be first-come-first-served, or that the total portion will be shared among all those who apply for funds in a certain amount of time. At this time, the HR department reported that they do not know the number of teachers who have student loans or the outstanding balance of those aggregate loan amounts.

The PMC recommends that these funds be a source of research collection that may yield policy recommendations for addressing the comprehensive conversation about educator compensation or what we might recommend for development of programs that support the educator workforce pipeline.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision  
Making

March 2022

Dear Tami Coleman,

This memo is from the Progress Monitoring Committee (PMC) to share our conversation related to the February 2022 interview about the \$50 million dollars appropriated under your leadership for budget stabilization and the roughly \$1.27 million set aside for unforeseen COVID related expenses.

The PMC learned that this funding is dedicated towards offsetting declining enrollment due to COVID, but as you shared, student enrollment has not recovered and the downward trend of student enrollment in APS preceded the pandemic and will likely continue as a function of declining birth rates in our state. We believe this funding is necessary to respond to the emergency, fluctuating and unpredictable circumstances related to school funding and the impacts of COVID. During your interview, we also recommended that a portion of this budget item be dedicated towards researching and designing long term strategies to declining enrollment that will allow the district to move out of deficit spending mindsets by the time this funding expires in September 2024. This declining enrollment trend seems to be a common problem throughout the country and it seems possible and wise to look into outside contracts to support research and analysis of this problem to provide some APS future policies and practices.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022

Dear Yvonne Garcia,

This memo is from the Progress Monitoring Committee (PMC) to share our conversation related to the January 2022 interview about the \$16.5 million dollars appropriated under your leadership for culturally and linguistically responsive professional development and instructional materials.

Your project has identified “unfinished learning” as one of the goals of this expenditure. The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school

year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Since your funds are part of the required amount to identify as addressing “unfinished learning,” you will want to begin immediately to collect research that informs your work or purchases that qualify them as “evidence-based.” For that reason you will need to connect with the SAPR team for regular check-ins. The SAPR team can support your work to identify the types and sources of data you need to collect and the intervals for which you collect and make meaning from that data.

This project is a large project with many independent moving parts. We suggest you provide some public facing documents or board presentation or narrative for the PMC to post to overview and demonstrate the comprehensive nature of this project. We believe students, staff and the community would benefit from seeing how this project is connected to many moving parts and allow the community to understand how the initial investment is a necessary boost to kick off larger projects in a more systematic way than could be achieved with the regular flow of operational dollars. We also believe your report should detail how you are not supplanting statewide funding for instructional materials.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision  
Making

February 2022

Dear Monica Armenta,

This memo and attached rubric is documentation to you from the Progress Monitoring Committee (PMC) related to your January 2022 interview with our committee regarding your \$250,000 appropriation for the America Rescue Plan Act to fund marketing initiatives in APS.

Thank you for taking the time to share the project for communication. The committee understands that this is one-time use funding that will not be sustainable after September 2024. The increased need for information related to schools safety and quickly changing conditions for schools due to the pandemic necessitates a short-term increase. Also the dramatic trend in declining enrollment brought on by the pandemic can hopefully be reversed partly by the proactive media strategy you are creating. We believe some sustainable lessons that may be important to monitor would be the use and impact of social media and end-user engagement. We also think some time investing in ways to monitor the outcome, successful implementation, and utilization of things like the school principal toolkit should be topics of future discussion with our committee. The baseline data you collected regarding the public perception of APS will be a useful baseline data point for comparison through the next two fiscal years of the ARP funding.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision  
Making

February 2022

Dear Dr. Gabriella Blakey,

This memo and attached rubric are the communication to you from the Progress Monitoring Committee (PMC) to document our conversation from January 2022 regarding your \$28 million appropriation from the America Rescue Plan Act for projects related to facility improvements, including HVAC, water piping, and window replacements.

The committee believes your work proposal demonstrates funding in a high need area for upgrading the facilities in the schools of APS. We also thank you for preemptive work to identify effectiveness indicators, sources of data and ways in which you will publish that data to the public on your own dashboard. Your project is also a good opportunity to document and describe the type of efficiencies school districts across the country could create with investments in key facility areas like HVAC. We look forward to your updates on progress and for sharing with us any of this information so that we can continue to reference it on our ARPA website.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022

Dear Amanda DeBell,

This memo and attached rubric are documentation from the Progress Monitoring Committee (PMC) for your January 2022 interview to discuss the \$12 million appropriation you lead related to the “8-hour pilot.”

This project was initially reported in the APS application to PED as part of the 20% requirement for spending in “unfinished learning,” however, we believe this project may fall outside the evidence-based requirements to report as funding for that purpose. Instead, we see this as funding that is designed to inspire future dreams about what might define and describe a professional work day. Though there are likely to be some positive benefits to both teachers and students, it will be challenging to prove this direct connection based on the standards of “evidence-based.” We appreciate knowing that, as project lead, you are already engaged with SAPR to the best data-based decision making as possible for the three years of this pilot funding. As project lead for a pilot that is implemented a variety of different ways across several school sites, it will be valuable to the PMC to have documentation and narratives of the types of

questions, conversations, and guidance provided to participants in this pilot as well as the types of intentional work by members of this pilot to impact teaching or specifically named student sub-groups, for example. We look forward to being able to feature the “Share Fare” on our website, or anything else you find relevant.

This funding will be short-term and will need a sustainable funding source, should the project desire to continue after September 2024, but we urge you to look at existing state funding that could be leveraged to extend the school year or instructional hours.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022

Dear Stephanie Fascitelli,

This memo and attached rubric is documentation of your January 2022 interview with the Progress Monitoring Committee (PMC) regarding the \$911,000 appropriation you need from the America Rescue Plan related to special education: Math Discovery Academy and Recovery high school services.

The PMC supports any targeted and specific support that APS can provide to students disproportionately impacted by the pandemic to help support initiatives that address unfinished learning loss, especially students with special needs, as outlined by the America Rescue Plan Act. We believe the recovery high school services are necessary to get students with special needs back on track with academic achievement and towards high school graduation. We urge you to connect with the SAPR team as soon as possible to determine the impact of the work, implications for your design and strategies for monitoring and reporting on student outcomes.

The PMC is hesitant to support funding for the Math Discovery Academy with ARP funds. We believe this is a good idea, but it is not a new idea or an idea that is born out of necessity from addressing students most in need or most impacted by the pandemic to impact student unfinished learning. The PMC learned this is a program primarily for gifted students. Though it is a good project and important, we urge you to find other sources of funding before using ARP funds.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Kizito Wijenje and Mary Ellen Farrelly,

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$3 million appropriation from the America Rescue Plan Act related to creating a prototype for Early Childhood Hubs.

The PMC learned that this initiative is anticipating the future need of APS to serve three and four year olds in potentially statewide early childhood programs, for which we currently operate as a provider in an optional program. Your design anticipates the demand for facilities and programs to scale up programs for three and four year olds. This proposal will take into consideration the larger trends in student enrollment and consolidate or refurbish existing school buildings and anticipates ways in which APS can more effectively serve PreK students with special needs in an inclusive setting. We learned that your full proposal to serve all children of these ages in APS would require about \$200 million in facility construction.

We look forward to seeing the prototype that emerges. The PMC also recommends you connect with curriculum and instruction and district program leadership about other overlapping initiatives or ideas related to a comprehensive strategy for addressing both aging facilities and declining student enrollment trends.



Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022  
Cc: Yvonne Garcia

Dear Dr. Kristine Meurer

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$1.6 million appropriation from the America Rescue Plan Act, you lead, related to Behavior Redirectors. The PMC recommends medicaid reserves be spent before using ARP funding.

We appreciated learning that the complete balance of this one-year funding request is due to shifting funding availability from medicaid. As you reported, medicaid funding is slightly suppressed because of decreased billing during the pandemic and you expect those funding levels to return by FY24 so that can shift funding for this expense back to medicaid.

Since Behavior Redirectors are an existing position in APS to support students and respond to student behavior issues in schools, we know you have existing data or reports that you will be sharing with SAPR. As the project will shift back to your funding and likely continue, SAPR may have suggestions related to other data sources or ways to integrate your work with other APS data systems, but likely SAPR will not need to create new systems for this request. We look forward to visiting with you again about this project and any reflections you can aggregate about the type and quality of work offered to students and school staff by behavior directors related to the impact of the pandemic.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are

also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022  
Cc: Yvonne Garcia

Dear Dr. Kristine Meurer

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$70,000 appropriation from the America Rescue Plan Act, related to a Foster Care Case manager.

We learned that the number of foster care students requesting a Best Interest Determination (BID), a process by which the Child Welfare Agency and the LEA decide whether it is in the student's best interest to stay in the school or origin when the foster placement changes to an area outside of the school's attendance area, was artificially suppressed during the last year and half of remote learning, however, you are now facing an increased number of BIDs for students in foster care. The BID process is required by the federal government and is designed to limit educational disruption by keeping students in foster care in their schools of origin, unless it is determined to be in their best interest to change schools

As you describe it, this increased demand is unique and you expect this position to be less critical, as the funding will not be sustainable after September 2024. In the meantime, this additional staff support may provide you with some lessons to share with our committee about improving the efficiency of the process for processing Best Interest Determinations for students in foster care.

Since this is an existing position in APS to support students and respond to issues in schools, we know you have existing data or reports that you will be sharing with SAPR. As the project will shift back to your funding and likely continue, SAPR may have suggestions related to other data sources or ways to integrate your work with other APS data systems, but likely SAPR will not

need to create new systems for this request. We look forward to visiting with you again about this project and any reflections you can provide about how the pandemic experience changed the work of the foster care case managers.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022  
Cc: Yvonne Garcia

Dear Dr. Kristine Meurer

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$612,580 appropriation from the America Rescue Plan Act, you lead, related to Nurses and COVID differentials for EAs; COVID reporting assistant.

We appreciated learning that the complete balance of this one-year funding request is due to shifting funding availability from medicaid. As you reported, medicaid funding is slightly suppressed because of decreased billing during the pandemic and you expect those funding levels to return by FY24 so that can shift funding for this expense back to medicaid. The PMC recommends medicaid reserves be spent before using ARP funding.

We also learned that the COVID differentials and reporting assistant are positions uniquely needed due to the changing demands of school now and that we expect those expenses to phase out, as this is not a sustainable funding request after September 2024.

Since Nurses are an existing position in APS to support students and respond to issues in schools, we know you have existing data or reports that you will be sharing with SAPR. As the project will shift back to your funding and likely continue, SAPR may have suggestions related to

other data sources or ways to integrate your work with other APS data systems, but likely SAPR will not need to create new systems for this request. We look forward to visiting with you again about this project and any reflections you can provide about how the pandemic experience changed the work of school nurses.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision  
Making

February 2022  
Cc: Yvonne Garcia

Dear Dr. Kristine Meurer

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$860,000 appropriation from the America Rescue Plan Act, you lead, related to therapeutic services

We appreciated learning that the complete balance of this one-year funding request is due to shifting funding availability from medicaid. As you reported, medicaid funding is slightly suppressed because of decreased billing during the pandemic and you expect those funding levels to return by FY24 so that can shift funding for this expense back to medicaid. The PMC recommends medicaid reserves be spent before using ARP funding.

Since therapeutic services are an existing service in APS to support students and staff, we know you have existing data or reports that you will be sharing with SAPR. As the project will shift back to your funding and likely continue, SAPR may have suggestions related to other data sources or ways to integrate your work with other APS data systems, but likely SAPR will not need to create new systems for this request. We look forward to visiting with you again about this project and any reflections you have about how the pandemic impacted the quantity and quality of this service to students and staff.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022

Dear Yvonne Garcia

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$500,000 appropriation from the America Rescue Plan Act, you lead, related to Summer Programs for targeted high school student groups

The Progress Monitoring committee believes that this project holds the most potential for informing how APS can change our “business as usual” as it relates to summer school opportunities for some of our student groups with the biggest obstacles to access extended learning opportunities or most in need of academic support for credit recovery or enrichment. The sub-groups you identified as needed supplemental and targeted support align with the type of students we should be intentionally serving in response to both Yazzie/Martinez and as groups the ARP Act identifies as potentially most disproportionately impacted by the pandemic and remote learning. In some ways, our committee was surprised that the experience of the pandemic is the first step towards intentionally serving these students or embedding these types of programs and services. As such, there is not sustainable funding for these projects, as it looks now, but we recommend part of this project make it a goal to identify how this can become a part of the operational and existing offerings for summer school, going forward, particularly if your data demonstrates positive outcomes.

We encourage you to connect with SAPR to follow whatever suggestions they might have about how to best reach this goal of informing future practice, should the data demonstrate the effectiveness of your funded project.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

## Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

February 2022

Dear Yvonne Garcia,

This memo and attached rubric are documentation from the January 2022 conversation with the Progress Monitoring Committee (PMC) regarding the \$2.5 million appropriation from the America Rescue Plan Act, you lead, related to CTE and Computer Science teacher and summer programming.

The CTE program outlined a spending plan to hire professionals and create a district vision and mission through tours of example districts in the country. We recommend you begin with an asset inventory in APS of pathways, programs and individuals doing work that can be strategically harnessed. We also recommend that a student-centered strategy for creating a CTE vision be an initial conversation and driver of the work. We discussed how state and national research indicates that students in CTE programs have a higher graduation rate so considering identifying student subgroups for targeted programming at certain schools would be a helpful first step. We also believe a planning stage that considers alignment with NM PED NexGen CTE funding, a focus on high-wage/high-demand career pathways, an understanding of components that lay the foundation of an effective CTE program, and the metrics on which the effectiveness will be measured should be considered before determining model programs to visit in the country.

Additionally, we believe there are promising internal connections with existing departments and programs that should be brought into the mission and design of CTE for APS, including but not limited to: the Office of Innovation, the magnet school programs for Engineering and Cultivating the Future, CEC, CCHS, etc. This is an excellent opportunity to break down silos within APS and create a strategy that positively impacts all schools and students.

This presentation was also coupled with a project for Computer Science programming, both summer school enrichment and equipment for students and teachers. As with CTE, the computer science progress monitoring should include evidence that programming and dollars were targeted intentionally to the students most in need. As the programs evolve, metrics about impact and demographics of students, teachers and schools should be provided to the PMC, directly or through SAPR. Impact to the school and student level, beyond district program impact would be a beneficial set of indicators for this group to bring back to the PMC.

Both projects should also compile and report on ways in which the federal ARP funds allowed them to seek out, gain access to, or leverage other revenue streams for these programs through state or federal funding or through strategic, local partnerships. These project leads should strive to demonstrate how this initial investment created a sustainable program or does not create recurring expenses for the district, either by changed and integration of practice, or through the discovery of other funding sources made available to more fully developed programs.

The PMC is concerned, however, that this project, on the [BOE approved spending plan](#), is assigned to the 20% set aside for funding that APS must report to PED that is reserved to specifically address student unfinished learning through evidence-based practices. Though this is a worthy project, it is likely not appropriately categorized in the 20% set aside for student unfinished learning and it may need funding outside of the American Rescue Plan Act entirely.

The America Rescue Plan Act defines and directs school districts that they:

shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

Attached is the rubric from the conversation with our committee in January 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West

# Federal Funds Progress Monitoring Committee

Supporting a Culture of Transparency, Efficiency, and Data-Based Decision Making

March 2022

Dear Dr. Bowman, Ms. Harris, and Mr. Cook,

This memo and attached rubric are documentation to you for the conversation with the Progress Monitoring Committee (PMC) regarding the appropriations of just over \$20 million approved from the America Rescue Plan Act funding from the board approved spending plan.

During this conversation we learned that you intend to make modifications to your request. Technology needs now total about \$85 million over the three years of the ARP funding. These changes will dedicate funding to student and staff devices, information staff and security and presentation boards for classrooms. Your revised plan would eliminate any funding dedicated towards internet hotspots for students, improved wireless access points or internet capacity. You also intend to withdraw the request for \$36,000 approved for eSports.

Since your funding requests need to return to both Budget Steering Committee and to the Board of Education, we recommend that you consider articulating the strategy around the funding, how it will be braided with existing funds, what outcomes or measurements might best illustrate the success of the funding by FY2024 and any plans for transformation or sustainability of the initiatives you oversee.

Attached is the rubric from the conversation with our committee in February 2022. It includes highlights of items applicable to you and some comments we noted during the interview. We are also trying to support the development of the district [ARP story on the APS website](#), so please keep in mind any relevant narratives, pictures, data or reporting we can include.

Thank you,  
Progress Monitoring Committee

Heather Bassett, Gabriella Blakey, Joseph Escobedo, Jason Espinoza, Antonio Gonzales, Brenda Martinez-Papponi, Art Melendres, Thomas C. West