



Daisy Thompson
DIRECTOR

Spring Tribal Leaders Consultation Summit April 2, 2019

The spring 2019 Tribal Leaders Consultation Summit for Federally Funded Programs in the Albuquerque Public Schools (APS) was conducted on April 2, 2019, in the John Milne Board Room at the main administrative offices of the school district. A total of 35 people were in attendance including district superintendents, district board members, district associate superintendents and executive directors, community members, and community leaders, and NM Public Education Department staff.

The meeting began with a welcome from Dr. Madelyn Serna Marmol, Associate Superintendent of Equity, Instruction, Innovation, and Support. She indicated that heads of federal programs that include Title I, Title II, Title III, Title IVA, and Impact Aid were in attendance to explain and provide information about the federal programs they head in APS.

The Opening Prayer was given by Virginia Chavez, Head Councilwoman from the Pueblo of Zuni.

High School students from multiple district schools attending a Leadership course at the College and Career Enrichment Center sang songs they learned from their teacher, Mr. John L. Williams, an Indian Education Resource Teacher.

The Director of the Indian Education Department, Dr. Daisy Thompson, stated that during the 2018 Fall Tribal Leaders Summit, the annual Tribal Education Status Report (TESR) was reviewed in compliance with the New Mexico Education Act. She also stated that the Spring 2019 Tribal Leaders Consultation Summit was aligned to the mandates of the (ESSA) Every Student Succeeds Act of 2015. Both summits have now evolved into sharing valuable information that has consulted with Tribal leaders about the federally-funded programs and student data as required by the New Mexico Indian Education Act.

Dr. David Percy, President of the Albuquerque Public Schools Board of Education, welcomed and thanked everyone for attending.

Raquel Reedy, Superintendent, Albuquerque Public Schools, also welcomed and thanked those in attendance for the opportunity to share information, ideas, and frustrations. She apologized again sincerely, for herself and APS, for the uncalled-for incident that occurred at Cibola High School (she had previously apologized at an APS School Board meeting). She stated, "This incident is far from the philosophy of APS." Also stated, "The District wants to insure a safe learning environment for students and training for staff in better supporting students."



All participants in attendance introduced themselves by tribe and the organizations/departments they represent.

The Director of the Indian Education Department reviewed the contents of the meeting packet.

The Director reviewed the two recent Native American Community Open Forums conducted by the Albuquerque Public Schools as a response to the unfortunate incident at Cibola High School. The first forum was conducted on January 25, 2019, at the Paradise Hills Community Center where approximately 100 people attended. During the first forum, the community was encouraged to voice their concerns in an “open microphone” format.

- The second Native American Community Open Forum was held on March 5, 2019, in the library of Del Norte High School. The forum was supported by the Native American Studies faculty from the University of New Mexico. Dr. Glenabah Martinez moderated the forum and also helped develop four key questions around four topics that emerged from the first forum. The four key topics that emerged and were targeted during the second forum included; Curriculum, School Climate, Professional Development, and Language and Culture. The questions that the participants discussed in small groups with a facilitator and a note taker in separate classrooms included:
- **Curriculum:** What do you suggest for greater representation of Indigenous or Native American perspectives, experiences and/or knowledge in the curriculum?
- **School climate:** What are the characteristics of a safe and welcoming school environment for Native American students, families, and educators?
- **Professional development:** What are the characteristics of an exemplary educator, e.g., principal, teacher, counselor, coach who works with Native American students and families?
- **Language and Culture:** How can APS recognize the integrity of Native American cultures and languages?

The groups discussed and expressed perspectives and opinions on Curriculum – (i.e., there needs to more accurate literature about Native American history); School Climate – (i.e., Native American students and families need to feel safe and welcome); Professional Development – (i.e., better hiring processes and trainings on cultural diversity); and Language and Culture – (i.e., more Native American language classes need to be offered). More comments and discussion points were made, all of which were captured on a graphic organizer.

Next steps to these forums include; formation of a stake holders committee to review the recommendations from the first two forums, including student interviews. The stake

holders committee is currently underway. As the committee is formed they will begin planning the third Native American forum to be scheduled sometime in the fall of 2019.

The summit meeting continued with a report from Jessica Villalobos, Senior Director of Language and Cultural Equity. She gave an overview of Title III funds which are used to provide bilingual multi-cultural programs for English language learners to attain proficiency in English. Funds are also used to provide professional development to teachers, administrators, and other personnel that provide services to improve academic achievement of English Language Learners. There are approximately 15,000 English language learners in APS, of which 1,003 are Native American students.

The second report came from, Peggy Candelaria, Executive Director of district Title One programs. She stated Title I funds provide financial assistance to schools with children from low-income families so those children meet state academic standards. Various programs of Title One include Albuquerque Reads, Math Recovery, Family Engagement, AVID (Advancement Via Individual Determination - a college readiness program to help students develop skills needed in college), Title I Pre-K, and the Homeless Project, just to name a few. There are currently 5,076 Native American students in APS Title One Programs.

The third presenter was, Aimee Milazzo, Executive Director of Curriculum and Instruction. She reported Title II funding is a federal grant whose main purpose is to provide professional development and instructional support to new teachers to increase student achievement in all APS schools, including charter and private schools. To better support school principals, the New and Aspiring Principals Program was initiated this school year. A priority for the new school year 2019-2020 is to create the Teacher Leadership Network where teachers would collaborate and develop a professional learning community to examine and understand the challenges of teaching, such as student engagement and student ownership.

The fourth presenter was, Dr. Kristine Meurer, Executive Director of Student, Family and Community Supports. She reported Title IVA - SSAE (Student Support and Academic Enrichment) is a subpart of ESSA. To improve students' academic achievement by providing students with access to a well-rounded education by improving school conditions, which includes improving school attendance and providing support for mental health training and resources, and also improving the use of technology through training. The priority schools are Title One schools.

The fifth presenter, Jude Garcia, Manager, System Administrator for SIS (Student Information System), who reported on Title VII – Impact Aid. He indicated that Impact Aid funds are provided by the federal government to school districts for children residing on federal lands or children having parents working on federal property. Federal Impact Aid funding varies depending on the LOT (Learning Opportunity Threshold) or a district-needs percentage. The Impact Aid application is comprised of different categories which carry their own “weights” percentage. The largest weight percentage, 1.25, is for Category “C” - Students who live on Indian land. APS’ LOT percentage is 4.57, which

would give APS a little over \$3,000,000.00, but in actuality, comes to \$136,887.00. There are approximately 6,400 Native American students in APS but as of this date, only eight Impact Aid questionnaires have been returned. APS is hoping that providing the Impact Aid questionnaire in the ParentVue feature of the required online student registration will increase the number of surveys completed.

QUESTIONS AND ANSWERS

Upon completion of the reports listed above, the meeting transitioned into a question and answer format as listed below:

Question: In regards to Title II funds, it was stated there is over \$1,000,000.00, in carryover funds. Can some of that funding be used to pay for the district cultural sensitivity training?

Answer: Unfortunately that funding has already been appropriated for other uses.

Q – Are Title IVA funds used specifically for improving school conditions and improving the use of technology?

A – Yes.

Comment: Glad to see that funding is used for mental health wellness and support.

Q – How do parents who have no access to a computer/internet enroll their students online and complete the Impact Aid questionnaire?

A – Computers and staff are available at schools to assist these parents.

Q – Have you tried home visits, face-to-face meetings with parents to try to get more Impact Aid questionnaires?

A - That is a possibility. APS is open to any suggestions that would help in getting these questionnaires completed and returned.

Q – Could the Impact Aid funding the Indian Education Department receives be used for the cultural sensitivity training?

A – The Indian Education Department receives only \$7,000, yearly from the Impact Aid funding.

Q – Would APS be affected if there was no Impact Aid funding?

A – Everyone is aware of the budget cuts from the federal government so there is no guarantee on any federally-funded programs.

Comment – School districts will be more accountable for their budgets and their curriculum because of the Yazzie-Martinez lawsuit.

Comment from a Zuni Language Teacher with the APS Indian Education Department: She stated, she uses the opportunity as a Native American to share information about her Pueblo with others, students, parents, teachers. Native Americans have always been taught to be quiet and not speak out but she is proud of her heritage and wants her own

children to be proud of it also. She further stated that there are many non-Native and Native people who do not know about the Pueblo of Zuni people.

Comment – The New Mexico PED (Public Education Department) offered a Cultural Competency Training to the APS leadership team. This facilitated a conversation around “next steps” for APS following the training. Being culturally responsive is challenging work and APS is going to have to do the hard work to localize approaches developing what is the best practice for the district. This can be done before next school year.

Comment and Question – Have attended previous Tribal Leader Summits and it appears not as many people attended today. Why was the date changed and might there be better attendance if parents were invited and the summit held in the evenings?

A – Does not recall the date being changed. Letters were sent to the Tribal Leaders. The evening hours have been used for holding the Native American Open Forums but considering changing the summits to the evenings could be considered.

Comment from the Director of the Indian Education Department – Because the focus for today’s Tribal Summit was the different federal funds APS receives, this is information that must be shared with the local Tribal officials. Also, a majority of the Tribal Leaders were called to an emergency meeting today so that may be the reason many are not present, though some did send representatives.

The Director of the Indian Education Department thanked all for attending and dismissed the meeting at 4:00pm.

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