



Virtual Fall Tribal Leaders Summit
November 6, 2020

Moderator, Philip Farson, Indian Education Department Instructional Manager, began the Fall Tribal Leaders Summit with a welcome to all, and showed the agenda for the day's meeting.

Pueblo of Acoma Governor, Brian Vallo, gave the Opening Prayer in the Keres Language.

Tehya Barber introduced herself in Navajo and English. She is a Junior at Eldorado High School, and is the High School Student Representative for the Indian Education Committee/Indian Parent Committee. She spoke of the challenges she and other Native American students have faced since the online learning began last March. She is concerned that some of her peers do not actively participate in the online classes like they should and she knows it frustrates the teachers, who are trying very hard to keep all their students engaged in learning.

Mr. Scott Elder, Interim Superintendent of Albuquerque Public Schools, welcomed everyone, especially the Tribal Leaders. He acknowledged that APS is on Indian land and is aware of the impact that Covid-19 has had in the many tribal communities. He assured APS will do everything they can to work with the different tribal communities, including providing internet access for the sake of the Native American students. He also commended Tehya Barber for her comments.

Dr. David Percy, APS Board of Education President, also welcomed everyone for their attendance and knows that working together is critical to the success of the Native American students attending APS.

Dr. Madelyn Serna Marmol, Associate Superintendent of Equity, Instruction, Innovation, and Support, welcomed everyone and assured that APS will continue to provide services to all students, including the Native American students, through continuous review of the HB250 Needs Assessment, which is now required of all Indian-impacted school districts within the state.

The Moderator, Philip Farson, then asked the Tribal Leaders to introduce themselves, and also acknowledged others in attendance.

The following were in attendance:

1. Brian Vallo, Governor, Pueblo of Acoma;
2. Joanie Sanchez, Pueblo of Acoma Education Department;
3. Leslie Vallo, Student Support Coordinator, Pueblo of Acoma Education Department;
4. Elmer Valdo, Pueblo of Acoma Education Department (in for Melissa Riley);
5. Craig Garcia, President, Pueblo of Acoma Board of Education;
6. Bridget Neconie, Secretary, Pueblo of Acoma Board of Education;
7. Monika Honeyestewa- Whitmore, Director, Office of Learning, Pueblo of Laguna;
8. Anthony Ortiz, Governor, Pueblo of San Felipe;
9. Alissa Chavez-Lowe, Pueblo of San Felipe Education Department;
10. Marsha Leno, Director of Education, Pueblo of Zia;
11. Teran Villa, Student Program and Outreach Coordinator, Pueblo of Jemez;
12. Thomas Moquino, Governor, Pueblo of Santo Domingo;
13. Joseph Aguilar and Nathaniel Pacheco, Tribal Officials, Pueblo of Santo Domingo;
14. Shanna Coriz, Pueblo of Santo Domingo Education Department;
15. Shana Runck, Director, Department of Education, Pueblo of Santa Ana;
16. Bettina Sandoval, Director, Education/Training, Pueblo of Taos;
17. Danielyn Pino, Pueblo of Zia Education Department;
18. Peter Garcia Jr., Former Governor and present School Board Member, Pueblo of Ohkay Owingeh;
19. Roy Tracy, Navajo Nation Department of Diné Education;
20. Suzette Haskie, Navajo Nation Department of Diné Education;
21. Dr. Glenabah Martinez, Associate Professor, Educational Thought and Sociocultural Studies, University of New Mexico (UNM);
22. Dr. David Peercy, President, Albuquerque Public Schools (APS) Board of Education;
23. Barbara Peterson, APS Board of Education Member;
24. Candelaria Patterson, APS Board of Education Member;
25. New Mexico Public Education Department (NMPED), Indian Education Staff –
26. LaShawna Tso, Assistant Secretary; Rebecca Reyes, Deputy Director; Judith Harmon, Data Analyst; Cassaundra Garcia, Business Operations Specialist; and Alray Nelson, Navajo Nation Liaison;
27. Scott Elder, APS Interim Superintendent;
28. Yvonne Garcia, APS Chief of Schools;
29. Dr. Antonio Gonzales, APS Associate Superintendent, Learning Zone 2;
30. Troy Hughes, APS Associate Superintendent, Learning Zone 4;
31. Dr. Madelyn Serna Marmol, APS Associate Superintendent of Equity, Instruction, Innovation, and Support;
32. Amanda DeBell, APS Interim Associate Superintendent, Learning Zone 3;
33. Aimee Milazzo, APS Executive Director, Curriculum and Instruction;
34. Brenda Yager, Executive Director APS Board of Education Services Office;

35. Heather Basset, Policy Analyst and Legislative Liaison, APS Board of Education Services Office;
36. Dr. Richard Bowman, APS Chief Innovation and Strategy Officer;
37. Monica Armenta, Executive Director of APS Communications;
38. Peggy Candelaria, Executive Director, APS Title 1;
39. Dr. Kristine Meurer, Executive Director of APS Student, Family and Community Services;
40. Sam Ornelas, Manager, Supportive Learning, APS Student, Family and Community Services;
41. Dr. Brenda Martinez-Papponi, Research and Analysis Manager, APS Strategic Analysis and Program Research (SAPR);
42. Jessica Villalobos, Senior Director, APS Language and Cultural Equity;
43. Andy Gutierrez, Senior Director, APS Student Information System;
44. Jude Garcia, System Manager, APS Student Information System;
45. Giselle Montoya, Chairperson, APS Indian Education Committee/Indian Parent Committee;
46. Wes Corben, Vice-Chairperson, APS Indian Education Committee/Indian Parent Committee;
47. Alexis Perea, Secretary, APS Indian Education Committee/Indian Parent Committee;
48. Lauren Stewart-Brunelle, At-Large Parent Representative, APS Indian Education Committee/Indian Parent Committee;
49. Mildred Chiquito, APS Teacher/Counselor Representative APS Indian Education Committee/Indian Parent Committee;
50. Suzanna Tenorio, Pueblo of Zuni Parent Representative, APS Indian Education Committee/Indian Parent Committee;
51. Shamenika Nelson, Navajo Parent Representative, APS Indian Education Committee/Indian Parent Committee;
52. Tehya Barber, High School Student Representative, APS Indian Education Committee/Indian Parent Committee;
53. APS Indian Education Department Staff.

There were a total of 84 participants who attended the meeting.

Dr. Brenda Martinez-Papponi, Research and Analysis Manager, reviewed the first four sections of the 2019-20 Tribal Education Status Report (TESR), which included 1) Student Achievement; 2) School Safety; 3) Graduation Rate; and 4) Attendance. Native American students represent 5.7% of the student population in APS. Among the findings, economically-challenged students perform lower than students that are not economically challenged, and female Native American students perform better than the male Native American students. In comparison to other ethnicities, there are less Native American Gifted students. Native American students showed a small decrease in reading, math and science proficiency rates. Of the over 18,000 student incidents, 4.3% of Native American students were involved. Student incidents can include alcohol and drug violations, vandalism, tobacco use, weapon possession, and assault and battery. The Native American student Graduation rate has increased to 70.1%, and the Attendance rate has increased from the previous school year.

There was a question from Dr. Glenabah Martinez if there were any interviews with focus groups, students, parents?

Dr. Martinez-Papponi responded that the Parent Survey shows data that address the question related to parental and student input.

Daisy Thompson, Senior Director of the Indian Education Department reviewed the remaining sections of the TESR; 5) Parent and Community Involvement; 6) Educational Programs Targeting Tribal Students; 7) Financial Reports; 8) Current Status of Federal Indian Education Policies and Procedures; 9) School, District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance; and 12) Public School and Variable School Calendars. School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils, Tribal, Municipal and Indian Organizations; and Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students.

Instruction and different activities throughout the year involving parents and the community included: the Annual Fashion Show; the Winter Stories and Storytelling Nights; the Summer Cultural Enrichment Program; the Indian Education Parent Committee Meetings; the College Connection Events; and the Indigenous Wellness Celebration. The majority of the funding for the Indian Education Department programs is used to pay the salaries of the Resource Teachers, the Native Language Teachers, and a full-time Counselor, leaving the Indian Education Department financially stretched to meet the educational needs of the American Indian/Alaska Native students in APS. The Indian Policies and Procedures (IPP) is being finalized for approval and will be submitted along with the Impact Aid Application due in January. The attendance rate for American Indian/Alaska Native students has increased from the previous school year. The Indian Education Department will support the district plan to decrease the dropout rate and increase attendance through notification of parents and students through multiple sources including School Messenger. The variable school calendars are developed with input from tribal governments to identify important cultural events that may affect school attendance. The attendance participation in parent committee meetings is down from the previous year due to a number of meeting cancellations. Recent elections increased the committee membership and will hopefully increase the attendance at parent meetings.

Dr. Madelyn Serna Marmol, Associate Superintendent, Equity, Instruction, Innovation, and Support, reviewed the HB250 Needs Assessment. House Bill 250 requires Indian-impacted school districts to conduct a needs assessment to determine what support is needed in the public schools, community, and at home, to assist in Native American student success in school, graduate, and to be prepared to enter post-secondary education or the workplace. To fulfill this requirement, the school district must conduct a needs assessment and an analysis of gaps in student achievement. The district must complete a gap analysis to determine needs and create an action plan. The Yazzie-Martinez lawsuit targets ‘at-risk’ students. APS likes to look at students as “As Promise”. Traditionally, five key indicators to measure academic achievement are: 1) Student Achievement data; 2) Discipline Referrals; 3) Attendance Rates; 4) Graduation Rates; and 5) Teacher Professional Development. The Office of Equity, Instruction, Innovation, and Support (OEIIS) consists of various departments covering curriculum, equity, schools of choice, student, family and community support, and the Indian Education Department. The Indian Education Department was established in Albuquerque Public Schools

in 1974, with the primary purpose of advocacy and representation of the over 100 different American Indian/Alaska Native tribes enrolled in the school district. Early Intervention and Special Education Programs are also an important part of support for all students, including the Native American student population. Consultations with tribal leaders in recent years has led to the development of professional development training in cultural sensitivity, more accurate books and articles depicting Native American history, and Native Languages being offered to more students. To develop the required Action Plan, input from parents, students, community and APS is needed.

Dr. Brenda Martinez-Papponi reviewed the results of the 2020 Indian Education Parent Survey. The annual parent survey is critical to assisting the Indian Education Department to plan for the next school year. The survey was emailed to all Native American families through the ParentVue site of the APS Student Information System. Five hundred and eighty-five surveys were returned which is higher than in previous years. Of those who took part in this year's parent survey, the top three Indian Education services seen as most important are: 1) Back-to-school supplies distribution; 2) Navajo or Zuni Language programs; and 3) the Summer Enrichment Cultural Program. Most parents were satisfied that APS is meeting their children's educational needs and encourages their children to express their heritage and cultural views. However, parents feel there is still a need for more tutoring. The majority of parents responding to the survey felt welcomed and their concerns heard from the staff of the Indian Education Department.

Dr. Daisy Thompson, Senior Director of the Indian Education Department reviewed the draft Indian Policies and Procedures (IPP) which will be approved and included with the Impact Aid Application in January. The Senior Director and the Instructional Manager of the Indian Education Department will meet with tribal leadership of the eight tribal communities included in the Impact Aid Application. The eight tribal communities are: the Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, Sandia, San Felipe, Santa Ana, Santo Domingo, Zia, and the community of Tohajiilee. The Indian Education Department and members of these communities have been collaborating monthly on the completion of the IPP since Spring 2020.

Mr. Jude Garcia, System Manager, Student Information System, reviewed the final numbers reported for the 2019-20 School Year Impact Aid Application. Students included in the Impact Aid Application include those living on Indian Land, those living on military bases or who have parents who work on military bases, and those who have parents who work on Federal land. There were 115 Native American students included in the Impact Aid Application. There was a question of how much Impact Aid funding did APS receive? Mr. Garcia stated APS has not yet been notified as Impact Aid (Title VII) has been extended due to the pandemic. In prior years, APS has received around \$130,000, which Special Education receives a large portion. The Indian Education Department received around \$6,800.

During the summit, there was much discussion about the lack of reliable connection to the internet for many students living in the different tribal communities. APS does have resources and partnerships with Comcast and others to assist families with connection to internet

services. Mr. Roy Tracy with the Navajo Nation Department of Diné Education, stated the problem is not only lack of internet connectivity but many families cannot have internet access if their homes have no electricity or running water.

Below are the different Chat Messages submitted during the Tribal Leaders Summit:

8:14:38 a.m. – From Philip Farson to Craig Garcia (Privately): Quite alright. Come and go as you need.

8:16:45 – From Mildred Chiquito: Good job Tehya Barber. Keep it up. Thank you for being the voice for Native students in APS.

8:17:21 – From Giselle Montoya: Thank you Tehya!

8:17:52 – From Charlene Smiley: Aheheé Tehya! Nizhonigo j'iinilaa!

8:18:17 – From Richard Bowman: Thank you Tehya!

8:24:46 – From Shanna Coriz to Philip Farson (Privately): Good morning, I have Tribal Officials Joseph Aguilar and Nathaniel Pacheco in attendance for Santo Domingo Pueblo.

8:49:30 – From Glenabah Martinez: Thank you for presenting the Tribal report on education. How can I access the report referenced in this presentation by Dr. Martinez-Papponi? Thank you, Glenabah Martinez.

8:50:18 - From Suzette Haskie: Sorry I had to step away for just a moment and was told I missed our Department's introduction time. My name is Suzette Haskie. I'm with the Department of Diné Education. Thank you for the invite.

9:25:28 – From Philip Farson: The TESR can be accessed both on the Indian Education Department page of aps.edu. It can also be accessed by clicking on the Tribal Education Status Report link in the calendar invitation for this meeting.

9:47:20 – From Philip Farson: The APS Gap Analysis document that Dr. Serna Marmol is presenting on is #4 on the list of documents that are linked in the calendar invitation for this meeting.

9:53:52 – From Shanna Coriz: We have Governor Moquino that just joined us.

10:04:46 – From Barbara Petersen: A lot of work has been done to solve problems at both the district and the school level. The entire state needs both state and federal level support to really solve the connectivity barriers. It will be one of our legislative priorities.

10:15:35 – From Roy Tracy: What was the sample size (N) with the parent survey?

10:41:38 – From Suzanna Tenorio: Dr. Thompson, please provide the data and presentation power points by Dr. Martinez-Papponi to the Indian Parent Committee in the near future for future discussion in our meetings. Thank you.

11:03:53 – From Suzanna Tenorio: Dr. Thompson, I see that the footnote regarding the number of tribes was added on page 1. Thank you. However, as I stated in the last IPP meeting, I believe that all tribes need to be listed and recognized. I understand the information regarding 50-mile radius is a requirement for the impact aid application, however this will be a district-wide policy. All tribes need to be recognized. The APS policy needs to include a complete tribal breakdown. Thank you.

11:23:44 – From Mila Padilla: Sometimes those hotspots are patchy too.

11:24:26 – From Mildred Chiquito: On the reservation, it roams so the connection is slow and not strong.

11:26:48 – From Mildred Chiquito – So the tower is cellular one so when students try to use the tower for service, it roams for all phone services.

11:31:07 – From Richard Bowman – Infrastructure development is key!

11:31:35 – From Paul Phillips: Amen!

11:31:40 – From Daisy Thompson: Thank you Mr. Tracy.

11:31:51 – From Richard Bowman: Electricity, water, TELECOMMUNICATIONS! Everyone should have meaningful access.

11:32:28 – From Mildred Chiquito: It’s a platform that has been overlooked for years. Thank you, Mr. Tracy.

11:32:32 – From Daisy Thompson: AGREE DR. BOWMAN!

11:32:33 – From Mila Padilla: Correct Mr. Tracy.

11:32:46 – From Peggy Candelaria: Very well said Mr. Tracy!

11:33:34 – From Mila Padilla: Mr. Shendo, Jemez, could assist APS in how he got internet connection to his students in Jemez. Maybe ask him, he personally knows the FCC Chair.

11:34:19 – From Mila Padilla: So does Kimball Sekwaptewa from SFIS.

11:35:44 – From Daisy Thompson: Thank you Peggy.

11:38:34 – From Roy Tracy: Jetpacks are good but still require good connectivity. The Navajo Nation partnered with Choice Wireless and Verizon among others to create connectivity for students using stationary or mobile roaming access.

11:39:39 – From Giselle Montoya: <https://www.itdrc.org/>.

11:40:11 – From Cande: The Navajo Nation has received CARES funding and Scared Wind Internet Service has received some of that funding to provide internet service for Tohajiilee and other parts of the Navajo Nation. APS Board Member Patterson

11:42:12 – From Giselle Montoya: ITDRC worked with the Pueblo of Zia for assistance with cradle points.

11:45:14 – From Terry Sloan: <http://www.cabq.gov/coronavirus-information/wifi>.

11:45:47 – From Terry Sloan: City of ABQ free Wifi.

11:45:53 – From Mildred Chiquito: Very True RTracy, students are very smart.

11:46:44 – From Alissa Chavez-Lowe: Assistant Secretary Tso and Deputy Director Reyes, is there potential to utilize the GEER ESSER funds to assist with connectivity in urban areas for our community members living off our Pueblos/tribal communities?

11:50:11 – From Mildred Chiquito to Philip Farson (privately): Be back later...got a zoom session at 12.

11:51:52 – From RoyTracy: Tribes should also take advantage of E-rate funding opportunities for reimbursement as well!

11:54:31 – From Mila Padilla: What Ms. Brunelle is experiencing is SO real; several of my students have lost loves ones This is the reality for our Native students. Maybe we at APS IED parent committee can create a bereavement fund for our families; funeral expenses can be a burden for a grieving family.

11:54:56 – From Alissa Chavez-Lowe: Please see Deputy Director’s response, Can this award go towards students who physically live in NM but attend schools in another state. This includes NM students who have another states address. Yes, if awarded from the ESSER State set aside and the GEER funds. The rationale would be that GEER funds and ESSER State set-aside (which under Sec. 18003 of CARES can be used for “emergency needs as determined by the state

educational agency to address issues responding to coronavirus”) could go to serving the State’s students regardless of where they may attend school, and the need within the Navajo Nation is well-documented in terms of both emergency services and educational equity. Please note that the GEER and ESSER State-level set-aside authorize PED to provide services through the use of grants or contracts. Accordingly, PED may provide these services directly, or through a sub-award. To avoid the providing direct reimbursements to parents/students for services, an entity such as governmental agency or non-

12:09:14 – From Giselle Montoya: It was also discussed at earlier meetings that some families may use addresses of family/friends that reside in Albuquerque and as APS meets with tribal leaders to verify the student numbers, what is the process and deadlines for parents/guardians that may need to change their address if they actually reside on tribal lands?

12:32:29 – From Barbara Petersen: Thank you Dr. Thompson! Thank you all!

12:32:44 – From Roberta Armijo: Thank you all.

12:33:09 – From Tehya Barber: Have a good rest of your day everyone!

12:37:27 – From Cande: Thank you all so much for your leadership and especially Dr. Thompson.

11/20/20

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