



Virtual Spring Tribal Leaders Summit
April 12, 2021

Moderator, Philip Farson, Indian Education Department Instructional Manager, welcomed all and reviewed the day's agenda, which was shown for all to see.

Mrs. Mila Padilla, APS Indian Education Department Zuni Language Teacher, introduced herself in the Zuni and English Languages. She acknowledged the Pueblos of Isleta and Sandia as these are the ancestral lands on which Albuquerque Public Schools reside. Students from her Zuni Language classes at Chelwood, Hodgin, Janet Kahn Integrated Arts, and Montezuma Elementary Schools, and eCademy K-8, recited the Pledge of Allegiance in the Zuni Language.

Dr. Madelyn Serna Marmol, Assistant Superintendent of Equity, Instruction, Innovation, and Support, welcomed all. She stated that this has been a challenging year and APS values the input of tribal and community members and will continue to collaborate in meeting the needs of students and families. In addressing district-wide diversity, APS has purchased culturally-relevant materials and offers professional development on anti-racism, equity, and cultural responsiveness.

Ms. Yvonne Garcia, Chief of Schools, welcomed and thanked everyone for attending. She stated that APS wants to hear from the Native voices.

Mr. Scott Elder, Superintendent of Albuquerque Public Schools, welcomed everyone, stating he is honored to be in attendance and to serve the Native American students, families, and tribal communities, who have challenged APS to do better.

Dr. David Percy, President, APS Board of Education, also welcomed all. He noted that he is glad to announce the 11% increase in the Native American student graduation rate.

The Moderator, Philip Farson, then called on everyone to introduce themselves.

The following were in attendance:

1. John Antonio, Governor, Pueblo of Laguna;
2. Patricia Sandoval, Pueblo of Laguna Education Department;
3. Monika Honeyestewa-Whitmore, Director, Office of Learning, Pueblo of Laguna;
4. Brian Vallo, Governor, Pueblo of Acoma;
5. Leslie Vallo, Student Support Coordinator, Pueblo of Acoma Education Department;

6. Dr. Melissa Riley, Executive Director, Department of Education, Pueblo of Acoma;
7. Joanie Sanchez, Department of Education, Pueblo of Acoma;
8. Anthony Ortiz, Governor, Pueblo of San Felipe;
9. Alissa Chavez-Lowe, Department of Education, Pueblo of San Felipe;
10. Annie Oandasan, Tribal Administrator, Pueblo of San Felipe;
11. Nathaniel Porter, Lieutenant Governor, Pueblo of Nambe;
12. Paige Loretto, Department of Education, Pueblo of Nambe;
13. Jerome Lucero, Governor, Pueblo of Zia;
14. Ken Lucero, Tribal Administrator, Pueblo of Zia;
15. Marsha Leno, Department of Education Director, Pueblo of Zia;
16. Shanna Coriz, Pueblo of Santo Domingo Education Department;
17. Charlene Lucero, Education Director, Pueblo of Isleta;
18. Tish Howard, Johnson O'Malley Program, Pueblo of Isleta;
19. Dr. Kevin Facer, Pueblo of Sandia Education Director;
20. Anna Silvas, Tribal Empowerment Director, Ysleta Del Sur Pueblo;
21. Geraldine Jojola, Education Director, Pueblo of Cochiti;
22. Jon Tafoya, Deputy Tribal Administrator, Pueblo of Santa Clara;
23. Milton Bluehouse, Jr., Deputy Chief of Staff, Office of the President, Navajo Nation;
24. Yvonne Kee Billison, Executive Staff Assistant, Office of the President, Navajo Nation;
25. Shaun Sells, Executive Staff Assistant, Office of the President, Navajo Nation;
26. Alexandra Kinsella, Attorney, Department of Justice, Navajo Nation;
27. Patricia Gonnig, Interim Superintendent of Schools, Navajo Nation;
28. Vera Johnson, Director of Standards Curriculum Assessment and Development, Navajo Nation;
29. James Silvas, Staff Assistant, Office of the President and Vice President, Navajo Nation;
30. Roy Tracy and Suzette Haskie, Navajo Nation, Department of Diné Education, Navajo Nation;
31. New Mexico Public Education Department (NMPED), Indian Education Division Staff - LaShawna Tso, Assistant Secretary; Rebecca Reyes, Deputy Director; Gloria Hale, School Design Specialist; Alray Nelson, Navajo Nation Liaison;
32. Dr. Glenabah Martinez, Associate Professor, Educational Thought and Sociocultural Studies, University of New Mexico (UNM);
33. Dr. Lloyd Lee, Associate Professor – UNM, Director, Center for Regional Studies;
34. Dr. David Peercy, President, APS Board of Education;
35. Barbara Peterson, Member, APS Board of Education;
36. Scott Elder, APS Superintendent;
37. Yvonne Garcia, APS Chief of Schools;
38. Dr. Antonio Gonzales, APS Associate Superintendent, Learning Zone 2;
39. Amanda De Bell, Interim Associate Superintendent, Learning Zone 3;
40. Gene Saavedra, Interim Associate Superintendent, Learning Zone 1;
41. Dr. Madelyn Serna Marmol, APS Associate Superintendent of Equity, Instruction, Innovation, and Support;
42. Aimee Milazzo, APS Executive Director, Curriculum and Instruction;
43. Tanya Campos, Director, Office of Equity and Engagement;

44. Jessica Villalobos, Senior Director, Language and Cultural Equity;
45. Sandra Lopez-Alvarado, Director of Bilingual Languages, Language and Cultural Equity;
46. Erica Lozano, Director of Title III Programs, Language and Cultural Equity;
47. Dr. Kristine Meurer, Executive Director of APS Student, Family and Community Services;
48. Sam Ornelas, Manager, Supportive Learning, APS Student, Family and Community Services;
49. Elizabeth Calhoun, Director of Attendance Supports, APS Student, Family and Community Services;
50. Penelope Buschardt, Executive Director, Title I;
51. Dr. Brenda Martinez-Papponi, Research and Analysis Manager, APS Strategic Analysis and Program Research (SAPR);
52. Francesca VerPloegh, APS Office of Innovation;
53. Vicki Price, Senior Director of Counseling;
54. Andy Gutierrez, Senior Director, APS Student Information System (SIS);
55. Jude Garcia, System Manager, APS Student Information System (SIS);
56. Heidi Curry, Coordinator, Assistant System Administrator, APS Student Information System (SIS);
57. Katherine House, Principal, eCademy K – 8:
58. Dr. Daisy Thompson, Senior Director, Indian Education Department;
59. Philip Farson, Instructional Manager, Indian Education Department;
60. APS Indian Education Staff;
61. APS Indian Education Committee (IEC)/Indian Parent Committee (IPC) -Giselle Montoya, Chairperson/Pueblo of Santa Ana Parent Representative; Alexis Perea, Secretary/At-Large Parent Representative; Lauren Stewart-Brunelle, At-Large Parent Representative; Shamenika Nelson, Navajo Parent Representative; Tehya Barber, High School Student Representative.00

Katherine House, Principal, eCademy K - 8, stated the school is fairly new and was created in response to community demand. The school is an expansion of eCademy High School and offers complete online learning with small group instruction, though printed materials are provided for the students. The school plans to offer tutoring next school year and have afterschool Navajo and Spanish Clubs.

Penelope Buschardt, Executive Director of Title 1, stated Title 1 assists families in accessing resources. Approximately 340 Native American students qualified for the McKinney-Vento Homeless Services. The different programs offered under Title 1 are:

- Adult Basic Education
- Reading and Math Intervention
- Family Engagement through Family Liaisons
- Summer Engagement Programs such as Story Time in the Park
- Summer School Fees

Title 1 also offers transportation assistance (bus passes), shelter and motel vouchers, afterschool tutoring at local shelters and designated motel settings, food, and clothing referrals for those students and families enrolled in the McKinney-Vento Program.

Title 1 also supports the Avid Programs, Pre-K Programs, Indian Education Department Home-to-School Liaisons for students in Title 1 Schools, and supports differentials for Teacher Leaders.

Roy Tracy of the Navajo Nation asked how many Navajo students are in the McKinney-Vento Program?

Ms. Buschardt responded she does not have that specific data in front of her but will send that information. He also asked how Title 1 builds positiveness, specifically education, such as providing hot spots to access the internet?

Ms. Buschardt responded APS does provide hot spots for students to access the internet. The hot spots may be at a community center or at a wellness motel or a shelter.

Governor Brian Vallo asked if cultural consideration is a protocol when assisting a family find housing? He also would like to see APS reach out to tribal governments.

Ms. Buschardt responded, unfortunately, there is not enough housing available. Some families have past evictions and need to re-establish their credit.

Dr. Melissa Riley asked how many families are in wellness motels? She also asked about the three-year grant, how will APS take advantage of this to benefit families?

Ms. Buschardt responded Title 1 has assisted 97 families in placing them in wellness hotels. APS applies for subgrants for transportation needs, i.e., bus passes for parents to get to and from work.

Aimee Milazzo, Executive Director of Curriculum and Instruction, stated the Title II funds supports the New and Aspiring Principals Program, and Teacher Support Specialists. Title II funds also support the University of Wisconsin Merging Pathways collaboration with the Indian Education Department, which provides professional development for the Indian Education Resource Teachers. Title II supports indigenous curriculum in New Mexico History. They have also partnered with the Indian Pueblo Cultural Center's indigenous wisdom curriculum. The Medicine Wheel Workshop has been the most attended by APS personnel. Title II has partnered with Title I in providing credit recovery and tutors.

Jessica Villalobos, Senior Director, of Language and Cultural Equity, introduced two members of her staff, Sandra Lopez-Alvarado, Director of BMEP (Bilingual and Multicultural Education Programs), and Erica Lozano, Director of Title III Programs. The BMEP goals are for students to become bilingual and bi-literate in English and a second language, and to meet State and academic content standards and benchmarks in all subject areas. The Native American Heritage Language Programs goals are basically the same – to attain language proficiency and literacy skills in English and a Native American Language. Instruction also includes history and cultures of New Mexico Native American tribes. The BMEP must meet compliance by funding programs for K – 3 first. A parent advisory committee must be established. An initial program

application needs approval from the New Mexico PED (Public Education Department). Presently, there are Zuni Language Programs at Seven Bar and Hodgkin Elementary Schools, Wilson Middle School, and Cibola, Del Norte, Career Enrichment Center and Early College Academy High Schools. For the Navajo Language Programs, the schools are Chaparral and La Mesa Elementary Schools, Tres Volcanes K – 8, Cleveland, Jimmy Carter, and McKinley Middle Schools, and Del Norte and Career Enrichment Center and Early College Academy. Title III funds are used to provide services to help English Learners (EL's) attain English proficiency and academic achievement. As of the 80th day of school, there were 1,259 Native American English Learners, which is 10% of the EL population. For Fiscal Year 2022, Title III funds will be used to establish ELD Libraries for grades K – 12. Native American titles will be included in these libraries.

Roy Tracy of the Navajo Nation asked what is the proficiency percentage for Navajo students, and how is APS providing support? Is there a gifted program? Many Native American students struggle with identity development.

Ms. Villalobos responded there is an assessment component for Spanish but there is no assessment for Native American Languages. She referred the question to the Senior Director of the Indian Education Department. Dr. Daisy Thompson responded that APS uses the older Navajo Language Assessment since the Navajo Language Teachers need to be trained in the newer assessment. The Zuni Language Teachers use the assessment and curriculum recommended by the Pueblo of Zuni. Mr. Tracy stated he will have the new Director of the Office of Standards Curriculum Assessment and Development, Vera Johnson, contact Dr. Thompson.

Dr. Kristine Meurer, Executive Director, of Student, Family, and Community Services, introduced two members of her staff, Elizabeth Calhoun, Director of Attendance Supports, and Sam Ornelas, Manager, Supportive Learning. Title IV funding goals are to provide well-rounded educational experiences, such as STEM (Science, Technology, Engineering, and Mathematics) Programs, school gardens, and International Baccalaureate Programs. Also, to provide safe and healthy students by providing health education, drug-free environments, mental health and counseling services, and improved school attendance. And, lastly, providing effective use of technology that is backed by professional development.

The new Attendance for Success Act replaces the Compulsory Attendance Law, which reflects the shift from Truancy Compliance to Chronic Absence through intervention and prevention. Truancy counts only unexcused absences and relies on legal and administrative solutions. Chronic absences include excused, unexcused, and suspensions, and emphasizes the academic impact of missed days. Chronic absences are high at the Kindergarten level, then jump up again at sixth grade and continue to climb, peaking at ninth grade where students either figure it out or drop out. How the tribal communities can help is to encourage their students to request and complete assignments prior to absences due to tribal obligations, especially when they will be out of school for more than one day.

Dr. Melissa Riley asked if notification of which students with attendance issues can be sent to the tribal officials?

Dr. Meurer responded that parent permission would be required before that can be done.

Roy Tracy asked about those students who were reported missing, could not be located.

Dr. Serna Marmol responded that APS is working with NMPED, specific student information is needed. APS is also still working with CYFD (Children, Youth, and Families Department).

Dr. Daisy Thompson, Senior Director of the Indian Education Department presented on Title VI. The Indian Education Act was passed in 1972, and signed by President Richard Nixon. Since then, there have been several reauthorizations. The purpose is to ensure that programs are based on challenging State academic content and student academic achievement standards. Programs are designed to assist Native American students in meeting those standards. Students, parents, and/or grandparents must meet the ethnicity definition of federally recognized American Indian/Alaska Native. Students must be enrolled in APS and have a Title VI Student Eligibility Certification Form, or more commonly referred to as a 506 form, on file, noting the student's name, tribe, and parent's dated signature.

In order to receive funding, there must be a parent advisory committee, which consists primarily of parents of students. A district Teacher or Counselor, and a High School Student Representative also complete the committee.

Presently, there are Resource Teachers at Governor Bent, Hodgkin, Janet Kahn Integrated Arts, Montezuma, Seven Bar, and Susie Rayos Marmon Elementary Schools; McKinley Middle School; and Albuquerque and Del Norte High Schools and the Career Enrichment Center. Almost the entire Title VI budget is used for teacher salaries.

There was a question in the Chat Box from Marsha Leno about the graduation rate of Native American students, and those students from the Pueblo of Zia.

The Senior Director responded the Native American graduation rate can be found in the latest TESR (Tribal Education Status Report) that is available on the Indian Education Department website. This report was also sent to all tribal governments. Also, the Needs Assessment report to NMPED has this overall information for the Native American students in APS, however, it is not specific data broken down by students' tribes. For that information, an MOA (Memorandum of Agreement) would have to be in place.

Jude Garcia, System Manager, APS Student Information System, reported on Impact Aid. Impact Aid funding received is generated by students who live on federal property or a military installation, students whose parents work on federal property, or has a parent that is a member of the military, students who live in low-rent housing, and students who live on Indian Lands. This year, 138 students who live on Indian Lands were included in the Impact Aid Application. Reportable Signed Survey Source Checks are sent to those tribal communities within a 50-mile radius of Albuquerque to verify students that have been identified as living on those Indian Lands. Officials of the tribal communities then verify the student names.

There was a question as to how the Impact Aid funding is filtered out to students?

The Senior Director of Indian Education responded that Impact Aid funding is divided at the state level and then is funneled out to school districts. The Indian Education Department receives only \$2,000.00 - \$4,000.00, a year. The Indian Education Department has used those funds in past years for reimbursement purposes to parents and to pay for bus transportation for students to attend an educational event at UNM (University of New Mexico).

Dr. Brenda Martinez-Papponi, Research and Analysis Manager, stated there was approximately a 5,000 drop in student enrollment. This number includes charter schools. She showed a table noting the New Mexico tribal affiliation by percentages, for example, the Pueblo of Acoma shows a 2.1 % of the total APS enrollment. Students in the Navajo Tribe make up 4.9% of the student population.

Due to the State's decision to switch to remote learning, there have been changes in how attendance is recorded. During this semester, the district moved to a more traditional recording of attendance. There are still some variations in how schools record attendance. The previous year showed a 94.1%, with attendance for Native American students at 92.5%. There was a small drop in Math proficiency for Native American students, but there was an 11% increase in the Native American student graduation rate.

Dr. Melissa Riley stated it would be advantageous if all could receive this report.

Response: This report is included in the attachments that were sent along with the invitation to this consultation.

Dr. Daisy Thompson, Senior Director, Indian Education Department, talked about the JOM (Johnson O'Malley) Program. This funding is generated by the collection of CIB's (Certificates of Indian Blood). The goals of the JOM Programs are to increase attendance, increase the graduation rate, increase academic achievement, and increase Native Languages and Culture. Next year's proposed budget is \$238,088.00, and supports two staff salaries totaling \$141,000.00.

Q & A

Yvonne Kee Billison of the Navajo Nation, asked about mental health, how many Native American students are referred for mental health, and is APS coordinating with FEMA (Federal Emergency Management Agency)?

Response: APS does have Psychologists staffed for students with special needs. All other mental health specialists are outside contractors. There are school-based mental health centers, and APS works with First Nations and TeleMed Inc.

Response: The School Counselors are the best place to begin the process. Also, the McKinney-Vento Program has four Social Workers.

The Senior Director of the Indian Education Department announced there is going to be a four-day virtual Youth Wellness Conference later this month and one of the topics to be discussed is mental health awareness.

Question: What about the HB240 – Needs Assessment, and how will that benefit the Native American students in the district?

Response: More Case Managers and Resource Teachers could be hired if that is what is needed.

Question: What about equity, Anti-racism training, cultural awareness?

Response: APS has an Equity Council in place. There is a three-year professional development plan for administrators and teachers and does cover anti-racism. There is also a Yazzie-Martinez Committee that meets every two weeks. There is an Advisory Council, community involvement and collaboration.

Question: There was a question about council development and how are tribal entities involved?

Response: The Associate Superintendent for Equity, Instruction, Innovation and Support responded that her office puts out a report regarding the different councils and committees. The report can be sent out to everyone. There is parental representation, and the Indian Education Department Senior Director and Instructional Manager are part of the Yazzie-Martinez Committee.

Question: Are the Equity Council and the Yazzie-Martinez Committee the same?

Response: The Equity Council and the Yazzie-Martinez Committee are separate.

Governor Vallo, Pueblo of Acoma, stated it would be beneficial to APS to request a consultation to delve deeper into issues that were not covered today.

APS Superintendent Elder responded the request has been noted.

Governor Antonio, Pueblo of Laguna, stated the same would be appreciated for his community. Charlene Lucero, Pueblo of Isleta, also stated all tribal education departments would be open to meetings.

The Senior Director of the Indian Education Department thanked everyone for their attendance and input before closing the meeting.

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