

**Tribal Leaders Summit  
Albuquerque Public Schools**

Office of Equity, Instruction and Support and the Indian Education Department  
6400 Uptown Blvd. NE Suite 460W. Albuquerque, NM 87110

**Spring 2018 “Tribal Consultation for Federally Funded Programs”**

**EXECUTIVE SUMMARY**

**Introduction**

On April 3, 2018, the third meeting with Tribal and community leaders was conducted with approximately 42 in attendance. The first tribal leader’s meeting was held on February 19, 2015 then extinguished until November 19, 2017 when it was revived. Tribal leaders from the 23 tribes in New Mexico were invited to the meeting from across the state including Navajo Nation, Jicarilla and Mescalero Apache, and from the 20 Pueblos (including the latest Isleta del Sur). Invited leaders included; Governors, Lt. Governors, Tribal Council delegates, Navajo Nation President’s Office, state leaders, and local leaders of organization that work with Native American youth. Due to schedule conflicts for the leaders many sent designees. The meeting opened with a prayer by the Zuni Governor Panteah.

The Navajo Nation president shared information about initiatives that were taking place on the Navajo Nation such as; STEM and environmental projects, and about a coin being developed which depicts the Navajo Nation. He stressed the role that youth have after they return to the nation upon graduation from college.

**Purpose**

The purpose of the spring 2018 meeting was to share information about federally funded programs which included; Title 1, Title 2, Title 3, Title 4, and promising performance outcomes of students in APS. The participants received an information packet that summarized program goals, objectives and activities prior to the meeting and three questions. The purpose of the questions was to ignite thoughts about support for the education of Native American children in the school district. Each Sr. and Executive Director presented a brief overview about their programs and ended with information about positive outcomes by the Office of Research and Evaluation. The final segment of the summit concluded with verbal discussions between all participants for an hour and a half.

The meeting discussion centered around cultural relevancy, cultural sensitivity, and funding for programs. The various title program leaders and the superintendent responded to questions from the meeting participants which included specific topics that included; English Language Learners, bullying prevention, student led conferences, cultural relevant terminology used about students or groups of students (i.e., at-risk and poverty vs at-promise and culturally rich). There was also discussion about access for materials and supplies necessary for instruction.

The discussion would have continued into another hour if additional participants had an opportunity to speak. The agenda was maintained and meeting was dismissed at 12:30pm with a closing prayer by the Lt. Governor, Raymond Concho Jr. Not all participants had an opportunity to speak due to the time constraints.

## Outcomes

The outcomes were:

- Increased communication with Tribal and community leaders about title program's goals, objectives and activities;
- The APS school district leaders and Tribal and community leaders opened communication for continuation of the dialogue for increased support of Native American students attending APS schools;
- Although much work has been completed there is much more to be developed and accomplished in the provision of services to Native American students attending APS;
- Ongoing discussion and training about cultural relevancy and cultural sensitivity is necessary; and
- There is need for continued Tribal consultation as related to federally funded programs was realized.

## Results in Brief

The question, comments and answer segment of the summit included questions and discussion as listed;

1. Are instruction courses available for teachers to learn how to teach Native American students and Native American Language/Culture?

Answer:

- YES, via Professional Development (PD). PD is available for ALL teachers, specifically, to improve teacher/teaching practices, including teaching Native American Languages and culture.

2. How do you support Native American Students struggling with English Language?

Answer:

- APS Identify ESL via ACCESS Test.
- Sometimes teachers/APS staff are not initially aware of a student's struggle with English Language (i.e. new student). Teachers (and other APS staff) can observe, notice, identify ESL issues in classroom and look at history of child and then make a referral.
- Student Advocate Team (SAT)
- Student Assistant Team
- If ESL is a larger issue, then contact the superintendent

3. Can APS provide statistics of number of Native American students, as well as, Native American teachers, by grade and by school?

Answer:

- APS Data Report
- Student Aggregation in July can include grade and school statistics
- Contact Dr. Martinez-Papponi in the Office of Research and Evaluation (i.e., Number of Native American Students, as well as by, Native American Teachers, by grade and by school)

4. How is scholarship information shared with the Native American students?

Answer:

- The APS Indian Education Website has information and lists required classes students need to complete in school (if they want to apply for a scholarship).

5. Discrepancies: Number of APS students identified as Native American students: State lists (4500) vs APS SIS lists (6400) reported numbers.

Answer:

- Possibly due to multiple ethnicities that students identify as (i.e. African American and Native American). The state only counts one ethnicity which is the ethnicity listed as “primary” (i.e. African American) whereas the district SIS counts up all ethnicities listed by the parents.
- TESSR (Tribal Education Status Report) shows the discrepancy and also has a statement about the discrepancy.

6. How do title funds get from the state to district to school to classrooms?  
How can a teacher (SJ) get funds for her students (General Education teacher at La Mesa K-5th) get 5 copies of the same book for her classroom? She has been unable to get the funds needed to purchase the books.

Answer:

- Each school has a designated person to contact regarding “funds” for their classroom (i.e. Program Director at your school).
- Dr. Serna Marmol asked teacher for the publisher of the books she needs.
- Jamie Jacobson asked teacher to send her list of what she needs for her classroom (and to e-mail her at [jacobson.j@aps.edu](mailto:jacobson.j@aps.edu)).
- Ask her principal when Title funds are available.

7. How is APS really culturally responsive? (i.e., Native American (Pow Wow) Drum Group with an After-School Program needs a male instructor to help teach the drums (Native American Culture dictates that only a man can teach the drums). Another issue was the requirements for student: teacher ratio set by APS. Current requirements state: 24 students must be in a program before a second teacher can be hired. Teacher only has 21 students now.

Answer:

- Contact ABS Community Schools Liaison.
- Superintendent Reedy said she would inform the School Liaison...
- Dr. Meurer asked teacher to send her specific information and the “cultural reasoning” pertaining to the need for a “male” drum instructor.

8. Comments: Cultural Sensitivity and other Sensitive Issues (i.e., students with PTSD). “APS should hire more culturally sensitive teachers (i.e. the teacher needs to become familiar with the culture of her/his Native American students (via self-education and research about the culture prior to working with the students)”. (i.e., dissection of a cat in biology is not acceptable within the Native American belief system).

Answer:

- Superintendent Reedy: We do NOT want APS to be impersonal with the students (they are not just another number). The district leadership team wrote an academic plan that starts with early childhood and looks at the whole child, and asks, how can we help the whole child? What skills do you want your children to learn which included questions (i.e. self-sufficiency, feel good, be respected, become a problem solver, etc.) Taking the individual child into consideration is the key.

9. How is bullying and Native American students being bullied dealt with?”

Answer:

Family Engagement and Parent/Family involvement

Answer:

- Prevention Education – Counselors and elementary classrooms promote health relationships
- Health Education ES & HS
- Bullying Unit – integrate into all subject areas/curriculum
- If parent, student/s, family notice bullying – Report It!
- Report it to the school first (counselor, teacher, principal, other).
- If APS does not know (about the bullying) then they can’t help.
- Report bullying involving any student (not just own child). Report does not have to be their own child).
- Also address conflict versus bullying – What’s the difference? How to do deal with conflict versus bullying.
- Education: different ways to intervene, reach out to parents, make it easier to report bullying..
- If parents know how to report, they are more likely to come forward (and report to APS). How to educate families? Make PTA meetings more enticing→ more parents attend→ more get needed information (i.e. reporting bullying, conflict vs bullying, etc.).

10. What “clothing” options are available for students?

Answer:

- APS Clothing Bank – students get 3 sets of clothing outfits, three times a year (new underclothing & socks and 3 used outfits via a voucher to Goodwill).
- There are also other “clothing banks” available...
- Anyone in APS can refer students for clothing vouchers.
- Contact school counselor/s for referrals.

11. What is being done to address Truancy/Chronic Absenteeism?

Answer:

- APS Indian Education Department used to have an Memorandum of Understanding but has now expired - referrals were made by a tribal liaison to the tribal judge in the pueblo of Isleta.
- APS is working on addressing this need, it is one of five priority areas.

12. Comment: Would like more APS participation to help promote more Native Americans to get recruited for teaching positions. There will be a College Career Fair, Sept. 29, 2018 at Isleta Resort/Casino

Answer/Response:

- Give information to Dr. Thompson to share with the district HR Department

### **Recommendations and Next Steps**

An evaluation was included to in the summit packet by Dr. Serna Marmol and by the Indian Education Department to help shape future summits. The following comments were compiled from these evaluations;

1. Very glad to have the superintendent join us for the entire discussion,
2. Would like to have APS board members attend these meetings,
3. Would like to ask questions during the presentations rather than afterwards,
4. Increased advertisement of the event through multiple venues,
5. Need larger display of visuals (i.e., powerpoint),
6. Recommend the district to increase culturally relevant methods and instruction,
7. Extend the summit time to a whole day rather than a half day,
8. Would have liked more background information on the title programs (i.e., Title 4A),
9. More information about ESSA 2015 and consultation with tribes,
10. Would like school secretaries to be more knowledgeable about the APS Indian Education Department,
11. Need more information about “absenteeism” related to students participating in ceremonies,
12. Increased PD for teachers related to cultural sensitivity, invite tribal leaders to schools as presenters about this,
13. Continue the Tribal Leaders’ Summits, invite parents and students to join,
14. Would like a Native American section included on the superintendent’s messages to APS,
15. More cultural responsiveness to after-school programs,
16. Increased collaborative meetings,

17. Increased heritage language (Native American) classes at the elementary, middle, and high schools,
18. Development of MOU's with universities in neighboring states to allow Navajo and other Native American students as in-state tuition students. Also this will allow their dual credits and AA degrees to transfer within the states,
19. Obtain and utilize the *100 Year Pueblo Curriculum* from the All Indian Pueblo Cultural Center,
20. Increased communication with the Albuquerque representative to the NM IED Committee,
21. Help students become college ready,
22. Use ESSA funds to close performance gaps between Native American students and non-native students,
23. Invitation of all 23 NM Tribal leaders to a summit twice a year is good,
24. Increased Native American teachers in the district,

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- Jessica Villalobos, Senior Director of Language and Cultural Equity, Title III
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