



Dr. Daisy Thompson

DIRECTOR

Spring Tribal Leaders Consultation Summit  
April 28, 2020  
Via Zoom

The Spring Tribal Leaders Consultation Summit began with a welcome by APS Superintendent, Raquel Reedy. She asked for a “Moment of Silence” for those impacted by the loss of family or friends due to the Coronavirus, including the Pueblos and the Navajo Nation. She expressed respect for all who have been affected by the pandemic. She stated she looks forward to the Tribal Leaders Consultation Summits and the opportunity to meet with those who take the time to come together. Even in the midst of this pandemic, many still have their priorities straight.

Dr. David Percy, APS Board of Education President, also welcomed and thanked everyone for their attendance. He stated that even during this trying time, it is important for us to continue to come together and work to address any concerns there may be, including the Covid-19 situation. He also offered his condolences to all who have suffered a loss.

Dr. Daisy Thompson, Senior Director of the Indian Education Department, asked if there were any Tribal Leaders or designees in attendance, to please introduce themselves. The following individuals introduced themselves: Mr. Roy Tracy and Ms. Suzette Haskie from the Navajo Nation; Mr. Davy Malie, Pueblo of Acoma Tribal Secretary; Mr. Kevin Shendo, Pueblo of Jemez Education Department Director; Dr. Kevin Facer, Pueblo of Sandia Education Director; Ms. Geraldine Jojola, Pueblo of Cochiti Department of Education Director; Ms. Marsha Leno, Pueblo of Zia Education Monitor; Ms. Marian Serna, Pueblo of Isleta Education Director; and Mr. Milton Bluehouse Jr., Deputy Chief of Staff for the Office of the President and Vice President.

The Senior Director of the Indian Education Director asked the Tribal Leaders or designees to please complete the *Affirmation of Tribal Consultation for Local Educational Agencies* form that was included in the packets of information sent prior to today’s meeting. This form is required by the New Mexico Public Education Department.

Dr. Madelyn Serna Marmol, Associate Superintendent of Equity, Instruction, Innovation, and Support, welcomed everyone and assured all that APS will continue providing services to all students, including the Native American students, which make up 5% of the total student population in APS. She stated APS continues to offer classes in the Navajo and Zuni Languages, and continues to increase the graduation rate. She then introduced Scott Elder, Chief Operations Officer and Interim Superintendent, who expressed his appreciation for the opportunity to sit in on this meeting and learn.

Peggy Candelaria, Executive Director, Title I, spoke of the Title I Program. The purpose of Title I is to provide financial assistance to local educational agencies (LEA’s) and schools with high

percentages of children from low-income families, to help ensure that all children meet challenging state academic standards.

The Title I budget includes services to public and charter schools; private schools; McKinney Vento Homeless Program; Neglected and Delinquent students, which are students who are incarcerated; the Title I Department Operational Budget; and programs such as Albuquerque Reads; Adult Basic Education; Explora Family Science Nights; Family Engagement; Foster Grandparents; Kitz for Kids school supplies; Pre-K; and Service Center Support; in addition to other community services.

Penelope Buschardt, Interim Director for the McKinney Vento Homeless Program, stated that as of January 31, 2020, there were 293 Native American homeless students, of which 165 are Female and 128 are Male. However, those numbers may have increased due to the Covid-19 Pandemic. Students are identified as homeless if they are living in shelters, motels, living in transitional or emergency shelters, runaways, or youths rendered homeless by their parents, or their family is living with other families.

The program recently hired a Native American Social Worker, Melissa Tso. Title I will be providing support to the Indian Education Department with the hiring of three Home-to-School Liaisons for next school year.

Aimee Milazzo, Executive Director of the Curriculum and Instruction Department, presented Title II. The Teacher Learning Network was established under Title II funding, and offers assistance to teachers in classroom management practices and professional development.

The WIDA (World-Class Instructional Design and Assessment) Consortium is also a part of Title II in partnership with the Indian Education Department. WIDA is also known as *Merging Pathways* which is a program that targets English learners.

Culturally-relevant Social Studies instructional materials were recently purchased with the review and recommendations from members of the Native American community.

Title II also supports the New and Aspiring Principals Program, Instructional Support Specialists, and Teacher Support Specialists.

Title II funding averages around \$3,050,000.00, every year but with the carryover funds, the budget for next year should be \$4,000,000.00, of which \$32,000.00, will be used to support WIDA Merging Pathways.

An overview of the Title III programs was given by Erica Lozano, Title III Director, from the Language and Cultural Equity Department. She stated Richard Cisneros, Director of ELL Programs, is also in attendance but will be available for questions only during the Questions, Answers, and Discussion portion.

The main goal of Title III funds is to provide services to help English Learners (ELs) attain English proficiency in order for them to meet academic standards. This is done by providing high-quality professional development to teachers and administrators. This funding is supplemental and should be used as a last source of financial support. When the enrollment of a student indicates a language other than English is spoken in the home, the parents are asked to complete a Language Usage Survey. Students are then flagged to take an English Language Proficiency Screener. Should a student score less than the minimum points necessary to be considered English proficient, the student qualifies for services for English Language Development (ELD). Parents can opt out of ELD services for their student(s).

Title III funding also supports communities and families by offering evening classes for parents/guardians of English learner students; English Acquisition Centers; Professional Development for parents/guardians; afterschool tutoring; and summer school courses. Professional Development is also offered to teachers in acquiring skills and knowledge to deliver English Language Development instruction to students.

Dr. Kristine Meurer, Executive Director of Student, Family, and Community Supports, stated Title IV funding provides a well-rounded education for a safe and healthy environment for students by supporting Charter and Private Schools; College and Career Readiness; Attendance; Family Engagement; School Climate; Nursing Services; Counseling; and Social work.

Sam Ornelas, Title IV Manager added Title IV funding also provides support for AP (Advanced Placement) materials; the International Baccalaureate Program at Sandia High School; a Behavioral Health Nurse; a Foster Care Case Manager; an Equity Coordinator; Mental Health First Aid Training; and the Clothing Bank.

Dr. Daisy Thompson, Senior Director of the Indian Education Department, stated the Indian Education Act was passed by Congress in 1972, and funds Title VI formula grant activities through the US Department of Education. Programs funded under the Indian Education Act are designed to assist Indian students in meeting State academic achievements. The goals of the Indian Education Department are to increase attendance rates, graduation rates, academic achievement, and Native Language and culture. The following are the schools in APS where there is either an Indian Education Department Resource Teacher, or Navajo or Zuni Language Teacher:

Chaparral Elementary School – Resource Teacher and Navajo Language Teacher;  
Chelwood Elementary School – Zuni Language Teacher;  
Emerson Elementary School – Zuni Language Teacher;  
Governor Bent Elementary School – Resource Teacher;  
Hodgin Elementary School – Resource Teacher and Zuni Language Teacher;  
Janet Kahn School of Integrated Arts Magnet Elementary School – Resource Teacher and Zuni Language Teacher;  
Montezuma Elementary School – Resource Teacher;  
Seven Bar Elementary School – Resource Teacher and Zuni Language Teacher;

Susie Rayos Marmon Elementary School – Resource Teacher;  
Cleveland Middle School – Navajo Language Teacher;  
James Monroe Middle School – Resource Teacher;  
Jimmy Carter Middle School – Resource Teacher and Navajo Language Teacher;  
McKinley Middle School – Resource Teacher and Navajo Language Teacher;  
Wilson Middle School – Zuni Language Teacher;  
Career Enrichment Center (CEC) – Resource Teacher, Navajo Language Teacher, and Zuni Language Teacher;  
Cibola High School – Zuni Language Teacher;  
Del Norte High School – Resource Teacher, Navajo Language Teacher, and Zuni Language Teacher.

Students receiving services are required to have a Title VI Student Eligibility Certification form (or 506 form) on file with the Indian Education Department, which denotes tribal enrollment of the student, parent(s), or grandparent(s).

Title VI requires an Indian Advisory Parent Committee which consists of parents of enrolled APS students, a High School Student Representative, and an APS Teacher/Counselor Representative.

Jude Garcia, Manager, Student Information System (SIS) Support, was unable to present on Impact Aid funding, due to technical difficulties. Phillip Farson, Indian Education Department Instructional Manager, explained Impact Aid funds are generated by students living on Indian lands, students living on military bases, or students whose parents work on Indian lands, federal lands, or military bases. There are approximately 11 Native American communities within a 50-mile radius included in the Impact Aid funding that APS receives.

Dr. Daisy Thompson, Senior Director of the Indian Education Department, stated JOM (Johnson O'Malley) funding is generated by student CIB's (Certificates of Indian Blood) on file with the Indian Education Department. The amount of JOM funding awarded has been frozen for over 20 years. Hopefully, the funding received will increase when the count of CIB's will be determined by per-student CIB's. The more CIB's on file, the more funding.

The Senior Director of the Indian Education Department announced that Dr. Brenda Martinez-Papponi, Research and Analysis Manager, is unable to present but will be available for any questions during the Questions, Answers, and Discussion portion.

#### Questions, Answers and Discussion

Question: Suzette Haskie of the Navajo Nation asked how are Title I funds used in family engagement activities?

Answer: The Executive Director of Title I responded that family engagement activities are implemented at the school level through 88 Family Community Liaisons. A District Family Engagement Institute event was recently held.

Question: Is there a needs assessment done?

Answer: The school sites inventory the parents to determine what is needed or wanted, for

example, a basic adult education course is offered.

Comment: The Director of the Indian Education Department stated in the packet sent, there is a handout on the parent courses offered.

Comment: Suzette Haskie stated the Navajo Nation has a Tribal Consultation Handbook which is how we proceed in dialog.

Question: How many Navajo students are included in the McKinney Vento Program?

Answer: There are 147 Navajo students. Title I does not ask for Tribal proof, students are self-identified as Navajo.

Question: Which grade range of students has the most students?

Answer: There is no breakdown data but we are assuming there are more elementary students according to the referral requests.

Question: How is support given to Navajo students during the pandemic and have there been any challenges?

Answer: Title I staff are continually reaching out to students and families. Food boxes have been collected and distributed to families. Grab-n-Go meals (school lunches) are still being provided. Some telephone numbers have been disconnected perhaps due to parents losing their jobs or being laid off and unable to pay their phone bills. Or perhaps families are no longer able to pay their motel bills so are struggling with finding a new place to live. There have been no reports of Covid-19 in the homeless shelters but some families are still wary of moving into a shelter.

Question: How much funding is received for Impact Aid and how is it utilized?

The Administrator for SIS Support was still unable to participate.

Comment: Mr. Milton Bluehouse Jr., of the Navajo Nation reiterated the use of the Navajo Nation Tribal Consultation Handbook.

Question: Mr. Roy Tracy from the Navajo Nation asked under Title II, what is the Instructional Council?

Answer: The Executive Director of the Curriculum and Instruction Department responded the Instructional Council is a school-based organization made up of administrators, teachers, parents, and sometimes a student, who guide the school-based curricular and decide the work of the teacher leader facilitators who create the curriculum and approach.

Question: Is there an assessment committee that works with them?

Answer: There is a large overlap between this group and the group that does the 90-day growth plan which is data-based.

Question: For Title III, what is the Acquisition Center?

Answer: The Title III Director of the Language and Cultural Equity Department responded that since there is a high population of English learners in the District, students and parents can go to the Acquisition Centers where Chrome Books are available to access Rosetta Stone programs in English proficiency. Other areas of need offered are parenting classes, tutoring classes for students needing assistance, and Family Engagement collaboration to increase involvement,

Question: The Navajo Nation has students in schools in Arizona, New Mexico, and Utah, and is trying to find the best practice with parent involvement. How is the parental involvement in APS with parents of Navajo students?

Answer: The Title III Director responded from what numbers indicate, parental involvement is higher with elementary school students.

Second Answer: The Executive Director of Student, Family, and Community Supports, stated Family Engagement is part of all Federal Title programs. Family Engagement collaboration should first happen at the schools. There is more parent involvement at the elementary level, for example, parents may walk their children to school and have more opportunities to interact with their children's teachers. In middle school, parents are pushing their students, i.e., to get to school on time, and in high school, parents are shoving their students since students are becoming more independent. APS would appreciate any suggestions on how to increase family engagement.

Question: Melissa Riley from the Pueblo of Acoma stated in looking at the District grade level report, is that taken into consideration for allocating Title I funds? There was a mention of Pre-K receiving Title I funds but there was no listing of which schools these students are at. Also, it would be helpful if the demographics of homeless students were broken down by schools, and Tribes, specifically Pueblo of Acoma students.

Answer: The Executive Director of Title I responded that Title I funding has nothing to do with a school's overall grade. Title I funding is determined strictly on economics. Students who receive free or reduced meals are classified as Title I students. APS funds schools at a 50% poverty rate.

Question: Are there activities to support student engagement and is that taken into consideration when allocating Title I funds?

Answer: The Instructional Councils at the schools receiving funding determine how their funding is used, such as students not performing at proficiency. These may be the students targeted. Cibola High School has a high Native American student population but Cibola High School is not a Title One school so it does not receive any Title One funding.

Comment: The Research and Analysis Manager suggested going to the APS website where there is a Dashboard which enables access to some enrollment numbers, i.e., what is the percentage of Native American students at a certain school. She offered Ms. Riley to contact her regarding the Pueblo of Acoma students.

Question: Mr. Roy Tracy of the Navajo Nation asked about the Navajo Language in grades K-8 and 9-12, how is the program going?

Answer: The Senior Director of the Indian Education Department stated the Language and Cultural Equity Department has two Navajo Language Teachers, one at La Mesa Elementary School, and one at Tres Volcanes Community Collaborative School. The Indian Education Department has three Navajo Language Teachers who serve students at Chaparral Elementary School and Jimmy Carter Middle School; Cleveland and McKinley Middle Schools; and the Career Enrichment Center and Del Norte High School. There are two Zuni Language Teachers who serve students at Emerson Elementary School, and Cibola High School and Del Norte High School; and Chelwood Elementary School, Hodgkin Elementary School, Janet Kahn School of Integrated Arts Magnet Elementary School, Seven Bar Elementary School, and Wilson Middle

School.

Comment: The Senior Director of the Indian Education Department asked Mr. Tracy if he could follow-up on the status of a pending MOA (Memorandum of Agreement) with the Navajo Nation?

Question: Mr. Roy Tracy asked how much Impact Aid funding is received for Navajo students?

Comment: The Executive Director of Title IV responded that the Administrator of SIS Support replied to Mr. Tracy's question in the Chat Box of the virtual Zoom screen.

The Associate Superintendent of Equity, Instruction, Innovation, and Support, and the Senior Director of the Indian Education Department thanked all for attending.

Dt/ia

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