Department (IED) was established to support the advocacy of American Indian/Alaska Native students and to provide services that align with the increasing span of American Indian/Alaska Native student population each year.

The mission of the IED is to improve the achievement of American Indian/Alaska Native students through improved academic performance, enhanced skills of AI/AN students measurable by pre and post assessments, and increase the percentage of American Indian/Alaska Native students with access to graduate programs.

The IED is committed to the expression of cultures, providing education for the students of American Indian/Alaska Native heritage district-wide.

Supplemental education services are provided to eligible AI/AN students in grades K-12 through a combination of funding including: operational, federal (Johnson O’Malley, Title VII, and Title VIII). Eligibility is based on federal requirements (forms 506 and Certificate of Indian Blood) for each of the federal funds utilized for provision of services to the American Indian/Alaska Native students.

Who We Serve

Student eligibility is determined by submittal of two forms:

1. Form 506 is required by Title VII with the U.S. Department of Education.
2. Certificate of Indian Blood (CIB) is required by the Johnson O’Malley Program with the U.S. Department of the Interior. Your tribal office certifies the CIB’s.

Both forms may be obtained at the school, IED, and/or the website: [http://www.aps.edu/indian-education/](http://www.aps.edu/indian-education/) Submit both forms to your child’s school or to the Indian Education Department.
Mexico certification and one teacher mentor that is available to students. The teachers are using scientifically based intervention methods for math and reading. The methodology involves multisensory learning strategies interfaced with web-based curricula and are used by all-grade level students. English in a Flash and Star Math (Math and Reading) are the reading methods, and 2014-2015 Content Plans aligned to standards for grades K-8.

The College and Career Readiness Specialist is assigned to support students in grades 6-12 with an emphasis on grades transition from 12 to college and vocational institutions. Native American students are supported by the CCRs for grades, attendance, and other educationally related issues.

The Indian Education Committee (IEC) and the Indian Parent Committee (IPC) members consisting of seven members (5 parents, one counselor, and one high school student represent the AI/AN community. The membership comprise of parents from several tribal entities and communities including Isleta, Zuni, Tohajiilee, and Albuquerque. The IEC and the IPC meet monthly at specified locations including pueblos and Tohajiilee community. Their role is to advise and support educationally related programs and services to families and students. The meetings are hosted by many schools and native communities throughout the school year and are open to the public. Note: 2014-2015 Meeting dates and locations are included.

10 In addition, all teachers hold bilingual education certification, including a two-way immersion program for students at the pre-kindergarten level. A 100% bilingual education program is provided for all P-12 students in the school. This translates into a language support program that caters to the unique cultural and linguistic needs of students. The program includes a range of supports, such as bilingual education, English as a Second Language (ESL), and dual language immersion, which are designed to help students succeed in an English-only educational environment. The goal is to ensure that all Native students will succeed with appropriate support systems, effective relevant methods and strategies.
Indian Education Plan

VISION of the Indian Education Department

All Native American students will succeed with appropriate support systems, effective teaching, and use of culturally relevant methods and strategies.

MISSION of the Indian Education Department

"By working together with schools, parents, and communities, APS Indian Education Department will develop enhanced and supportive indigenous educational opportunities for all native American students by increasing knowledge of native values through teaching language and cultural differences."
Committee Members

Daisy Thompson
Randy Askew
Dr. Gregory Cajete
Andy Barrett
Dr. Phyllis Clay
Howard Connick
Andrew Conseen Duff
Daniel Ferguson
John Williams
Carla Green
Bernice Gutierrez
Mary Abeita
Juanita Harjo
Jay M. Leonard
Sarah Miranda-Sanchez
Thomas Gabaldon
Lynn Rosen

Director of Indian Education
APS Attendance Coordinator
UNM Director of American Indian Studies
Title 1 Resource Teacher
Research Development & Accountability
Chair of Indian Parent Committee
Indian Parent Committee Member
Indian Education HS Resource Teacher
Indian Education HS Resource Teacher
Special Education Instructional Manager
Indian Education MS Resource Teacher
Indian Education Teacher Mentor
Indian Education ES Resource Teacher
Indian Education Instructional Manager
APS Director of Curriculum & Instruction
Assistant Principal, High School
Director of Language & Cultural Equity

Acknowledgements

On August 13, 2009 following a discussion related to the education of American Indian/Alaska Native students with Mr. Winston Brooks, The Indian Education Department was assigned the development of this plan in the interest of all American Indian / Alaska Native students attending the Albuquerque Public School.

Dr. Gregory Cajete, Director of the American Indian Department at the University of New Mexico guided the Indian Education Department in the development of the plan. We would like to express our appreciation to Dr. Cajete for his support and assistance.

The Indian Education Plan was reviewed and updated in June 2014 and found that 68% of the indicators have been implemented with 32% remaining.
EXECUTIVE SUMMARY

Introduction
In school year 2009-2010 the Indian Education Department conducted a series of planning meetings with parents, teachers, researchers, tribal leaders, state representatives, and district directors to begin development of the Indian Education Plan. The goal of the group was to address the educational needs of American Indian / Alaska Native (AI/AN) students attending Albuquerque Public Schools (APS). The meetings commenced on September 29, 2009 and concluded on April 6, 2010. The committee utilized the Comprehensive Educational Planning: A Framework for Creation and Delivery, researched and written by Dr. Greg Cajete. Principals (elementary, middle, and high school) were invited to the planning meetings. Two principals were involved in the planning of the plans (Mr. Thomas Gabaldon and Nikki Dennis). The core committee membership was central office department supervisors and staff from Indian Education.

During the same year in the spring of 2010, focus groups made up of American Indian / Alaska Native students were interviewed and organized by the Indian education resource teachers in elementary, middle, and high schools. The committee sought input from the students and parents because it was crucial in the development of the education plan. Surveys were developed and sent to parents for their input.

During School Year 2010-2011, Action Plans for each activity was completed by the Indian Education Department Director, Daisy Thompson; Instructional Manager, Jay M. Leonard; and Teacher Mentor, Mary Abeita. Action Plans were followed by a Plan, Do, Study, Act (PDSA), that provided more detail as the activities were prepared for implementation.

Purpose
The purpose of the Indian Education Plan is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.
Objectives
The objective of the Indian Education Plan is to (1) systematically change educational program delivery in needed areas, (2) align department goals with district goals, (3) align service delivery methods and strategies to proven effective research methods, (4) provide advice and receive guidance from stakeholders within and outside the district regarding critical education issues, and (5) establish and develop action plans for each of the identified targeted activities.

Results in Brief
The Indian Education Plan includes Goals, Objectives, and Improvement Indicators. Each indicator is followed by an action plan. In addition, a Plan, Do, Study, and Act (PDSA) are developed for each improvement indicator pending implementation.

I. Increase graduation rate to 57% by 2015 by improving 3% every year beginning at a baseline average of 49.4% in 2008.
   A. Analyze relevance of secondary education in Albuquerque Public Schools with American Indian / Alaska Native students
   B. Develop a college and career focus with American Indian / Alaska Native students
   C. Identify support for American Indian / Alaska Native students and their families

II. Increase academic achievement in reading and math by 3% beginning in 2009 with 6th graders whose scores were lowest in reading at 25% and the 11th graders scoring the lowest in math at 21%. In 2015, sixth graders will increase their overall score to 38% in reading and 11th graders will gain an overall score to 25% on math.
   A. Develop cultural and linguistic relevance for academic achievement to support American Indian / Alaska Native students
   B. Improve assessment of American Indian / Alaska Native students
   C. Provide extra support for American Indian / Alaska Native students

III. Increase daily attendance rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.
   A. Develop attendance monitoring of American Indian / Alaska Native students
   B. Create support for good attendance
   C. Define and develop outreach to the community, agencies, and government entities
IV. Increase appreciation and expression of cultures, languages, and heritage of American Indian / Alaska Native students' district-wide from 2010 to 2015. There were four Navajo language programs in 2010. By 2015, there will be an increase in programs by centralizing the Navajo language program to a central site.

A. Create curriculum and educational programs for Native culture, language, and heritage
B. Improve professional development
C. Develop community and tribal outreach

The Indian Education Plan is presented in Appendix A, with the Action Plans in Appendix B.

Future Plans
Additional input will be solicited during the months of May, June, and July 2010 from parents, students, community members, tribal leaders, and district staff through various venues including; (1) public hearings, (2) surveys, (3) student focus groups, and (4) meetings. An implementation action plan will be developed for each task listed under the goals. Activities will be phased in during a five-year timeline with full implementation expected by spring 2015. The pilot year began in August 2010.

The Indian Education Plan is still in progress and was updated in June 2013 and in May, 2014 and found that 66.6% of the action indicators were completed and implemented in the school district with 33.4% indicators left for implementation by 2015.
Native American Bilingual Seal
The Distinguished Seal for Service Learning

Application
for High School Seniors
NATIVE AMERICAN BILINGUAL SEAL FOR NATIVE LANGUAGE AND THE DISTINGUISHED SEAL FOR SERVICE LEARNING

INTRODUCTION

- In 2011, Native American Bilingual Seal and the Distinguished Seal for Service learning were developed in the Indian Education Plan and implemented by the Indian Education Department (IED).

- The Indian Education Plan focus is on four goals:
  1. Increase graduation rates,
  2. Increase academic achievement,
  3. Increase attendance, and
  4. Increase Native Language and Culture.

GOAL

- To support, recognize, and honor the education of Native American high school seniors for their Native Language coursework and Service Learning.

OUTCOMES

- Students will be recognized and honored for their Native American Bilingual coursework and service learning through presentations.

- Students will strengthen their knowledge of Native American values through improved academic achievement and community service projects.

REQUIREMENTS, ELIGIBILITY, PROCESS, AND CRITERIA

- Eligible Native American high school seniors who have a cumulative Grade Point Average (GPA) of 2.7 or higher and good attendance (less that five unexcused absences) at the time of application.

- Eligibility TO EARN THE NATIVE AMERICAN BILINGUAL SEAL. An eligible student is one who has successfully completed two years of Navajo / Native American language coursework. The student will present language knowledge to an audience of judges from the community on the second Friday of April.

- Eligibility TO EARN THE DISTINGUISHED SEAL FOR SERVICE LEARNING. An eligible student is one who successfully completes one of the following during their senior year that include:
  ➢ 30 and more hours of community service. The services may include volunteer work (e.g., homeless, hospital, elderly residential center, church outreach, tutoring, community food drives, and etc.)
  ➢ Completes a research paper, or
  ➢ Presents a Tribal Demonstration.

The service-learning project will include a presentation to an audience of judges from the community on the second and third week of April.

Updated 1/2015 dt & sr
THE APS INDIAN EDUCATION SEAL

The APS Indian Education Seal represents the Zia symbol that is specific to the Pueblo of Zia in New Mexico. The feathers represent the 23 tribes in New Mexico with the APS logo in the middle.

THE DISTINGUISHED SEAL FOR SERVICE LEARNING

The Distinguished Seal for Service Learning represents the four essential Native American and Indigenous people values from around the world, also known as the Medicine Wheel. The values include:

- Generosity – to have a purpose for life,
- Belonging – being included, respected, and loved,
- Mastery - success, and
- Independence- the power to make decisions and to empowered to make choices.

The four colors represent the four groups of people in the world: red, yellow, white, and black. The benefits of the values include increased self-esteem, confidence, leadership, academic motivation, appropriate social behavior, risk taking, respect, and identity.

BILINGUAL SEAL FOR NATIVE LANGUAGE

The Bilingual Seal for Native Language represents the method that Native language has been taught throughout the years. Babies and children learned their language through stories and songs. There were more than 500 Native languages spoken in the United States and all Native people refer to their Native language as “Words of the People” or “The People’s Words.” The Pueblo storyteller was selected because it is particular to New Mexico with small children in the foreground to represent all Native children.

The criteria, requirements, and assessments can be found beginning on next page of the packet and will go into effect beginning with the 2012 graduates and each graduating seniors thereafter.

ACKNOWLEDGEMENTS

On behalf of the Native American students and families, the Indian Education Department in the Albuquerque Public Schools expresses sincere gratitude to district administrators for supporting the efforts and work of all Native American students who will attain this special recognition in many years to come. In addition, a special gratitude to the APS Graphics Department and Mr. Jeremy Jensen, Designer for their work in helping the department solidify the ideas by creating and designing the seal.