

STRIVING FOR THE BEST:

New Mexico's Need to Strengthen Parent Involvement in Public Schools



*NCLB and Recommendations Regarding
the Vital Role of Parents and Guardians in
Achieving Student and School Success*

Appleseed



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Betsy Cavendish

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Appleseed Executive Director
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A young boy with short brown hair, wearing a red sweater, is seen from behind, writing the words "Parent Involvement" in large, white, cursive letters on a dark red chalkboard. He is holding a piece of white chalk in his right hand. A small, square, textured object is on the board below the word "Involvement".

Parent
Involvement

Executive Summary

Parent involvement in New Mexico, and around the nation, is an essential element in the success of students and their schools. This simple point anchors the federal law known as the “No Child Left Behind Act of 2001” (“NCLB”). NCLB establishes state, district and school requirements designed to promote more effective parent involvement.

The belief is this: if schools provide clear, meaningful performance data to parents, then parents will become better school partners, decision-makers and advocates for their children. The law also reflects the view that effective parent involvement spurs improvements in student learning.

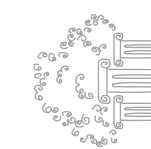
The focus on effective parent involvement as a way to boost overall achievement is supported by a long string of social science research and by the stories of schools that beat the odds. This research establishes that increased parent involvement boosts student achievement. Connected parents also maintain formal and informal communication channels with administrators, teachers, and fellow parents. These findings are particularly poignant for parents who live in poverty, or whose first language is not English, or who battle daily a variety of steep and draining obstacles. New Mexico with its vast Spanish-speaking and Native American Indian populations and wide swaths of families with pitiful incomes, could use the academic uplift that parents bring to the classroom.

In 2005, Appleseed embarked on an examination of federal, state and local policies and practices on parent involvement in six states including New Mexico. The idea was to gather on-the-ground perspectives and information, based on more than four years of experience implementing NCLB. Now, in 2008, Appleseed has revisited New Mexico to determine the progress that has been made in implementing the parent involvement provisions of NCLB and to identify areas in which current efforts in New Mexico might be bolstered.

It is Appleseed’s hope that these perspectives, along with the information in this report, will enhance state, district and school efforts to promote effective parent involvement. The report should also provide key information to state and local policymakers, who constantly face the challenge of how best to structure, prioritize and fund public education.

Appleseed approached this study at four levels:

- **The state legislative level**, by looking at the statutory and regulatory regime that has been established;
- **The state Public Education Department (“PED”) level**, by investigating the existing programs for providing information to parents and assistance to schools and school districts;
- **The school district level**, by surveying the parent involvement policies adopted by the districts in the state; and
- **The individual school level**, by speaking directly with representatives at a sample of the 55 schools within the Albuquerque School District.



Based on these investigations, Appleseed has made four major recommendations:

1. **More Funding to School Districts.** The State legislature should provide more funding aimed at supporting parent involvement efforts. The greatest need for such funds is at the school district level.
2. **PED Promotion of Model Programs to School Districts.** An essential constituent to success at the school district and individual school level is the availability of model or “off the shelf” programs. Having a model program, or ideas, endorsed by and available from PED will decrease the complexity of integrating parent involvement into the everyday life of a school.
3. **School Responsibility and More Extensive Collaboration with Parent Organizations.** Schools must work more effectively to initiate comprehensive parent involvement programs that engage parents. While a school’s Parent Teacher Association (PTA) provides the natural conduit for parent involvement efforts, those efforts should ultimately be the job responsibility of the school.
4. **Refinement of Information PED Provides to Parents.** The following refinements would enhance the communications already established by PED:
 1. **Link directly to school, district and state performance data.** Parent involvement information already available on PED’s website cannot be linked through the Resources for Parents, Families and Communities site. PED should make this information available on the parent involvement site, giving parents “one-stop shopping” for information regarding their children’s education.
 2. **Provide more material in languages other than English.** Of more than thirty unique documents available through PED’s parent involvement web site, only four are available in Spanish. Likewise, it would be worth while to consider translating information into Navajo and other Native American Indian languages to accommodate the diverse population in New Mexico. Given the number of homes in New Mexico in which Spanish is the primary language, more of these materials should be available in Spanish.
 3. **Decrease Internet Reliance.** The 2003 U.S. census figures showed that New Mexico is 46th in number of households owning a computer, with approximately 54% owning a computer and only 44% of household responding that they had internet access. Existing program materials should be made more readily available.
 4. **Remove from the state “parent involvement” sites those documents that are intended primarily for educators and administrators.** Almost one out of every five documents that can be found through the Resources for Parents, Families and Communities website is written not for parents, but specifically for educators and administrators, using terminology that is inaccessible or jargon-y to most parents. These documents should be moved to other areas of PED’s website, so that the “parent information” sites can remain as welcoming and pertinent as possible.

Background and Overview

When the federal No Child Left Behind Act (NCLB) was adopted in 2001, it re-emphasized the critical role of parents in ensuring academic success for K-12 public school students throughout the United States. In 2005, Appleseed conducted a cross-sectional study of 18 school districts in six states including New Mexico to better understand the successes and shortcomings of how states, school districts and individual schools implement NCLB’s parent involvement components.

Among other findings, the report concluded that successful parent involvement programs hinged on the quality of information being provided to parents; the deployment of proactive, targeted engagement strategies; a focus on implementation of parent involvement programs that support academic goals; and stronger accountability for whether programs are succeeding.

The emphasis on New Mexico is justified in part because the statistics are telling. New Mexico ranks 48th out of 50 states in both percentage of people below the poverty line and percentage of children. The state is 47th in high school drop outs. And, according to the Southwest Hispanic Research Institute at the University of New Mexico, Census data from 1998 to 2000 showed that during those years New Mexico had the #1 rate of poverty in the nation. Schoolwise, from grades 3 through 11, not more than 59 percent of students rated proficient in reading in 2007. Math was even tougher, with a high of 46 percent and a low of 25 percent in those same grades according to information from the Public Education Department.

As a state-specific follow-up to find out what has happened inside the state lines of New Mexico since the seminal report, Appleseed undertook these steps:

- Completed a comprehensive review of New Mexico state laws and policies related to parent involvement, with particular emphasis on developments since 2005;
- Examined how the New Mexico state government acts to provide parents with tools they need to be active participants in their child’s education;
- Explored what steps the New Mexico state government takes to monitor school district compliance with the parent involvement aspects of No Child Left Behind;
- Analyzed the parent involvement policies of the 89 individual school districts in New Mexico, including an examination of whether these policies are district-wide or only applicable to Title I schools; and, finally,
- Conducted a more in-depth study of selected schools in the Albuquerque school district to better appreciate the end-user effects of the school district’s parent involvement policy at the school level.

“PED’s parent involvement programs...represent significant effort, result in meaningful progress, and provide a solid foundation upon which to continue building programs that emphasize the three key elements of involvement: accessibility of clear information, engagement, and advocacy.”

Background and Overview Cont'd

This report outlines our findings related to the research undertaken, our overall reactions to the current state of parent involvement in New Mexico, and our recommendations for progress in this area. The report is organized as follows:

Section IV begins at the state level; Section V (and **Appendix B**) go to the district policies. Section VI (and **Appendix C**) focus on activities at the school district level and describe progress at a selected sample of Albuquerque schools.

Section VII contains findings from 2008 parent involvement training sponsored by Appleseed in three New Mexico school districts.

Section VIII contains our recommendations for improvement of parent involvement programs.

Succinctly stated, we find that while New Mexico has taken great strides towards making parent involvement an education priority at the state level, the policy outcome at the individual school level has been mixed and, at times, disappointing.



State Laws, Policies, and Programs

A. State Law and Funding

New Mexico has made limited progress in codifying regulations related to parent involvement under the No Child Left Behind Act (“NCLB”). The New Mexico Code (the “Code”) does contain provisions relating to parent involvement, but none that provide an overall scheme for parent involvement in New Mexico schools statewide. To its credit, the New Mexico Public Education Department has agreed with Appleseed’s suggestion to promulgate a statewide regulation on parent involvement goals and practices. This should help to create a more coherent system among school districts and leave little doubt about expectations from the state government. Furthermore, the Public Education Department should clarify that parent involvement is a necessity for all children and families – not just those who qualify for the Title I poverty program. Existing regulations and codes often do not reflect the more global view, preventing a full-district commitment to a parent involvement framework.

The New Mexico legislature has recognized very generally the need for educational reform and the importance of increased parent involvement in reaching that goal.¹

This general recognition has been fleshed out with some provisions relating to individual student progress. In 2003 the legislature adopted House Bill 212, the first major overhaul to the state’s public education legislation in an effort to comply with NCLB.² The bill contained only a few provisions relating to parent involvement. In the context of school remediation programs and policies, the law requires that parents be notified if their child is failing to make adequate yearly progress. As well, a conference must be held between parents and teacher to discuss programs available to assist the child in attaining adequate progress.³ At the conference, the parents and teacher will establish a written plan for development, including relevant timelines and academic expectations.⁴ The code mandates that the state board of education adopt a format for reporting individual student assessment to parents.⁵

For schools that have failed to make adequate yearly progress for two years, the law requires that parent input be solicited when deciding on a plan to improve the school.⁶ Finally, parents’ views about the quality of their children’s school must be surveyed on a yearly basis, in accordance with the parameters directed by the legislature, as part of each school district’s annual accountability report.⁷

In addition to those measures enacted through House Bill 212, the legislature has codified a few additional provisions relating to parent involvement. Explanations of those provisions are highlighted below.

¹ N.M. Stat. § 22-1-1.1 (2008).

² New Mexico Legislation, House Bill 212.

³ N.M. Stat. § 22-2A-6(E) (2008).

⁴ *Id.*

⁵ N.M. Stat. § 22-2A-11 (A) (2008).

⁶ N.M. Stat. § 22-2A-7(B) (2008).

⁷ N.M. Stat. § 22-2A-11(D) (2008).

State Laws, Policies, and Programs Cont'd

- **Indian Education Act.** Prior to adoption of the yearly budget, local school boards for schools functioning under the Indian Education Act are required to provide notice to parents explaining the budget process and inviting their involvement and input.⁸ The law goes further to provide that the public education department shall not finally approve the operating budget for any district operating under the act unless the district demonstrates that parent involvement in the budgeting process was solicited.⁹
- **School Curriculum.** New Mexico law provides for strong parent involvement pertaining to curriculum selection. Parent involvement is required when the state Public Education Department ("PED") is compiling the list of instructional materials available for use in New Mexico public schools.¹⁰ In tandem with this requirement, local school boards are also required to provide notice to parents inviting their views before the selections of instructional materials from the list provided by the state are made.¹¹
- **Preschool Education.** The state law related to preschool programs calls for a "strong parent involvement component."¹² The Code does not further describe the scope or nature of such involvement.

With the exceptions of budgeting requirements for the solicitation of parent involvement, these laws do not create an overall scheme for parent involvement at the legislative level. Because the charge of the legislature has been broadly stated, the New Mexico Public Education Department has the delegated duty to determine how to implement the intent of the Code.

In 2005, elected officials generated numerous proposed bills that contained parent involvement components. House Bill 671 and Senate Bill 503 both proposed an appropriation of \$250,000 to the Public Education Department to "train parents, teachers, administrators and educational support staff in parent involvement strategies for public schools."¹³ Ultimately, the 2005 general appropriations act earmarked \$47,000 for this purpose.¹⁴

A review of legislative action between 2006 and 2008 revealed, with one major exception, limited proposed or codified legislation that had a parent involvement aspect. The exception was in 2006, when the legislature approved \$750,000 in funding for the New Mexico Public Education Department to be used toward additional training and involvement of parents in their children's education.¹⁵

B. State Public Education Department Programs

PED used the funds approved in 2006 to pursue a number of parent involvement initiatives. An instructional video called, "Home and School: A Partnership," was developed. It focuses on promoting positive parenting techniques, and was aimed at parents of K-8 students. The video is available in both Spanish and English and PED plans to add the item to its web site for easy access.

⁸ N.M. Stat. § 22-8-10 (2008).

⁹ N.M. Stat. § 22-8-11 (2008).

¹⁰ N.M. Stat. § 22-15-8 (2008).

¹¹ N.M. Stat. § 22-15-8 (2008).

¹² N.M. Stat. § 22-8-19.1 (2008).

¹³ House Bill 671 (2005) and Senate Bill 503 (2005); failed.

¹⁴ Senate Bill 190 (2005), passed.

¹⁵ N.M. Stat. – General Appropriation Act of 2006.

A portion of the funding was also used for the development of a parent involvement resource toolkit with teacher tools, family tools, and professional development tools titled, Working Together: School, Family and Community Partnerships, A Toolkit for New Mexico School Communities. The Toolkit was developed by the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University and supported by the New Mexico Public Education Department with funding from the federal 21st Century Community Learning Centers Grant. From the PED and CESDP web sites, families and educators can download a wide range of one- or two-page resources and professional development modules in English and Spanish that can be used for sharing information and/or reflection on teaching or parenting practices.¹⁶ Each section of the Toolkit is based on the National PTA Standards for Parent and Family Involvement; communication, positive parenting, student learning, volunteering, decision making and advocacy, and community collaboration. A portion of the funding was used for introducing school and district employees to the Toolkit and providing training on how to best use the Toolkit as a resource and professional development tool.

In 2007, PED created the Parent Involvement Action Committee, an intra-departmental group pulling members from areas including Rural Education, Special Education, and Indian Education. The groups' focus was to ensure compliance with the state and federally mandated parent involvement activities through collaboration and integration of programs into these subspecialties.

In the spring of 2006, the Public Education Department established the Family/Parent Involvement Advisory Council. A central role of the Council is to develop recommendations for PED to consider. The group is comprised of community organizations and associations representing parents of both school-aged and pre-school children. The latter recognizes the important moment that occurs in parent involvement when children make the transition from their early years to traditional public schools. The focus of the advisory council is to provide state decision-makers with advocacy, guidance, and support for child-centered policies and practices affecting family, school, business, and community engagement. The group's web site provides contact information for the member organizations as well as links to those organizations' web sites. Applesseed is a member of that Council.

The Family/Parent Involvement Advisory Council plans to hold a Family Involvement Day at the legislature on February 12, 2009, an event to encourage legislators to provide more resources and support for parent involvement-related activities. The Council was also instrumental in the creation and adoption of "New Mexico's Guiding Principles on Family and Parent Involvement."

In 2008, New Mexico became a member of the National Network of Partnership Schools, a 12-year-old, nation-wide consortium of schools, school districts and states "to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school." The National Network is overseen by parent involvement expert Joyce Epstein, a professor at Johns Hopkins University in Baltimore, Maryland. Schools are encouraged to become members of the network and adopt the Epstein model

¹⁶ Public Education Department Home Page: <http://www.ped.state.nm.us/> and CESDP Home Page: <http://www.cesdp.nmhu.edu/>.

State Laws, Policies, and Programs Cont'd

as they develop their own parent involvement plans.

C. Administrative Law

The New Mexico Administrative Code requires that schools offering supplemental educational services (SES, tutoring and academic enrichment) from third party providers must notify parents of eligible children of the availability of such programs within two weeks of the beginning of the school term.¹⁷ In the final Title I regulations for the federal No Child Left Behind Act, released in October 2008, the U.S. Department of Education now requires that schools notify SES eligible students at least 14 days before the start of the school year. The New Mexico rule was first implemented for the 2005-2006 school year.¹⁸ On another topic, parents must be notified under NCLB and New Mexico rule within 10 days of a school being designated as “persistently dangerous.”¹⁹ The notification would further inform parents that their student has the opportunity to transfer to a safe public school or charter school that is making Adequate Yearly Progress.²⁰ This rule also applies to students who have been the victim of a violent crime while on the grounds of their school, and even provides for a temporary school assignment while a permanent school choice is being determined.²¹

D. Case Law

It does not appear that any New Mexico court or administrative decisions have directly addressed the issue of parent involvement regulations under NCLB. State decisions in education have instead been largely focused on the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA) claims against, or involving, New Mexico’s Public Education Department.

A nationwide search for decisions relating to parent involvement reveals cases that are only tangentially related, including claims or actions for ADA/IDEA non-compliance, negligent supervision, custody/guardianship, and sexual abuse. There are also a variety of opinions by state attorneys general regarding various aspects of their state’s education program, such as the constitutionality of state private school voucher programs, but none could be found that addressed the enforcement or effectiveness of their state’s parent involvement policies.

One case that discusses parent involvement in the education context is a decision issued by the federal Eastern District of Michigan’s District Court, called *Omokehinde v. Detroit Bd. of Educ.*²² This case involves a former employee’s claim that the board of education improperly terminated her for whistleblowing, specifically that she believed that Title I parent involvement funds had been distributed to unreliable or ineffective third parties, rendering the parent involvement program ineffective. Because the ruling centered on the plaintiff’s right to speak as an independent citizen (as opposed to an employee), and not the validity or effectiveness of the parent involvement program, the court did not analyze the program or discuss any laws or regulations relating to the enforcement of that program. Instead, the court merely discussed the program in passing, noting generally why it was required (under the NCLB) and suggesting that an ineffective parent program could call into

question an education district’s eligibility for continued funding.

E. State Government Provision of Information to Parents

New Mexico has had mixed success in providing information to parents as required by the No Child Left Behind Act. In researching this topic, we reviewed chiefly:

- The platform or platforms chosen by the State for dissemination of information;
- How accessible are those platforms;
- What information is available to parents; and
- Given New Mexico’s large Spanish-speaking population, whether the information was available in both Spanish and English.

Not surprisingly, the State’s major platform for dissemination of parent involvement information is the Internet. However, other media are used from time to time, and are discussed below.

The state Public Education Department acts as the most centralized resource for dissemination of online information related to parent involvement at the state level. PED’s web site contains a page devoted solely to parent and community resources designed to increase involvement in children’s education.²³ That page is easily accessed from its homepage. Parents who follow that link can access dozens of brochures, reports and other sources of information provided by PED. Moreover, links to dozens of additional web sites – maintained by nonprofit organizations, institutions of higher education and state and federal education agencies – give parents access to an immense array of resources.

Despite the wealth of information, PED’s family resources web site lacks some important information, such as school and school district performance data. Furthermore, many of the linked web sites dedicated to parent involvement are cluttered with material that is directed toward teachers and school administrators, making the information that is likely of most direct interest to public school parents difficult to locate.

To analyze the ways in which New Mexico provides (or fails to provide) information on parent involvement, an understanding of the rationale behind parent involvement policies is helpful. In previous reports, Applesseed has identified three key elements of parent involvement:

- **Accessibility/Information.** Parents must have access to, and must understand, key information about what their children are learning and how well they are learning it, and this information must be set in the context of school and district performance data, as well as the goals and operations of the schools their children attend.
- **Engagement.** With the right kind of comprehensive and easily understood information, parents can meaningfully engage in their children’s education by providing direct sup-

¹⁷ N.M. Code R. § 6.19.6.8 (2005, Amended 2006).

¹⁸ N.M. Code R. § 6.19.6.8 (2005, Amended 2006).

¹⁹ N.M. Code R. § 6.19.3.6-7 (2004).

²⁰ *Id.*

²¹ N.M. Code R. § 6.19.3.8 (2004).

²² *Omokehinde v. Detroit Bd. of Educ.*, No. 06-15241, (D/E 71 & 72), 2007 U.S. Dist. LEXIS 91554 & 91688 (E.D. Mich. 2007).

²³ See <http://www.ped.state.nm.us/Parents/index.html>

State Laws, Policies, and Programs Cont'd

port for learning and by working with school officials on school-improvement efforts.

- **Advocacy.** One key facet of this engagement is advocacy. Helping ensure that their children receive all of the appropriate instruction and services offered by schools is one critical role parents play. Given the many competing demands that principals and teachers face every day, it is incumbent upon their parents – often in concert with community organizations that provide much needed support – to be their child’s best advocate.²⁴

Shortly after NCLB was passed, the U.S. Department of Education expressed some of the same ideas in explaining why parent involvement requirements were included in the law.²⁵ These core elements will supply a framework for evaluating the information available from the State and how it is provided.

1. Accessibility

Through the Resources for Parents, Families and Communities web page on the PED web site, parents have direct access to more than a dozen documents, and can link to scores of outside sites that provide a vast array of information.

Some of these documents are excellent resources for parents and families. There is material in English and Spanish introducing the state’s parent involvement goals and the New Mexico Family/Parent Involvement Advisory Council,²⁶ information about summer learning and other special program offerings,²⁷ and information specific to special-education student needs and resources.²⁸ All of these documents are easy to access, just a click or two from the Resources for Parents, Families and Communities page. According to the Public Education Department, the web site admirably attracts about 3,000 visitors each month. In addition, members of the Family/Parent Involvement Advisory Council are directing parents to the resources as part of their on-going activities and in furtherance of the state’s outreach effort.

Other documents linked through the same page, however, appear to be directed toward teachers, administrators and school district officials. For example, “Section 504: Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973”²⁹ and “Addressing Student Behavior: A Guide for Educators”³⁰ offer little material, if any, specifically for parents. Four documents linked through a Special Education web site describe

ways that school district officials can design transportation programs. Although some parents might find value in these documents, the goals of parent involvement might be served better by keeping these resources on a separate web site and reserving space specifically for material of direct relevance to parents.

2. Information

Of the three key elements of parent involvement identified by Appleseed, providing basic information related to school performance is perhaps the greatest weakness of PED’s web site.

Using PED’s Resources for Parents, Families and Communities web page, parents can access an explanation of the NCLB school designations and the requirements for each designation,³¹ and information about changes in student proficiency³² and the state’s achievements in education.³³ However, the information lacks context because it is not accompanied by any data regarding specific school or school district performance. This is important information that parents need if they are to evaluate the success of their child’s school, and it is especially pertinent if parents are considering switching schools or changing school districts altogether.

Information about specific school and school district performance is available, but cannot be easily located. This data is routed through those web pages directed to school district administrators.³⁴ Once there, parents are a mouse click away from an array of information, including both school and district performance data and designations. The difficulty lies in the fact that parents would not ordinarily think to peruse the web pages directed to school administrators.

Fortunately, this is a shortcoming that is easy to remedy. PED’s Parent/Family Involvement Program Coordinator, said the Resources for Parents, Families and Communities web site undergoes constant revision, and that it would be easy to directly link to school and district performance data. Doing so would make it easier for parents to find the basic information they need to assess their child’s educational setting. In addition to linking school performance data to the web page, it would also be beneficial to have information pertaining to available course curricula on the family resources page. Although costly, the information could be transmitted directly to parents via regular mail or given to students to carry home to parents, while recognizing that as a more risky strategy.

3. Engagement

If a lack of basic school data is the web site’s weakness, engagement is the site’s strength. Through the site, parents can find nearly a dozen documents with information about how to be more engaged in a child’s education. Among the subject matters covered are English as a Second

²⁴ Appleseed, “It Takes A Parent: Transforming Education in the Wake of the No Child Left Behind Act”, Recommendations Regarding the Vital Role of Parents and Guardians in Achieving Student and School Success (2006).

²⁵ U.S. Department of Education, No Child Left Behind: A Parents Guide 10 (2003).

²⁶ New Mexico’s Guiding Principles on Family & Parent Involvement (English/Spanish); New Mexico Family/Parent Involvement Advisory Council Roster; New Mexico Family/Parent Involvement Advisory Council Brochure (Vol. 1, Tabs 1-4).

²⁷ Parents Reaching Out: Summer Learning Opportunities; Family and Direct Support Caregivers: Listening Sessions in Albuquerque April 15 and 17, 2008 (Vol. 2, Tabs 24-25).

²⁸ FAQs about IEPs; FAQs about LRE: Least Restrictive Environment; An Overview of Special Education Transportation: A Guide for Parents and Educators; State Performance Plan (SPP) Parent-Student Booklet (Vol. 2, Tabs 16-18, 21).

²⁹ Section 504: Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973 (Vol. 1, Tab 8).

³⁰ Addressing Student Behavior: A Guide for Educators (Vol. 1, Tab 9).

³¹ School Designations and Requirements (Vol. 1, Tab 11).

³² New Mexico Standards-Based Achievement Change in Student Proficiency 2005-2007 (Vol. 2, Tab 30).

³³ New Mexico’s Comprehensive Accomplishments (Vol. 2, Tab 35).

³⁴ <http://www.ped.state.nm.us/IT/schoolFactSheets.html>.

³⁵ Diné (Navajo) as a Home Language (Vol. 2, Tab 31).

³⁶ Facilitated IEP Meeting Fact Sheet; State Performance Plan (SPP) Parent-Student Booklet; Parent Involvement in the State Performance Plan (SPP) Part B: 20 Indicators for Success (English) (Vol. 2, Tabs 15, 21-22).

State Laws, Policies, and Programs Cont'd

Language programs,³⁵ special education programs,³⁶ extended school year programs,³⁷ intervention with struggling and at-risk students,³⁸ and even basic tips for everyday activities to keep children learning and engaged.³⁹ Two of these brochures – “Parent Involvement in the State Participation Plan (SPP) Part B: 20 Indicators of Success” and “It Begins at Home: Is Your Child Coming to School Ready to Learn?” – are available in both English and Spanish.

In addition to Internet resources, PED also uses broadcast media to provide tips to parents on how to stay engaged in their child’s education. Radio and television commercials in both English and Spanish tell parents ways to support their children during standardized testing periods. New Mexico Education Secretary Dr. Veronica García has been interviewed on radio and television shows regarding summer learning to support families, back to school information and information relevant to preparing for testing periods.

4. Advocacy

The New Mexico PED provides some information regarding how parents can be advocates for their children. However, the available information is quite particularized and not the kind of clear, simple, action-oriented and general information that parents crave.

Both of the advocacy-oriented documents available through the PED Resources for Parents, Families and Children web site are linked through the site’s special education page. One is a 145-page reference manual with everything from information about Individual Education Plans to sample forms to references for additional information.⁴⁰ The other, a much shorter document created by PED and available in both English and Spanish, details both parents’ and children’s rights in special-education settings.⁴¹

Although these resources are valuable for the approximately 20 percent of New Mexico parents with children in special education programs, the site provides little information for most parents seeking to advocate on behalf of their children. From the PED web site, parents can access the “Family Toolkit,” which contains some general information related to advocacy, but focuses mainly on advocacy awareness - the benefits of advocacy and assessing whether the parent is currently working as an advocate for their child.

Incorporating additional advocacy materials into the PED web site more directly would provide good additional resources for parents.

5. Continuing State Efforts

New Mexico has increased the resources it devotes to parent involvement in education. The Family / Parent Involvement Program Coordinator is a new position, held by Alicia

Benavidez. PED’s Resources for Parents, Families and Communities web site, too, is relatively new and is a work in progress. Governor Bill Richardson and Secretary García have proposed a “parent college” composed of seminars that would teach parents ways to be more involved in their child’s education; video of the seminars would be made available to parents who didn’t attend, both by posting it on PED’s web site and by distributing it to schools. Also according to Benavidez, a “goal team” made up of representatives from the department’s various bureaus and divisions meets once per month to discuss ways to improve outreach to parents and increase parent involvement.

6. Higher Education Initiatives

In an encouraging sign, colleges of education around New Mexico are discussing ways to improve and increase courses related to building school, family and community partnerships. For example, New Mexico State University has formed a partnership with the Southwest Regional Education Laboratory to identify current research on parent involvement and to examine which activities are associated with student achievement, what are best practices, how school improvement plans are being implemented, and a variety of related matters.

Also in higher education, Appleseed has advocated for more specific training on parent involvement practices for both aspiring teachers and administrators as a condition for receiving their certification (license). Also, Appleseed has sought more professional development training for the current teaching and administrative force in K-12 public schools.

In addition to these measures, the 2006 funding was also used to launch a media campaign on parent involvement. PED produced a series of commercials and provided radio interviews on the topic. The state PED also used the funds to collaborate with the New Mexico Parent/Teacher Association to create a booklet on family involvement issues. Since the 2006 funding from the State, however, no additional funds have been earmarked by the legislature especially for parent involvement programs.

One 2006 measure that was ultimately codified proposed the use of an existing New Mexico State University outreach program and the Engaging Latino Communities for Education (ENLACE) program for parent involvement services focused on Hispanic student achievement.⁴² ENLACE, offered through the state university system, focus primarily on increasing college acceptance and graduation rates for Hispanic students in New Mexico. The legislation provided a broad charge to incorporate into the ENLACE program services to “assist Hispanic parents to become ‘coaches’ and ‘advocates’ for their children’s success and excellence.”⁴³

ENLACE does maintain more than 40 Family Centers based at public schools and seeking to achieve involvement by Spanish-speaking families. Among the Family Centers are: Twenty one are in the Gadsden School District, five in Deming, 18 in Albuquerque and one each in Las Cruces, Clovis and Farmington.

³⁷ Extended School Year Services: A Primer for Parents and Educators (Vol. 2, Tab 20).

³⁸ Parents Reaching Out: Response to Intervention (RtI): What Families and Educators need to Know; Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention (Vol. 1, Tabs 5-6).

³⁹ “It Begins at Home: Is Your Child Coming to School Ready to Learn?” (English); “It Begins at Home: Is Your Child Coming to School Ready to Learn?” (Spanish) (Vol. 2, Tabs 32-33).

⁴⁰ The Handbook: Parental Rights and Special Education Procedures (PRO) (Vol. 2, Tab 12).

⁴¹ Parent & Child Rights in Special Education (English/Spanish) (Vol. 2, Tabs 13-14).

⁴² HJM62 (2006).

⁴³ *Id.*

State Laws, Policies, and Programs Cont'd

F. State Government Monitoring of School District Compliance

Under NCLB, states are ultimately responsible for monitoring compliance by districts and schools.⁴⁴ Each state is responsible for ensuring that public school students reach academic proficiency, as measured by standardized tests.⁴⁵ To accomplish these goals, a state must hold schools and districts accountable by adopting a system of “adequate yearly progress (AYP).”⁴⁶

New Mexico complies with these mandates by requiring that PED measure public schools on five statewide progress indicators annually.⁴⁷ The five indicators are: (1) student achievement, (2) attendance, (3) dropout rate for middle and high schools, (4) school safety, and (5) parent and community involvement.⁴⁸ The parent and community involvement indicator “will utilize the school’s department-approved parent and community involvement plan and the six national standards for parent-community involvement.”⁴⁹ Accordingly, the New Mexico PED monitors the dissemination and implementation of parent involvement policies as part of its monitoring of a school’s compliance with NCLB. A school’s AYP ratings are publicized by the Department each year and provided by the Department to districts and to schools.⁵⁰ See also, chart below under Findings from the Field section.

In December 2007, a monitoring team from the U.S. Department of Education did an on-site review of the state’s oversight of parent involvement and looked at two school districts. Based on that, the monitoring report produced by the federal government noted that the state needed to do more in making sure that each school district has a parent involvement policy with all the required components and that PED must insure that parents are getting timely notice of school choice options and that with tutoring (supplemental educational services) the money is being spent only on eligible students.

1. Assessment

The AYP statewide progress indicators developed by PED require every school district in New Mexico to develop an Educational Plan for Student Success (“EPSS”), a long-range strategic plan to promote student success and continuous school improvement.⁵¹ Each school district’s EPSS must set clear goals, implementation strategies, and evaluation measures to determine its success. Each district or school must have a designated district or school level EPSS steering committee that is responsible for initiating, planning, and coordinating improvement efforts.⁵² The steering committee must include “representative stakeholders” from the district or school, including parents.⁵³ The primary focus of the EPSS is on setting measurable goals and strategies to drive academic achievement for all students, and it must include a specific Plan for Parent and Community Involvement as a means to achieve that

target.⁵⁴ Based upon the measurements of the five statewide indicators each school generates data points which result in the school being identified as “exemplary,” “exceeds standards,” “meets standards,” or “probationary.”⁵⁵ A school’s rating will determine when either corrective action or intervention is appropriate.⁵⁶



Meaningful parent involvement policies, as they relate to school assessments, must hinge on the inclusion of parents in the school assessment process and the accessibility of school assessment data. Parents should be made aware of their prescribed role in the assessment process, and have easy access to how they can become involved in developing the EPSS for their school district. In addition, parents should have ready access to annual results for their school’s AYP assessments and its annual testing scores. When schools have fallen into “probationary” status, and particularly in the case of schools to which sanctions have been applied, parents should be made aware of these facts and how they can contribute to the improvement process.

⁴⁴ 20 U.S.C. §§ 6311(c)(3), 6316(c)(3) (Supp. I 2001); 6317(A) (Supp. I 2001).

⁴⁵ 20 U.S.C. § 6311(b)(2)(F).

⁴⁶ 20 U.S.C. § 6311(b)(2)(A) (Supp. I 2001).

⁴⁷ N.M. Code R. § 6.19.1.8.

⁴⁸ *Id.*

⁴⁹ N.M. Code R. § 6.19.1.8(D). The six national standards for parent-community involvement have been developed by the National PTA and are described in detail on their website at: <http://www.pta.org/1216.htm>.

⁵⁰ N.M. Code R. § 6.19.1.9(C).

⁵¹ See Sample EPSS Form.

⁵² *Id.*

⁵³ *Id.*; see also “Did You Know...? #21, EPSS: Education Plan for Student Success” developed by Parents Reaching Out in collaboration with the New Mexico Public Education Department.

⁵⁴ See Sample EPSS Form; “Did You Know...? #21”

⁵⁵ N.M. Code R. § 6.19.1.8.

⁵⁶ N.M. Code R. § 6.19.1.9(A).

2. Sanctions

Parents have a keen interest in becoming involved should sanctions be imposed. Under state law, “corrective action” means “actions taken by or at the direction of [PED] intended to improve a corrective action school’s rating.”⁵⁷ A school becomes a “corrective action school” when it fails to attain a performance rating of “meets standards” or higher for two consecutive years or fails to meet the criteria the department has for an additional year of school improvement.⁵⁸ Finally “intervention” means “the process established by the department to assist a public school that is rated probationary.”⁵⁹ Sanctions, or “corrective action,” can be taken locally by a local school board, a superintendent, or the governing body of a charter school,⁶⁰ or it can be taken by PED.⁶¹ Sanctions can include voluntary or involuntary suspension of the local school board and include management of the school or district by the Public Education Department, contracted management, or any other action deemed appropriate.⁶²

To date many schools in New Mexico have not met their AYP targets and thus have been designated as “probationary.”⁶³ It is not clear whether corrective action in the forms noted above have been taken against these schools. And although low ratings for parent and community involvement may contribute to these designations, and thus contribute to any resulting sanctions, it is not the sole cause of sanctions for any school. Regardless of the cause of the restructuring, should a school be restructured, parents should have a role in determining the new organizing structure and would want to know sooner rather than later if their child’s school is slated for shut-down.

3. Other Potential Methods for Monitoring Parental Involvement

In addition to the requirements under NCLB, local school boards are also required to submit district policies to PED annually,⁶⁴ and each public school is required to create an advisory school council to “assist the school principal with school-based decision-making and to involve parents in their children’s education.”⁶⁵ School councils must be comprised of school employees, parents, and community members.⁶⁶ Among the school council’s duties is to “develop creative ways to involve parents in the schools.”⁶⁷ Unfortunately, there is no penalty built into the law for failure to create a school council, nor is there apparently any review mechanism to ensure that schools have in fact created such a school council. To the extent that school councils have been formed, it would be useful to have a central database of information about the identity of current members of each school council, including contact information and how parents can become involved with their particular school council.

⁵⁷ N.M. Code R. § 6.19.1.7(F).
⁵⁸ N.M. Code R. § 6.19.1.7(G).
⁵⁹ N.M. Code R. § 6.19.1.7(N).
⁶⁰ N.M. Code R. § 6.19.2.10(A).
⁶¹ N.M. Code R. § 6.19.2.9(A).
⁶² N.M. Code R. § 6.19.2.9(C).

⁶³ See New Mexico Schools AYP Status and Designations, 2008-09.
⁶⁴ N.M. Code R. § 6.30.2.10(A)(7).
⁶⁵ N.M. Stat. § 22-5-16 (A).
⁶⁶ N.M. Stat. § 22-5-16 (B).
⁶⁷ N.M. Stat. § 22-5-16 (C)(2).

School District Policies

Appleseed surveyed all of the school districts in New Mexico to determine whether each district has a parent involvement policy, whether the policy is district-wide or only applies to Title I schools, and whether the policy is a compliance policy or a substantive policy. Substantive policies are distinguished from compliance policies because in addition to a statement of intent to comply with NCLB, they also contain a specific implementation plan and some method for achieving accountability.

Researchers first attempted to locate the policies using on-line resources. Most of the school districts have their own web sites, and many districts post their policies there. One set of schools utilize the same policy, and that policy is located on a central web site for the New Mexico School Board Association. Parent Involvement policies are most commonly accessible through a student handbook or the school board’s policy manual. Unfortunately, given New Mexico’s language demographics, most of the policies posted on-line are in English without any non-English language equivalent.

Of the school districts surveyed, we were able to locate parent involvement policies for approximately half of the school districts. The majority of these policies were compliance policies specific to Title I schools.

That result is discouraging because a substantive policy would have a strong statement of support for parent involvement activities that are tied to achievement, an effective implementation plan, and the accountability teeth to hold school officials responsible for both efforts and results.

PED is doing its part by providing special assistance to schools that lack policies or have deficient policies. Also, Title I mini-grants have been established to strengthen parent involvement programming in districts.

The complete district-by-district results of this survey are reflected in **Appendix B**.





Individual Albuquerque School Building Policies

1. The Survey of Selected Albuquerque Schools

The school-level portion of our survey focused specifically on 55 schools in the Albuquerque Public School district. These schools represent a cross-section of the 131 schools in the district. The survey schools were contacted by phone, with the goal of communicating with the school's principal. Unfortunately, principals rarely returned phone calls. Rather, it took multiple attempts to contact a school's administrators, and even then most information collected in this survey came from secretaries or other office staff who often had limited information. On several occasions, researchers were directed to speak with the school's Parental Liaison, but such Parental Liaisons only work 1 or 2 days a week, and very few of them returned phone calls either.

The information collected through this survey, including descriptions of the programs creating opportunities for parent involvement at each school, is contained in Appendix C. This information is not statistical, and our conclusions are subjective. The open-ended questions asked by researchers were designed to explore the school's role in promoting effective parent involvement, and to collect observations about the relative success. Although several individuals who were interviewed offered their perspectives as a school official and a parent, most opinions reflect only that of the school. We did not conduct systematic set of interviews or focus groups of parents or other community members.

2. Most Schools Rely on the District to Provide Them a Policy

Only twelve (12) of the schools surveyed indicated that they have some form of written parent involvement policy. An additional five (5) schools stated that they were in the process of developing one. Whereas, thirty (30) schools indicated they are Title I schools and thus follow the district's Title I policy. This means that only 30% of the schools surveyed have taken steps to implement a policy of their own, specific to the culture and needs of the individual school. Even worse, two (2) schools still fail to offer any parent involvement programs whatsoever.

In general, although a few of the individuals surveyed still seemed to place little to no value on parent involvement, the overall tone of conversations indicated that schools valued any and all forms of involvement and there was a sense that – from the schools' perspective – the lack of parent involvement is due to parents' lack of time, energy or interest, not the lack of opportunities available to parents.

3. Schools With Comprehensive Policies Have Adopted Well-known Models

Only three (3) schools have attempted to utilize a comprehensive approach to improving parent involvement. Two schools utilize the Joyce Epstein Model for parent involvement (National Network of Partnership Schools), and the third school relies upon the Malcolm Baldrige in Education system for its parent involvement model.



School Building Policies Cont'd

The Epstein Model, created by Professor Epstein, a research professor of Sociology at Johns Hopkins, revolves around the idea of a parent-community-school partnership focused on student achievement.⁶⁸ It involves schools, families and communities under six principles: parenting, communicating, volunteering, learning and home, decision-making, and collaborating with the community. These “Six Types of Involvement” provide specific ideas on how parents and community members can best improve student performance at schools, going beyond typical mundane activities. The Epstein Model’s program includes activities and roles for both the district and for individual schools, although it provides enough flexibility for schools to choose when and how to pursue each type of involvement. The Epstein Model also challenges participants to expand their idea of involvement and to aim for more diverse involvement by constituents who are more difficult to involve (e.g. working parents and immigrant families). More than 100 districts nationwide and more than 1,000 schools have committed to using the Epstein Model.

In contrast, the Baldrige Criteria, named after former Secretary of Commerce Malcolm Baldrige, was created in 1987 as a means to help business and industry (not education) develop quality business practices.⁶⁹ It was adapted in 1998 from its business roots to provide educational institutions with a framework for understanding school performance. Baldrige is “a measure of parts and connections, a blueprint for building good, well-connected parts, and process for determining which parts and which connections add value and which do not.” The focus is on helping schools help students become independent learners, make good decisions, solve problems, and take responsibility for their learning. The Baldrige Criteria are built upon eleven interrelated Core Values that describe “best practices” required by schools focused on performance excellence. Those Core Values include visionary leadership; learning-centered education; organizational and personal learning; valuing faculty, staff and partners; agility; focus on the future; managing for innovation; management by fact; social responsibility; focus on results and creating value; and systems perspective. Baldrige is very process oriented. Parents are encouraged to help their child by monitoring their child’s action plan (setting forth short and long term goals and activities, projects and career interests), being in touch with the child’s teacher, and making sure their child can study and learn at home. Parents are also encouraged to help their schools by joining the principal’s school improvement team and providing feedback about what they believe is important.

Finally, several schools have also relied upon ENLACE Albuquerque to fulfill their parent involvement obligations. ENLACE Albuquerque is a partnership of post-secondary education institutions, public schools, and community organizations designed to focus united attention and resources on producing more Latino/Hispanic graduates from high school and college.⁷⁰ To strengthen “the K-16 education pipeline,” the ENLACE partnership has three key targets: increasing retention rates of students in high school and college, increasing family and community education, and increasing the numbers of Hispanic teachers to serve as role models for students. Through the survey, several schools pointed to their ENLACE partnership as evidence of their commitment to improving parent involvement.

4. Schools Must be More Proactive in Engaging Parents.

Overall, the level of effort of parent involvement varies from school to school. As one parent stated “the opportunities are there, they’re just what you make of them.” The key avenue for parent involvement, however, remains the Parent Teacher Association (“PTA”), a PTO (Parent Teacher Organization), or CAT (Community Action Team)).

While some PTAs are awesome, the primary responsibility for creating the right environment for robust parent involvement lies with the school, foremost the principal. Schools must work more effectively to initiate comprehensive parent involvement programs that engage parents. That means being proactive and reaching out to all parents – including those who are disenfranchised or who speak another language.

The second most common avenue for parent involvement is through parent teacher conferences. Again, this avenue has its limitations. While common at the elementary school level, parent teacher conferences are less common or non-existent at the middle and high school levels. And unless teachers make extraordinary efforts to flexibly schedule conferences, they also do not reach those parents who are unable to leave during the workday to attend a conference.

5. Schools Are Running Just to Keep Up

Although schools have taken affirmative steps to increase parent involvement and there appears to be some improvement in several of the areas of concern identified by New Mexico Applesseed three years ago, no area of concern has been eliminated or even addressed in a systematic way. As one individual put it: “The main issue with a reward/consequence system is that schools want to worry about their own particular system and it’s a lot of work to keep up with an externally imposed one; changes take time and the consequences are coming so fast the schools are running just to keep up and have no time left to devote to the individual school programming.”

Communication remains a core challenge. Two individuals interviewed indicated that parents had utilized a school’s AYP assessments to exercise school choice to move a child in or out of a school. However, the parents at one school expressed a desire to have state assessments and special needs evaluations come sooner than spring, when they are normally provided. Another individual noted that the school’s ICT (Instructional Council Team) and SAT (Student Assistance Team) are not very transparent. Progress and discussions of the ICT are not communicated to the parents at large. Another individual said that the quality of communication to parents and the ability for parents to be involved depended on the individual principals and teachers.

⁶⁸ See Carl Vogel, *Building a Strong Community Partnership*, DISTRICT ADMINISTRATION (June 2006), <http://www.districtadministration.com/ViewArticle.aspx?articleid=209>.

⁶⁹ See Paul Borawski & Maryann Brennan, *The Baldrige Model: An Integrated and Aligned Systems Approach to Performance Excellence*, JOUR. OF ASSOC. LEADERSHIP (Summer 2008), <http://www.asaecenter.org/PublicationsResources/JALArticleDe>

tail.cfm?ItemNumber=35717&pg=1; see also Montgomery County Public Schools, Rockville, Maryland, Baldrige Education Criteria for Performance Excellence, <http://www.montgomeryschoolsmd.org/info/baldrige/>.

⁷⁰ See ENLACE Albuquerque, Fact Sheet, <http://ola.wkkf.org/ENLACE/albuquerque.htm>.

School Building Policies Cont'd

Although many individuals interviewed stated that their school provides non-English language interpreters on parent event nights, overall communication with non-English speakers is still a problem. Yet, some New Mexico schools are making laudable efforts to engage non-English speaking parents, getting at root problems that block involvement. For example, several schools have taken steps to implement ESL programs for parents, and one school has attempted to make immigration resources available to parents as well. Still, these structural efforts do not solve the immediate issue of communicating with and involving parents. Other solutions are even more feeble: one school official admitted that because the school is not a "bilingual" school, for those few non-English speaking parents, it is up to their children to translate school communications. This is especially ineffective for families with young children who aren't readers yet – at just the time when schools should be harnessing the efforts of parents on behalf of children. The flaw with older children is that in some cases it is in their own self interest to be less than honest when giving news about grades, behavior problems or other touchy subjects.

In addition, the schools' focus remains on improving student test scores. What that singular focal point ignores is the research-proven fact that increasing parent involvement positively influences test scores and other educational outcomes. One school district said teachers are so test-driven that it supercedes efforts to involve parents in field trips, show and tell, roles as guest speakers and partners in promoting student achievement.

There are no clear benchmarks defining parent involvement goals. One school measures parent involvement by how well parents get their students to school (and picked up) on time, in uniform, and whether they keep their contact information up to date. The schools said it is "not realistic for parents to be involved during school since most families are working 2-3 jobs and can't volunteer in the classroom. If they make it to 1 or 2 teacher nights a year, the school is happy." Having their kids show up on time and in uniform and coming to teacher nights are of course important accomplishments, but even among hard-to-reach families, Appleseed's own and other abundant research shows that more can be done to engage parents.

"Overall, the level of effort of parent involvement varies from school to school."

Finally, frustrated schools still engage in a lot of finger-pointing at parents and the state regarding who is ultimately responsible for making changes. One school said that "community action nights" turned into "parent complaint time," and "when you mention education to parents, many don't want to get involved and want to leave it to the schools." Another school pointed to the state's lack of communication regarding Supplemental Educational Services (SES) options, which left the school unable to answer parents' questions about SES and other NCLB issues. One school even observed that the school's Title I director collects his own data regarding improvements and the school collects results for their in-house program separately, suggesting a lack of coordination between the state and the schools.

One very disconcerting sign was that some schools or districts appeared not to have a parent involvement policy at all. Moreover some principals felt because the district was small in population or that parent involvement was happening naturally there was no need to focus on it. Having a written policy, however, defines and reinforces the commitment of district officials and makes clear what the mutual expectations of schools and parents ought to be.

The School District's Role

From a positive standpoint, there is a growing recognition at the school district level that parent involvement leads to constructive change and that resources are important. The Albuquerque School District has used a Family/Community Liaison Specialist to provide assistance to school staff on how to make individuals schools more family-friendly. In the last school year, that involved one person who worked with three schools. The resulting increase in meaningful parent involvement led to the program being included in the Safe Schools/Healthy Students grant. That grant allowed the district to increase the number of Family/Community Liaison Specialists to seven. Thus, 14 schools a year for four years will receive a high level of consultation and on-site training revolving around family engagement.

"Almost everyone agrees that parent involvement is critical, [but] there is a huge gap between aspirations and reality. At present, there simply are neither enough resources nor a strong enough emphasis on the importance of parents in boosting academic performance to make parent involvement a priority."

In sum, however, although almost everyone agrees that parent involvement is critical, there is a huge gap between aspirations and reality. At present, there simply are neither enough resources nor a strong enough emphasis on the importance of parents in boosting academic performance to make parent involvement a priority. This makes everyone defensive and schools start blaming the state, which in turn claims that responsibility is the schools'. Nobody is shouldering, or has the resources to shoulder, the legal and moral responsibility.





Findings From the Field

Background

In 2006, New Mexico Appleseed and the Institute of Public Law at the University of New Mexico School of Law (IPL) joined to examine how information about No Child Left Behind (NCLB) was distributed to New Mexico public school parents and whether parent involvement had changed due to NCLB. New Mexico was one of six state Appleseed Centers participating in this effort. The others: Connecticut, Georgia, Illinois, Texas and Washington State.

Our New Mexico inquiry centered on whether parents were receiving timely, complete and clear information about Annual Yearly Progress (AYP) of their children's schools and the academic performance of children themselves. We sought also to know if they were informed about parent options if progress was inadequate and how parents were engaged at school.

We were asked to determine if parents knew about the NCLB report card, if they understood what meeting Annual Yearly Progress meant, and whether they had heard of or invoked their rights to Supplemental Educational Services (SES) or the opportunity for transfers when schools failed to meet AYP.

We arranged for focus groups to be held in three sample communities around the state: one in an urban area with a predominately Hispanic population; one in the north, in a Native American area; and one in the southern part of the state in a small town. The focus groups gave the Institute staff an opportunity to ask specific questions and delve into the issues raised by those attending the groups.

The focus groups were held as a series in each community. Childcare and food were provided as needed to bring parents, school staff and community members to the focus groups to help us learn what they knew about the No Child Left Behind Act. In the rural areas, there was a positive response from the community and attendance at the focus groups was varied, including administrators, community members and parents. The urban focus groups drew primarily from the current group of parents with children at the schools.

When questioned about their knowledge of NCLB requirements, about the options that NCLB provides them when schools fail to achieve AYP, or about the actual reports they had received on the progress of their children or the schools, parents offered responses like:

- "Communication with teachers is sometimes scant."
- "Information is provided inconsistently throughout the system."
- "They have parents come in and help with the primary students' plays, parties."
- "The open door policy is almost discouraged."
- "Higher socioeconomic schools have more involvement than lower socioeconomic schools."
- "The principal makes a big difference."

As indicated in the resulting national Appleseed report, *It Takes A Parent*, the comments were typical of findings throughout the six states surveyed.



Findings From the Field Cont'd

Overview of Current Work

In 2008, the Institute again partnered with Appleseed, this time to coordinate training for elementary school families in three communities. The three-pronged goal of these training sessions was to: (1) guide parents toward greater participation in their children's education (2) spur more effective advocacy on behalf of their children (3) inform them of ways to avail themselves of the options available under NCLB.

The parent involvement training sessions were provided in three diverse school districts. The University of New Mexico Family Development Program used one training module and the Engaging Latino Communities for Education (ENLACE) program used another. We found that parents who attended these training sessions had a positive attitude about their children's school and the relationship they have with the teachers and administrators.

We also found that some parents who were asked specifically about NCLB remained unclear regarding the information they are entitled to by law, as well as specific options under the supplemental educational services (SES) provision. Under NCLB, students from low-income families and who attend struggling schools have the option of requesting free tutoring (SES), usually from an outside provider.

Parent evaluations indicated that the training attendees received left them with a clearer understanding of these matters and a greater readiness to draw upon the services available to them when schools fail to achieve AYP.

Parent Involvement Training Programs

Throughout 2008, Appleseed and the University of New Mexico's Institute of Public Law continued its partnership, this time to conduct parent involvement training about NCLB aimed at elementary school parents. To develop and provide the training program, IPL recruited established trainers with two University of New Mexico-based programs: the Family Development Program at the University of New Mexico College of Education, and the ENLACE organization.

The Family Development Program used a module called FLECHA (Family Leadership in Education, Culture and Healthcare Access), while ENLACE employed a training system in part developed by Dr. Joyce Epstein, a nationally recognized expert in parent involvement based at Johns Hopkins University. As mentioned above in this report, Dr. Epstein is the founder of the National Network of Partnership Schools, to which the state of New Mexico belongs. The trainers had, in some cases, established relationships with the schools and their parents and staff. They each had a curriculum and were prepared to facilitate the sessions in both Spanish and English.

IPL provided a questionnaire to the trainers to gain a sense of where these parents were in their knowledge and familiarity with No Child Left Behind. In addition to training parents to be more aware of how they can participate in their children's education, we hoped to plant the seeds of parent advocacy among participants, with the possibility that parents would continue to work together after the training sessions. A more long-range goal was to have parents introduce what they had learned

to other parents who had not had the opportunity to attend, thereby building a greater community understanding about the options offered through NCLB and opportunities available at each of the local schools.

THE SANTA FE TRAININGS

IPL developed a survey that was distributed to the Santa Fe parents during the training. The questionnaire prepared by the Institute asked simple yes-or-no questions that were easily translated into Spanish and left some blank spaces for comments.

The Institute staff also placed telephone calls to the school administrations, usually to the school counselor, as that position was most frequently identified as the contact for trainers and parents. Some schools have a parent liaison as well. The school contact was asked questions similar to those posed to the parents to get a sense of whether the efforts made on behalf of the parents by the schools translated into an effort understood and utilized by the parents.

As in 2006, there was somewhat understandable confusion on the part of the parents that both the students and the entire school have a report card. There was some defensiveness on the part of the schools whose students have not scored well enough on standardized exams to merit acceptable AYP. Those schools as a consequence are in some phase of mandated improvement plan or at the ultimate NCLB sanction of restructuring.

Generally, even after several years of toolkit availability and, in rural areas, two grant-funded efforts to design ways to involve more parents, we found that prior to this training there was not a great deal more understanding or knowledge on the part of parents in 2008 than there was in 2006.

Two elementary schools in Santa Fe participated in the training project with facilitators from the University of New Mexico Family Development Program using a four-part curriculum that encourages parents to become advocates for their families in a variety of situations, including education and NCLB.

The information that was distributed included a "Bill of Rights" for parents under the No Child Left Behind Act, along with information on learning styles and understanding a child's temperament. There was a strong emphasis on the rights and responsibilities of parents.

The first training was conducted in English and Spanish in multiple sessions and served eight parents. The second training was conducted in Spanish only and was provided for eight to ten parents (several parents did not attend all four of the sessions).

About two-thirds of the parents have more than one child in their household, so the information distributed at this training may be put to use in later circumstances. The discussions during the training sessions were described as "rich and powerful" by a facilitator.

According to IPL's survey, parents divided evenly on the question of whether they have had the NCLB report card sent home. Three said they did and three said they did not. Their response to the second question of documentation was more uniform, most saying that they did receive that kind of information.



Findings From the Field Cont'd

In response to questions about attending NCLB meetings at their school, this group of parents acknowledged that they did indeed have opportunities to meet about the No Child Left Behind report card, though the counselor at the school indicated that those meetings were actually timed to discuss the child's report card. The survey questions go on to ask about other meetings, how they are timed for the parents and if the information provided is in a usable format for the parents. There seems to be a fair amount of agreement that the parents are aware of ways to access information and understand what has been provided to them.

In addition, a counselor at one of the schools gave assurances that parents were notified in Spanish and English of the school's status regarding AYP. That school conducts a series of meetings throughout the year, works with parents and with the help of a state-funded grant, provides a variety of services directly to parents at the school through their Family Resource Center. This includes morning and evening classes for the parents, to teach them English.

The counselor also provided the results of an informal survey of children in the school. She determined that 45% of the students had not been continuously at the school since kindergarten, but had either moved in and out of the district or come in some time later. She cited this mobility to help explain the difficulty of making NCLB-recognized annual yearly progress with an ever-changing student population.

THE ENLACE TRAININGS IN ALBUQUERQUE AND GADSDEN

ENLACE New Mexico provided parent involvement training in the Albuquerque schools in central New Mexico and in the southern portion of the state, in the Gadsden School District. ENLACE was founded in 1997 and has been creating partnerships in areas with significant Hispanic populations in the state.

Albuquerque

In Albuquerque, training sessions were conducted in two elementary schools, one with an ENLACE Family Center and one without. A curriculum was developed and used in both areas of the state to help parents better understand the NCLB Act and to promote parent involvement. Their training included keys to successful partnerships, portions of the Toolkit developed by New Mexico Public Education Department, and references to Dr. Joyce Epstein's framework for Six Types of Involvement.

The facilitators worked with school administrators and involved parents (such as the PTO president) to provide information, define parent involvement and to have parents participate in a skit demonstrating what a typical meeting might look like. The purpose was to create an understanding of how and why situations happen, what assumptions are held by the participants and how to communicate effectively. The training model considers diverse perspectives and encourages partnerships to promote success for the students and the schools.

The training session at one of the schools attracted about 75 participants, while at the other session 35 parents were present. At both sites, pre-training questionnaires determined a need for more information regarding NCLB and an interest in more parent involvement.

From the schools' perspective, efforts to communicate with parents included a newsletter and regular meetings throughout the year. The school also sponsors a Math Night, a Grandma program and has an active PTO and ENLACE center.



The parent involvement training sites in Albuquerque used a survey instrument developed by the Center for the Education and Study of Diverse Populations (CESDP); the one included in the Public Education Department Tool Kit. The surveys indicated that parents at the training felt positive about the family-friendly school environment at the school sites and that information is readily available to them.

They agreed that they know about the schools' policies on parent involvement and that the policy is available in their language. There was also general agreement that the families have the support of a school-family liaison to assist with needs, including translations and communications between the school and home. The survey posed the question "In what ways has your child's school created a family-friendly school environment, shown respect to you and your family, and helped you to be involved in school decisions and those decisions that affect your child?" Comments in response included: "family-oriented events (movie night festivals)," "hearing from the school on a regular basis," "newsletters are informative," "it's a very warm environment," "teachers and staff are friendly and helpful," and "being in the classroom with your child." There were very few negative responses to the question "What may have prevented you from feeling welcome, respected or involved in decisions?"



Findings From the Field Cont'd

The few negative comments included: “feeling uninformed,” “if a teacher is not parent friendly, makes no attempt to know you.”

The survey asked about meaningful communication. In this area, there was less agreement about the ease of contacting teachers, learning about events and about the progress their child is making at school. But there was general agreement that regular information is sent home, attempts are made to support families with differing schedules and commitments, and that there is access to teachers to schedule meetings, even if they are away from the school site. Individual comments primarily cited the newsletter as a specific source of information. The parents were asked to comment on, “What barriers currently exist to having meaningful communication with families?” Responses included “language,” “parents are embarrassed to ask for help from the school,” “contact names not really available,” but most of the responses were either “none” or were left blank.

The final question on this survey asked about Title I policies and a parent’s right to know. The survey asked if the school takes a yearly look at the parent involvement program to see how it can be improved, if they know the requirements of Title I, including their child’s testing and the school report card, and if there is regular discussion about their child’s progress and specific plans for improvement. The responses reflected general agreement in this section as well.

Responses to the questions in the next section of the survey were more varied, however. The questions here ask if the parents know the agreements included in the parent compacts and if they “understand that parents have the right to know the information in any school plan, about student test scores, on student classroom progress, about adjustments for students with disabilities or language needs, on how to get help with schoolwork, on teacher qualifications, and on school structures, budget and curriculum.” In the comments section, there were a variety of ways in which parents detailed how information traveled home (backpacks, notes, phone calls, agenda, parent teacher meetings, PTA meetings, Individualized Education Plan [IEP] meetings).

In response to the question, “What barriers keep you from learning about school policies, right to know information and student progress?” few indicated specific concerns. Those that were listed included time, that they would like more e-mail communication, and schools to hold more open houses. The final question, “what has helped your child and your family be successful and be involved?” garnered responses like “teacher encouragement” and “parent-teacher communication.” In these schools, the parents are firm believers in their children’s education and in the school that is teaching them. This survey did not ask specific questions about the parents’ response to the school’s AYP or NCLB report card.

Gadsden

The two schools in the Gadsden district had the same curriculum and agenda described in Santa Fe. There were more than 90 parents and participants from a number of area schools at the trainings.

The questionnaire, Rate Your School, provided in English and Spanish, gave a sense of how the parents see the efforts to provide parent activities at their schools in the district. There were mixed responses in each of the nine questions asked, with the choices of excellent, good, fair and poor. Most ratings were good for questions like “Does the school provide workshops for parents that teach them to influence decisions, raise issues or concerns and resolve problems? Of the 83 responses, 44 rated the schools as good and 28 as excellent.

When asked “Does your school provide training for staff and parents in how to be collaborative partners and share decision making in areas such as policy, budget, school reform, safety and hiring personnel?”, however, the result was more evenly split, with 53 in the good and excellent columns and 40 indicating fair and poor.

Another questionnaire, also distributed at the Gadsden trainings, asked specific questions about what schools were doing to meet the requirements of Title I and NCLB. In this survey the parents rated the efforts of their schools favorably, especially in the areas of increased parent involvement. The perception that the schools were keeping the parents informed on NCLB was a little less positive, with only 65 of the 89 responses saying that the school keeps the parents informed of their school’s NCLB designation. Evaluations given after the trainings indicated parents had a greater understanding of their options regarding NCLB, would communicate more with the school and the teachers, monitor activities more closely at home and read more with children.

The schools in the Gadsden district mentioned that they offer regular meetings, newsletters and a pamphlet in English and Spanish provided by the district with specific information about NCLB and their rights as parents. Parents fill out in-school surveys and the school responds to questions posed and suggestions made. The schools work with their local community college and New Mexico State University to provide workshops on nutrition, computer skills, Literacy Night, and Family Night. One of the schools will be offering GED, ESL and Preparation for Citizenship classes, all of which bring the parents into the school as a community center.

Conclusion

The parent involvement training sessions provided opportunities for information dissemination and discussion and ideas for future advocacy roles for parents. There are justifiable concerns on the part of parents that they are not getting the information they should, or that they do not have time to chase information that is not proactively presented to them or is unclear. It is important that schools create a friendly, welcoming environment for parents when they arrive at school. It is also essential in poverty-stricken neighborhoods that schools think of co-locating other social and support services under their roof, making it easier for parents who might be strapped for time or face transportation challenges. Open communication and efforts by both the schools and the parents is a vital necessity, and these parents who are the recipient of the New Mexico Appleseed-sponsored training have been given the tools to make that happen.



Recommendations

From our study of parent involvement under the No Child Left Behind Act in New Mexico, we have formed a number of proposals for improving both macro-level policy issues and the deployment of specific strategies for existing tools.

We have found that, fundamentally, state level agencies have fully embraced the importance of parent involvement as a means of creating the strongest possible academic environment for New Mexico's youth. Still, funding for parent involvement programs from the state legislature is sporadic at best, or an anomaly at worst. In order to strengthen parent involvement programs in New Mexico, we recommend the following:

More Funding to School Districts. The State legislature must provide more funding aimed at supporting parent involvement efforts. Since many PED programs are standing on solid ground, it would be of greatest use for such funds to trickle down to the school district level, where implementation of the program seems to be faltering.

PED Promotion of Model Programs to School Districts. In addition to increased funding, an essential constituent to success at the school district and individual school level is the availability of model or "off the shelf" programs. We observed some schools and school districts having difficulty with how to best involve parents in their children's education because they lacked guidance on how to proceed and, correspondingly, lacked time to formulate such programs on their own. Having a model program, or ideas, endorsed and available from PED will decrease the complexity of integrating parent involvement into the everyday life of a school. With increased ease of application should come increased utility of this critical element of success.

School Responsibility and Collaboration with Parent Organizations. While a school's PTA or other community-based organization provides the natural conduit for parent involvement, it is not always the best equipped to bring financial resources and human capital to this complex issue. Parent involvement programs should be the clear responsibility of the school. Programs can, and should, be undertaken collaboratively by schools and parents to ensure that all parties are utilizing the resources to their fullest capabilities and are supported at all levels. Collaboration in the use of such tools may also decrease the blame shifting noted in various districts.

Refinement of Information PED Provides to Parents. We believe the following would enhance those efforts already under way at PED:

- **Link directly to school, district and state performance data.** This information already is available on PED's website, but cannot be linked through the Resources for Parents, Families and Communities site. Providing this information to parents is one of the fundamental goals of NCLB. PED should make this information available and apparent on the parent involvement site, giving parents "one-stop shopping" for information regarding their children's education.

- **Provide more material in languages other than English.** Of more than thirty unique documents available through PED's parent involvement web site, only four are available in Spanish,⁷³ and none are available in any language besides English and Spanish. Given the number of homes in New Mexico in which Spanish is the primary language, more of these materials should be available in Spanish.
- **Decrease Internet Reliance.** The 2003 U.S. census figures showed that 62% of Americans owned one or more computers. However the same census figures rank New Mexico as 46th in number of households owning a computer, with approximately 54% owning a computer and only 44% of household responding that they had Internet access. In order to best reach PED's core audience, and particularly families living in poverty, existing program materials should be made more readily available in print and through other non-computer based media.
- **Remove from "parent involvement" sites those documents that are intended primarily for educators and administrators.** Almost one out of every five documents that can be found through the Resources for Parents, Families and Communities web site is written not for parents, but specifically for educators and administrators.⁷⁴ Although these provide valuable information, and some parents might be able to use that information to become more involved in their child's education, it is more likely that parents might click on these documents from a "parent involvement" site and become frustrated when they find the material is not relevant to their needs. These documents should be moved to other areas of PED's website, so that the "parent information" sites can remain as understandable and useful as possible.

"We have found that, fundamentally, state level agencies have fully embraced the importance of parent involvement as a means of creating the strongest possible academic environment for New Mexico's youth."

⁷³ New Mexico's Guiding Principles on Family & Parent Involvement (Spanish); Parent & Child Rights in Special Education (Spanish); Parent Involvement in the State Performance Plan (SPP) Part B: 20 Indicators for Success (Spanish); "It Begins at Home: Is Your Child Coming to School Ready to Learn?" (Spanish) (Vol. 1, Tab 2; Vol. 2, Tabs 14, 23, 33).

⁷⁴ Section 504: Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973; Addressing Student Behavior: A Guide for Educators; Transportation Services Coordination Plan; Mobility Management; Family of Transportation Services; United We Ride (Vol. 1, Tabs 8-9; Vol. 2, Tabs 26-29).

Appendix A

2008 Quick Facts

Adequate Yearly Progress and Designations

August 1, 2008

Adequate Yearly Progress (AYP) 2008

AYP				
Status	2005	2006	2007	2008
Making AYP	372 (47.2%)	367 (45.9%)	368 (45.5%)	245 (31.8%)
Not Making AYP	416 (52.8%)	433 (54.1%)	440 (54.5%)	525 (68.2%)
Total	788 (100.0%)	800 (100.0%)	808 (100.0%)	770* (100.0%)

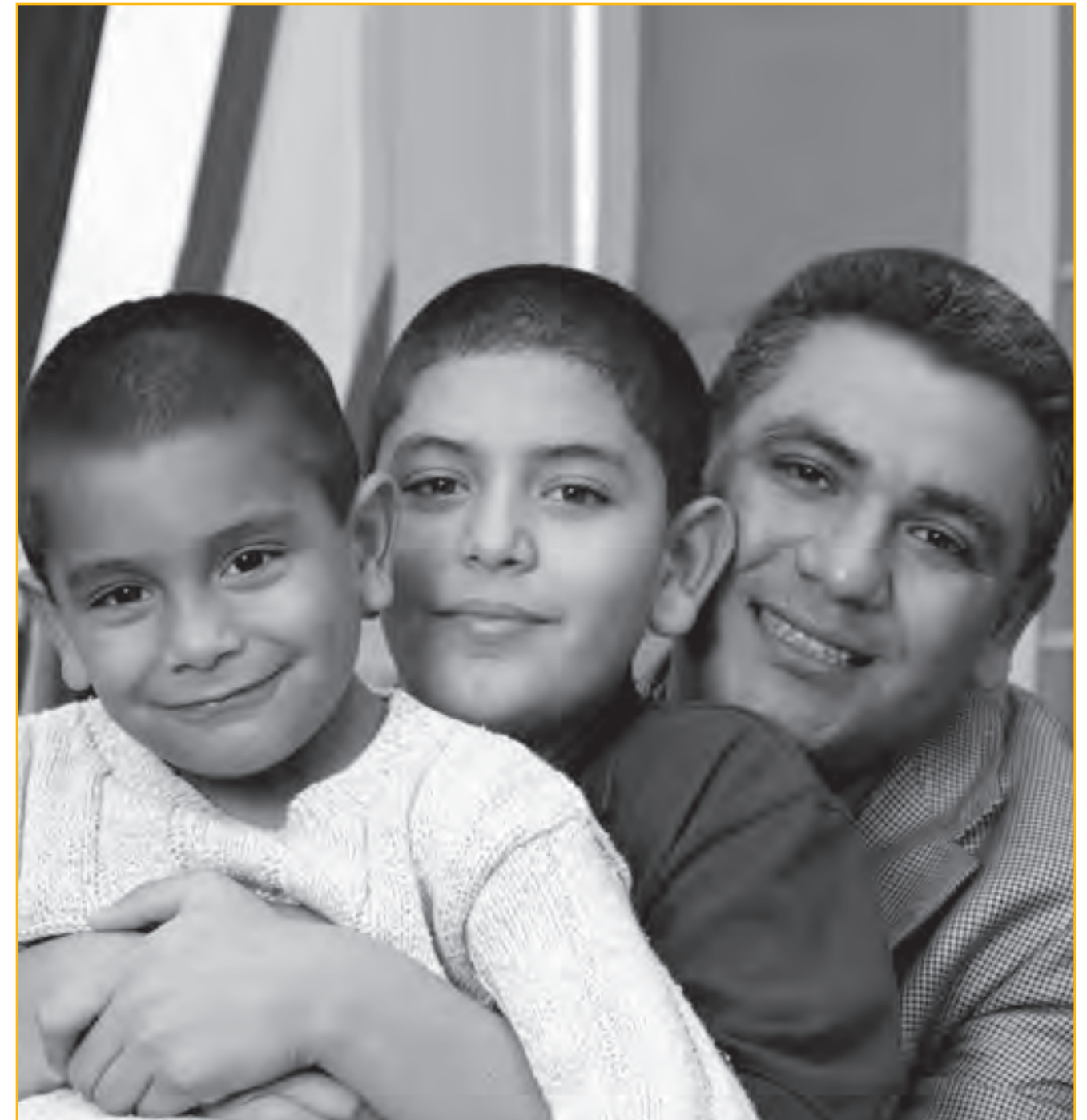
Schools in Need of Improvement 2008

Schools by NCLB Designations				
NCLB Designations	2005	2006	2007	2008
Progressing	552 (70.0%)	451 (56.4%)	427 (52.8%)	348 (45.2%)
School Improvement II	125 (15.9%)	140 (17.5%)	88 (10.9%)	78 (10.1%)
Corrective Action	18 (2.3%)	33 (4.1%)	105 (13.0%)	96 (12.5%)
Restructuring I	33 (4.3%)	15 (1.9%)	23 (2.8%)	95 (12.3%)
Restructuring II	27 (3.4%)	51 (6.4%)	61 (7.6%)	75 (9.8%)

AYP Summary by Type of School for 2008

School Type	Made AYP	Did Not Make AYP	Total
Elementary Schools (Includes K-5, K-6, K-8)	164 (21.3%)	284 (36.8%)	448 (58.2)
Middle Schools	23 (3.0%)	121 (15.7%)	144 (18.7%)
High Schools	43 (5.6%)	97 (12.6%)	140 (18.2%)
Schools With Alternative Configurations (K-12, 6-12)	15 (1.9%)	23 (3.0%)	38 (4.9%)
All Schools (N=771)	245 (31.8%)	525 (68.2%)	770 (100.0%)

"Funding for parent involvement programs from the state legislature is sporadic at best, or an anomaly at worst."



Source: New Mexico Public Education Department.

Annual Measurable Objectives (AMOs) increase each year towards full proficiency in SY 2013-2014. From 2006 to 2007, AMOs for student proficiency increased by an average of 4 percentage points. From 2007 to 2008, AMOs for student proficiency increased by an average of 12 percentage points.

*770 of 811 total schools received AYP status and designation. 18 schools did not receive status or designation due to no feeder pattern, i.e. no tested grades or no students promoted to a testable grade. These 18 schools will receive district status and designation in October, 2008. 23 schools did not receive status or designation due to incomplete district information. They will receive status and designation as they work with PED to audit data.

Appendix B

Summary of New Mexico School System Parent Involvement Policies

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Alamogordo Public Schools http://www.aps4kids.org/	Compliance	District Wide	Yes	8/8/2006	
Albuquerque Public Schools http://ww2.aps.edu/	Substantive	Title I	No	2008	Website also has "parents" link that displays opportunities for involvement (email list, parent orgs, national resources, educational standards by grade, etc.); and it has an extensive "Parents Resource Guide"
Animas Public Schools http://www.animask12.net/	Substantive	Title I	Yes	June 2006	
Artesia Public Schools http://www.bulldogs.org/education/district/district.php?sectionid=1	Compliance	District Wide	Yes	8/8/2006	
Aztec Municipal Schools http://www.aztecschools.com/	Compliance	District Wide	Yes	8/8/2006	
Belen Consolidated Schools http://www.belen.k12.nm.us/			Yes		Attempted to contact Board of Education but no response received.
Bernalillo Public Schools http://www.bernalillo.bps.k12.nm.us/education/district/district.php?sectionid=1	Substantive	Title I	Yes	10/12/2007	See Policy 665
Bloomfield Schools http://www.bsin.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Capitan Municipal Schools http://www.capitan.k12.nm.us/	"Strategic Plan" referencing NCLB, but no Parental Involvement component		"Strategic Plan" available on-line	11/1/06	District has a "Strategic Plan" to comply with NCLB, but plan does not reference Parental Involvement. The "strategic plan" is compliance-based. See 1G of Plan.
Carlsbad Municipal Schools https://www.edline.net/pages/Carlsbad_Municipal_Schools	Compliance	Policy 6.10 = Title I Policy 7.14 = District wide	Yes	Policy 6.10 2/19/2008 Policy 7.14 8/15/2006	See Policies 6.10 and 7.14
Carrizozo Municipal Schools http://www.carrizozoschools.org/	Compliance	District Wide	Yes	8/8/2006	
Central Consolidated Schools http://www.centralschools.org/	Compliance	District Wide	Yes	8/8/2006	
Chama Valley Schools http://www.eschs.k12.nm.us/	Compliance	District Wide	No	Unknown	Invalid web address; no web address could be found. Policy faxed and received on 9/2/08
Cimarron Public Schools http://cimarronschools.org/	Compliance	Title I	Yes	9/3/2003	Available on p. 179-180 of the Board policies document. Focus is on parental participation in Title I programming.
Clayton Municipal Schools http://www.claytonschools.us/					Only mention of parental involvement comes from a Student/Parent Handbook for one of the elementary schools. However, it is limited to parent-teacher conferences. Attempted to contact school Principal but no response received.
Cloudcroft Municipal Schools http://www.cmsbears.org/	Compliance	District Wide	Yes	8/8/2006	District has also created Parent Advisory Councils in an attempt to involve parents in child's education



Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Clovis Municipal Schools http://www.cms.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Cobre Consolidated Schools https://www.edline.net/pages/CobreDistrict	No formal policy	N/A	N/A	N/A	District has no formal policy.
Corona Public Schools http://www.coronacardinals.org/	No formal policy, but has a procedural parental involvement plan	N/A	N/A	N/A	Full school board policy document is available online, but there is no formal parental involvement policy. District has no formal parental involvement policy. Instead they have a procedural parental involvement plan.
Cuba Independent Schools http://cuba.k12.nm.us/	No formal policy	Title I	N/A	N/A	Full school board policy document is available online, but there is no formal parental involvement policy. Website has link to EPSS - Education Plan for Student Success. Attempted to contact Program Coordinator, but no response received.
Deming Public Schools http://www.demingps.org/home.aspx	Compliance	N/A	Yes	Unknown	
Des Moines Municipal Schools	No formal policy	N/A	No	N/A	Unable to locate any substantive information about the school district. School is located in a very small community with a total of 80 students, K-12. Parents are very involved on their own, so no formal policy has been deemed necessary. District has no formal policy.

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Dexter Consolidated Schools http://www.dexterdemons.org/	No formal policy	N/A	No	N/A	District "EPSS" report includes Parent Action Plan, but no formal Parental Involvement Policy.
Dora Consolidated Schools http://www.doraschools.com/home.aspx	No formal policy	N/A	No	N/A	No policies relating to Title I or parental involvement located among Board policies. Attempted to contact Superintendent but no response received.
Dulce Independent Schools http://www.dulceschools.com/	Compliance	District Wide	Yes	Located in 2007-2008 Parent/Student Handbook	
Elida Municipal Schools http://www.elidaschools.net/home.aspx			No		School secretary was not sure of any policy. Attempted to contact Principal, but no response received.
Española Public Schools http://www.k12espanola.org/education/district/district.php?sectionid=1	Compliance	District Wide	Yes	8/8/2006	
Estancia Municipal Schools http://www.estancia.k12.nm.us/education/district/district.php?sectionid=1	No formal policy	N/A	No	N/A	Links to NM Public Edu. Dept's "Quality of Education Survey Website" for parents; also link to "Parents Right to Know" policy, but no parental involvement policy.
Eunice Public Schools http://www.eunice.org/education/district/district.php?sectionid=1	No formal policy	N/A	No	N/A	Policy is in process, but not complete. Unsure of completion date. District is in process of developing formal policy.
Farmington Municipal Schools http://www.fms.k12.nm.us/home_body.html	Substantive	Title I	Yes	Unknown	

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Floyd Municipal Schools http://www.floydbroncos.com/home.aspx	Compliance	Title I	No	Unknown	
Fort Sumner Municipal Schools http://www.ftsumnerk12.com/home.aspx	Compliance	Title I	No	Unknown	
Gadsden Independent Schools http://www.gisd.k12.nm.us/	Substantive	Title I	No	2006	Other policies are available online, but no "parental involvement" provision; received via email from Ray Lara - district template for individual schools to use.
Gallup-McKinley County Schools http://www.gmcs.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Grady Municipal Schools	Compliance	District Wide	Yes	8/8/2006	
Grants-Cibola County Schools www.gccs.cc	Substantive	District Wide	Yes	11/30/2007	See section 6.8.3 of school board policies; see also sections 6.8.4 and 6.8.5 for parent organizations & school advisory councils.
Hagerman Municipal Schools http://www.bobcat.net/	No formal policy	N/A	Yes	N/A	Policies available online, but no specific Parental Involvement provision; see public participation provisions.
Hatch Valley Public Schools http://www.hatch.k12.nm.us/education/district/district.php?sectionid=1	Compliance	District Wide	Yes	8/8/2006	
Hobbs Municipal Schools http://www.hobbschools.net/	No formal policy	N/A	Link to statewide policy available on-line	N/A	District's policies online, but no Parental Involvement provision; have link to statewide policy; also have a NCLB Letter re: teacher qualification, and a link titled Parental Involvement EPSS.

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Hondo Valley Public Schools http://www.hondovps.org/					Attempted to contact but no response received.
House Municipal Schools http://www.houseschools.net/home.aspx	Substantive	District wide	Yes	Unknown	See 6.3.2.2 & 6.3.3
Jal Public Schools http://www.jalnm.org/					website under construction
Jemez Mountain Public Schools http://www.jmsk12.com/	Compliance	District wide	Yes	Unknown	See 5.4.3 & 6.8.5(3)(E)
Jemez Valley Public Schools http://www.jvps.org/School/JVPS/ForEssentia.aspx?ID=148&Hide=131.aspx?ID=148&Hide=131	Substantive	Title I	No	Unknown	Website links to Appleseed Exec Summary from 2006
Lake Arthur Municipal Schools http://www.la-panthers.org/			No		Link on website for Parent Resources; Link on website for EPSS - does not work; Student handbook policy on line Attempted to contact, but no response received.
Las Cruces Public Schools http://lcpk12.nm.us/	Compliance	District Wide	Yes		District also has a School Advisory Council
Las Vegas City Public Schools http://cybercardinal.com/lvcs/Default.asp			No		Cannot locate a policy on website. Attempted to contact, but no response received.
Logan Municipal Schools http://logan.echalk.com/home.aspx	Compliance	District Wide	Yes	8/8/2006	



Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Lordsburg Municipal Schools http://www.lmsed.org/			No		Attempted to contact, but no response received.
Los Alamos Public Schools http://laschools.net/laschools/site/default.asp			No		Website has link to New Mexico Public Education Dept - Federal Program - NCLB ; also link to US Dept of Education NCLB Attempted to contact, but no response received.
Los Lunas Public Schools http://www.lschools.net/	Compliance	Title I	Yes	5/11/1999	
Loving Municipal Schools http://www.lovingchools.com/	Compliance	District Wide	Yes	8/8/2006	
Lovington Public Schools http://lovschools.leaco.net/	Compliance	District Wide	Yes	8/8/2006	See 2065 - Title I IASA Program, District Parent Involvement Policy Attempted to contact, but no response received.
Magdalena Municipal Schools http://www.magdalena.k12.nm.us/			Index to policies available on-line, but policies themselves not yet linked to website		Attempted to contact, but no response received.
Maxwell Municipal Schools http://www.maxwellp12.com/			No		Attempted to contact, but no response received.

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Melrose Public Schools http://www.melroseschools.org/home.aspx	No formal policy		No		8/8/08 E-mail to Dr. Windom, Superintendent, who responded that they have several parental involvement tools (including their website) but do not need a formal parental involvement policy.
Mesa Vista Consolidated Schools			No		
Mora Independent Schools http://www.nnmt.net/~moraschools	Compliance	District Wide	Yes	8/8/2006	
Moriarty Municipal Schools http://www.moriarty.k12.nm.us/	Compliance	Title I	Yes	2/15/2005	
Mosquero Municipal Schools http://www.mms.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Mountainair Public Schools			No		
Pecos Independent Schools http://www.pecos.k12.nm.us/	Compliance	Title I	Yes	9/18/2002	There is a School Board Policy mandating schools have an Advisory School Council pursuant to NMSA 22-5-16, through which parents have input in school-based decision making. The policy references Title I, but it is unclear whether this is a "parental involvement policy" under NCLB.
Peñasco Independent Schools http://www.penasco.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Pojoaque Valley Public Schools http://pvs.k12.nm.us/			No		



Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Portales Municipal Schools http://www.portaleschools.com/	Compliance	District Wide	Yes	8/8/2006	
Quemado Independent Schools http://www.quemadoschools.org/	Substantive (Combined with EPSS Plan; Not a stand-alone policy)	Title I	Yes	2007-2008 School Year	Combination EPSS and Title I plan/policy
Questa Independent Schools http://www.questa.k12.nm.us/			No		
Raton Public Schools			No		
Reserve Independent Schools http://www.reserve.k12.nm.us/			No		
Rio Rancho Public Schools http://www.rmps.net/	Substantive	Title I	Yes	8/9/99	
Roswell Independent Schools http://www.risd.k12.nm.us/	No formal policy	N/A	N/A	N/A	District has no formal policy on parental involvement. Several individual board policies emphasize and encourage parental involvement (e.g., developing disciplinary measures), but the district still lacks a formal policy.
Roy Municipal Schools http://roy-nm-schools.net/	No formal policy	N/A	N/A	N/A	No specific parental involvement policy, but several board policies incorporate it: (1) Section 5.4.3 related to Educational Assistants obligation to conduct "parental involvement activities" in compliance with NCLB; (2) Creation of School Advisory Council whose obligation it is to ensure compliance with NCLB parental involvement requirement (Section 6.8.5).

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Ruidoso Municipal Schools http://www.ruidoso.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
San Jon Municipal Schools http://www.sanjonschools.com/home.aspx	Compliance	District Wide	Yes	8/8/2006	
Santa Fe Public Schools http://www.sfps.k12.nm.us/education/district/district.php?sectionid=1	No formal policy	N/A	N/A	N/A	Could not find a specific parental involvement policy, although there is a school advisory council set up to ensure compliance with Title I and the parental involvement requirements therein. No evidence that anything else concrete exists. What exists is here: http://backweb.sfps.info/sfps/data_repos_code/school_policies/school_policies.html
Santa Rosa Consolidated Schools http://www.santarosa.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Silver Consolidated Schools http://www.youseemore.com/silverschools/	N/A	N/A	N/A	N/A	No policies available online.
Socorro Consolidated Schools http://www.socorro.k12.nm.us/	No formal policy	N/A	N/A	N/A	Full school board policy document is available online, but there is no formal parental involvement policy.
Springer Municipal Schools http://www.springerschools.org/home.html	Compliance	Title I	Yes, but harder to find	Only lists date adopted: January 12, 2006	See 4.05; Unable to download a document (or copy from web site).



Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Taos Municipal Schools http://www.taoschools.org/	Substantive	Title I	Yes	2007-2008 School Year	District has specific "Compacts" applicable to Elementary, Middle and High School students, educators and parents
Tatum Municipal Schools http://www.tatumschools.org/home.aspx	Compliance	Title I	Yes	Unknown	See XVI at pg. 66 of Chpt. 6. In addition to the brief Parental Involvement Policy, the District's EPSS is very detailed regarding specific parental involvement goals. The district also has a School Advisory Council.
Texico Municipal Schools http://www.texicoschools.com/home.aspx			No		District has a policy regarding School Advisory Councils.
Truth or Consequences Municipal Schools http://www.torc.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Tucumcari Public Schools http://www.gorattlers.org/	Compliance	District Wide	Yes	8/8/2006	
Tularosa Municipal Schools http://www.tularosa.k12.nm.us/	"Parents as Partners" Policy	District Wide	Yes	2008-2009 Student Handbook	District has a policy regarding school and parent "Advisory Councils"; each school also has a School Advisory Council policy and a "Parents as Partners" policy; but neither appears to be a parental involvement policy under the NCLB.
Vaugh Municipal Schools http://www.vaughn.k12.nm.us/	No formal policy		No		School Board includes among its goals "increas[ing] the amount of parent involvement" and each school has a Principal-Parent Advisory Committee, but there does not appear to be a parental involvement policy under the NCLB.

Summary of New Mexico School System Parent Involvement Policies Cont'd

School System (County or City)	Substantive/ Compliance	Title I/District Wide	Available On-line	Date of Last Update to Policy	Notes
Wagon Mound Public Schools http://www.nnmt.net/~wmps/			No		
West Las Vegas Public Schools http://www.wlvs.k12.nm.us/	Compliance	District Wide	Yes	8/8/2006	
Zuni Public Schools http://www.zpsd.org/zuni/index.htm	Compliance	District Wide	Yes	10/18/2007	



Appendix C

Summary of Albuquerque Schools' Parent Involvement Policies

School	Title I School	Parental Involvement Opportunities	Notes	Principal
Rio Grande Cluster				
Adobe Acres Elementary School	Yes	Undetermined	Calls made to Principal; no response received.	Sam Candelaria
Armijo Elementary School	Yes	Title I services, plus the following programs: Goal Team – involves teachers and parents meeting to discuss school's goals for the year, Junitos Program – provides tutoring and resources for kindergarten students and parents, Coffee on the Curb Program – parents meet with the Parent Liaison and Principal to discuss the needs and goals for their child, ESL – English as a second language program for parents; GED Program for parents, Immigration resources for the parents.	Interviewed Parent Liaison.	Victor Sanchez
Atrisco Elementary School	Yes	Community Action Team (CAT) program dissolved. No other parental involvement programs at the school.	Interviewed Clerk.	Unknown
Barcelona Elementary School	Yes	CAT program includes parental assistance with school fundraising, classroom volunteering and a food bank program. Parental Liaison (Yareli Mitchell) works 1 day per week, and conducts monthly meetings with parents to help them assist their children with learning needs. The school also offers bilingual information for parents and children who do not speak English as a first language, or not at all. The Rio Grande cluster publishes a book ("Juntos Para Los Ninos") setting forth the design which they want the schools in the cluster to move toward.	Interviewed Principal's secretary.	Rose White
Kit Carson Elementary School	Yes	Title I services, plus the following parental involvement programs: CAT Program – based on the "Epstein Model" of Parent Involvement, Parent Involvement Committee (PIC) - meets at least once monthly; Nutrition, Computer, GED and ESL courses are also offered for the parents at no cost, and 2nd Cup of Coffee of the Month – for parents to get together to discuss a new topic each month and to know who is who at the school.	See detailed interview notes.	Alice Braden
Los Padillas Elementary School	Yes	ENLACE Family Center on campus, Principal weekly coffee with parents, parent workshops. PTO – yet to be formed in 2008, but in the plan to get started.	Interviewed Principal.	Sarah Keeney

Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
Mountain View Elementary School	Yes	Parental Involvement Council (PIC) - parents are encouraged to volunteer, and the group meets to gather ideas for what the parents and students want to achieve at the school. The Nightly Reading Program encourages students and parents to read together each night as part of homework.	Interviewed Parent Liaison.	Richard Ulibarri
Navajo Elementary School	Yes	PTA encourages and organizes parental involvement. Website has program notice for parents: ENLACE will be hosting a workshop for parents on No Child Left Behind. More information will be available in upcoming newsletters.	Interviewed Clerk.	Tracy Herrera
Pajarito Elementary School	Yes	School follows the Epstein Model for parental involvement in overall school structure, which includes a Leadership Team of parents who are organized into committees and sub-committees to address communications, safety, after-school and before school activities, and instruction. The PTA is a sub-part of the Leadership Team focused on fundraising. The Communication Committee is charged with communicating all parental involvement opportunities to parents in both Spanish and English. Parent committees coordinate many after and before school activities. The school has a Partners in Print Program , where parents of kindergarten and 1st grade students are taught effective ways to read with a child, and to get the child reading at home. The school holds three Parent-Teacher conferences per year.	Interviewed Principal.	Gene Saavedra
Valle Vista Elementary School	Yes	CAT program involves the parents in volunteering and fundraising activities.	Interviewed Secretary.	Teresa Archuletta
Ernie Pyle Middle School	Yes	No parental involvement programs in place at this time. PTA was dissolved. The school has tried to organize GED and ESL, but there are not enough teachers to assist.	Interviewed Parent Liaison.	Bernadette Cordoba-Martinez
Harrison Middle School	Yes	The School has an ENLACE program.	Interviewed Secretary.	Ms. Chris Eisenberg
Polk Middle School	Yes	No current parental involvement policy, but in the process of writing one.	Interviewed Principal.	Eva Vigil

Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
Rio Grande High School	Yes	The school offers the following programs: PTO, Fundraising Committee, Parent Volunteers, Parent Support Group (PSG) – to discuss parental issues, Instructional Council – composed of teachers, administrators, parents and students who meet and discuss the curriculum and goals for the school and a Family Wellness Course. Parent Center link on website.	Interviewed Parent Center representative.	Alfred Sanchez
West Mesa Cluster				
Alamosa Elementary School	Yes	ENLACE Program at School, plus the school is drafting a PIP to involve parents through volunteering, workshops and general parent support groups.	Interviewed Counselor.	Florence Goldberg
Carlos Rey Elementary	Yes	School has an Active PTO . All volunteering and parental involvement goes through the PTO.	Interviewed Assistant Secretary.	Judith Touloumis
Chaparral Elementary School	Yes	The school offers a PTA .	Interviewed Clerk.	Florence Goldberg
Edward Gonzales Elementary School	Yes	In addition to Title I programs, the school offers volunteer opportunities to the parents as well as monthly parenting classes with a different topic each month, weekly ESL, Computer, Yoga and Dance classes. The school plans to start a PTO this year (2008).	Interviewed Parent Liaison.	Michael Carillo
Lavaland Elementary School	Yes	The school encountered serious problems with the PTA resulting in the school being currently without a PTA. The district is on a corrective action program because of low test scores; this severely limits the abilities of the teachers to do anything but teach their courses. The biggest issue with low parental involvement is poverty and the number of children in two-earner households. Limited English proficiency hasn't been an issue. The school has little in the way of explicit expectations for parental involvement. Parent-teacher conferences are the primary method of getting information to the parents. Conferences were moved into a two-day format to allow more parents to attend and participation increased from approximately 50% to 80%.	Interviewed School Secretary.	Bernadette Nevarez

Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
Maryann Binford Elementary School	Yes	There are no parental involvement programs at school, only Parent Liaisons , who offer the following to the parents: ESL classes, nutrition/cooking classes, computer classes, 2nd cup of coffee of the Month – different topic discussed each month with parents, and tutoring with the parent and child. At the beginning of each school year, the Parent Liaisons send out a survey to all parents asking their input as to what topics they would like to discuss/learn during that school year. Parent volunteering at the school is organized directly between the teachers and parents.	Interviewed Parent Liaison representative.	Cecilia Martinez-Sanchez
Painted Sky Elementary School	Yes	Title I services and a PTO .	Interviewed Office Administrator.	Unknown (Vice Principal, Bernadette Lucero)
S.R. Marmon Elementary School	Yes	Title I services, and PTO . Parents are encouraged to volunteer at the school. The school also offers ESL classes to parents.	Interviewed Administration clerk.	Maria Barraza-Martinez
Jimmy Carter Middle School	Yes	The school encourages parents to volunteer at the school and offers monthly parent meetings.	Interviewed Secretary.	Unknown
John Adams Middle School	Yes	No parental involvement programs in place. The school has not been successful getting parents to volunteer for a PTA or other type of support group.	Interviewed Secretary.	Rene Salazar-Garcia
Truman Middle School	Yes	No Parental Involvement Policy, but the school would like to implement one. The school does have a volunteer program for parents; however, parents must enroll and get clearance through Albuquerque Public Schools. School's website has a link to ENLACE .	Interviewed Dean.	Judith Martin-Tafoya
West Mesa High School	Yes	Parents currently have minimal involvement at the school. They encourage parents to volunteer; however, there is no Parental Involvement Policy at the school at this time.	Interviewed Activities Director.	Blanca Lopez



Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
Highland Cluster				
Bandalier Elementary School	No	Parental involvement in the school occurs through the PTA . On occasion, through newsletters, the school will ask for parent volunteers as well.	Interviewed Admin. clerk.	Glenda Armstrong
Emerson Elementary School	Yes	The school holds parent-teacher conferences twice a year, K+3 have three/year, plus conferences as needed scheduled anytime. PTCs usually coincide with student progress reports and internal assessments. The school also has 14 parent nights per year to discuss curriculum and changes (used to be only once a semester, increased in last few years). All meetings/opportunities announced by multiple attempt letters sent home with students; not a stable population (many families moving every few months), so mail is not effective communication. All communication in English, Spanish, and Vietnamese; translators are provided at PTCs as needed, including sign language. The school employs 2 groups as "improvement teams" including a " Family Support Team " which looks at parent or teacher concerns regarding individual students and meets with the parents to determine ways they can help the student and improve/supplement the school experience.	Interviewed Assistant Principal.	Jacqueline Costales
Hawthorne Elementary School	Yes	Title I services, and a Parent/Student Association .	Interviewed Admin. staff.	Debbie Montoya
Kirtland Elementary School	Yes	The school follows the policy set in the New Mexico Public Education Plan for Student Success (EPSS).	Interviewed Principal.	Peter Espinoza
La Mesa Elementary School	Yes	Title 1 school services. The school also provides a Parental Involvement Policy through EPSS, and implements additional parental involvement programs with grants. Received a brochure detailing other plans to get parents involved.	Interviewed Principal.	Monica Tapia
Manzano Mesa Elementary School	Yes	Title 1 services.	Interviewed Principal.	Peggy Candelaria
Mark Twain Elementary School	Yes	The school has a parental involvement plan as part of EPSS. The plan is currently being updated and revised. Also mentioned that every school in the Albuquerque School District must have a parental involvement plan as part of their EPSS.	Interviewed Principal.	Glenn Wilcox

Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
Sandia Base Elementary School	No	No Parental Involvement Plan/Policy.	Interviewed Administrator.	Blair Kaufman
Wherry Elementary School	Yes	Title 1 services. In addition, they have implemented a FAST program where parents and families gather together and cook a dinner, and an ESL program for parents that offers GED and English speaking classes.	Interviewed Administrator.	Kathy Harper
Whittier Elementary School	Yes	Parents are encouraged to volunteer in the classroom. School also has a PTA , where the majority of parental involvement occurs.	Interviewed Secretary.	Cindy Bazner
Hayes Middle School	Yes	No parental involvement programs.	Interviewed Secretary.	Dr. Stephanie Williams
Wilson Middle School	Yes	Student handbook mentions NCLB and Title 1. Parent educational commitment checklist and signature in handbook. Currently they do not have an additional Parental Involvement Policy; however, they are in the process of developing one.	Interviewed Secretary.	Connie Hansen
Highland High School	No	Website has parent section with links and documents for programs at school. The school just created a new type of PTA which involves the students, parents and the community.	Unable to contact.	Nikki Dennis
Van Buren Middle School	Yes	Title 1 services, and a Parent Group , Citizen School and Next Step Plans . All programs were created to get the parents involved with their child/student and help create a goal and timeline of objectives for the future of the child/student.	Interviewed Counselor.	Mary Cade



Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
La Cueva Cluster				
Dennis Chavez Elementary School	No	The PTA leads the School's parent involvement opportunities (newsletter, Welcome Tea for new parents) and has been historically active. No recent changes. All communication to parents is in English, but the school has very few non-English-speaking parents. For those that don't, their children translate, but it is not a "bilingual" school. A parent satisfaction survey is conducted every year through the District. The school has 2 support teams: ICT (Instructional Council) for improving school with 1 parent representative on the council; and SAT (Student Assistance) for evaluating individual students for special needs or gifted program with no parent representative. If a child is selected, the parent is involved with the evaluation process. The elementary school has formal PTCs twice a year, and schedules impromptu conferences. Teachers also respond to emails and communicate electronically.	Interviewed School Clerk.	Joe Zuniga
Double Eagle Elementary School	No	No Parental Involvement Policy. Website has link to student handbook with a small section regarding parental involvement, which encourages parents to volunteer time at the school.	Interviewed Administrator.	Robin Hoberg
H. Humphrey Elementary School	No	No Parental Involvement Policy. Teachers will ask parents to volunteer in the classroom. PTA membership is also available for parents who are interested.	Interviewed Secretary.	Paula Miller
North Star Elementary School	No	No Parental Involvement Policy. However, parents are very involved with school volunteering. Website has link to student handbook with a small section regarding parental involvement which encourages parents to volunteer time at the school.	Interviewed Administrator.	Troy Hughes
Desert Ridge Middle School	No	School has a Student Parent Staff Organization (SPSO) for parent involvement.	Interviewed Administrator.	Todd Resch
Eisenhower Middle School	No	PTA is the organization parents go through to be involved and volunteer at the school.	Interviewed Secretary.	Debra Hamilton
La Cueva High School	No	No Parental Involvement Policy. However, the school has a Parent Advisory Association (PAA) , in which parents can sign up and volunteer at the school. Other parent involvement opportunities are available through booster clubs and sports clubs.	Interviewed Administrator.	Jo Ann Coffee

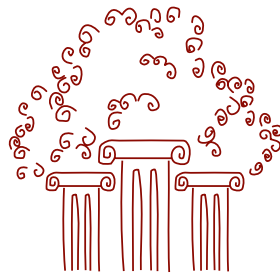
Summary of Albuquerque Schools' Parent Involvement Policies Cont'd

School	Title I School	Parental Involvement Opportunities	Notes	Principal
El Dorado Cluster				
Georgia O'Keeffe Elementary School	No	Undetermined	Principal unwilling to answer questions unless we had permission from APS to ask questions regarding Parental Involvement.	Janice Keene
John Baker Elementary School	No	No Parental Involvement Policy. School offers a PTA .	Interviewed Secretary.	Denise Brigman
Matheson Park Elementary School	Yes	PTCs twice a year and open-house once a year. There have been no major changes in this system in recent years. The school has Spanish language communication available. The school conducts a parent survey, but it's undetermined if it is for the district or the school. The school has a very active PTA , and parents volunteer in classrooms as well.	Interviewed Principal's Secretary.	Stephen Maresca
Mitchell Elementary School	No	No Parental Involvement Policy. School offers and encourages participation in a PTO .	Interviewed Secretary.	Debbie Garrison
Onate Elementary School	No	No Parental Involvement Policy. School offers a PTA , which they encourage parents to join, as well as classroom volunteering.	Interviewed Secretary.	Theresa Fullerton
S.Y. Jackson Elementary School	No	No Parental Involvement Policy However, they have a PTA , which they encourage parents to join, as well as classroom volunteering.	Interviewed Administrator.	Jack Vermillion
Hoover Middle School	No	No Parental Involvement Policy. The school offers a PFO .	Interviewed Administrator and Counselor.	Kathy Alexander
El Dorado High School	No	School has the Eldorado Parent Organization (EPO) for parents to volunteer.	Interviewed Secretary.	Martin Sandoval

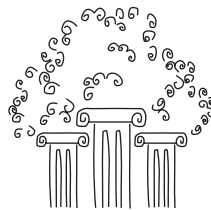
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