**neweagle**

**New Mexico Public Education Commission**

**Charter Schools Division**

**2016 New Charter School Application Kit**

**Part B. Executive Summary**

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**Part B: Executive Summary**

This section should be two to three pages long and address in a narrative form the following points:

* Your proposed school’s name and a description of the charter school's projected students including key demographic data (academic performance, home languages, special populations) based on the local community or the school district in whose geographic boundaries the charter school applies to operate.
* Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.
* Evidence that there is a community need for a school of this nature in the local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if…the application is otherwise contrary to the best interests of the charter school’s projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
* The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
* How you project that the school will be more effective than the schools currently serving the charter school's projected students, or the founder(s)’ plans to improve student achievement and exceed the academic performance of these existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data you have to support this assumption.
* The founders of the proposed school, their background, and expertise.
* If different from the list provided above, the founding governing board.

**To complete the following form, click on the text box and begin to type.**

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| New Charter Application Executive Summary |
| **STAT Overview**  STAT is a new charter school located in Albuquerque, which will serve students in grades 7-12. We intend to graduate college ready students who are prepared to contribute to the field of education. Our goal is to increase the number of bilingual, early childhood, and STEM educators through a focused pre-service personalized education option for high school students in Albuquerque, NM.  STAT is a medical term that means “urgent.” Our school name reflects the teacher shortage crisis we are facing in the state of New Mexico. STAT aims to address this very real deficiency through a “grow your own” approach that begins developing our state’s future teacher-leaders while they are still secondary students at the middle and high school levels. Our students are those who are interested in the teaching profession and post-secondary education and training that leads to a career in education. STAT will sustain a commitment to fostering relationships and delivering a practical and rigorous academic program. Through our model we will make effective use of blended learning, provide students with hand-on teaching experience, purposefully integrate educational technology, employ a dual language program to develop biliterate and bilingual graduates, and emphasize college and career preparation.  We believe that all students are capable of learning, but will only maximize their individual potential through igniting an authentic passion for learning that leads to the development of a growth mindset. Relationships are integral to human development. All students have ingrained a desire for competence and acceptance. Through personalized learning, creating conditions that promote student agency, and maintaining high academic and social standards, students will thrive in our diverse society. Academic proficiency and the development of non-cognitive skills are prerequisites for long-term success. As a school focused on developing our state’s future teacher-leaders, STAT believes in honing students’ unique abilities and talents, nurturing the language development of students so they graduate as biliterate and bilingual individuals who will become fixtures in New Mexico’s pool of bilingual educators. Helping students engage in self-analysis and evaluation creates the reflective educators needed to identify and solve problems of practice. Creativity, collaboration, and critical thinking are twenty-first century skills STAT students will possess upon graduation, which will eventually transfer to their professional teaching practice.  **Prospective STAT Students**  We project that the majority of STAT students will come from Southwest and northwest quadrants of Albuquerque; between Dennis Chavez and 118th SW to Paseo Del Norte and Rainbow Blvd NW. It is our belief that STAT students will come from the following Albuquerque Public Schools: Atrisco Heritage Academy High School; Rio Grande High School; West Mesa High School; and Volcano Vista High School.  We believe that over-consumption and non-consumption will draw students from the above schools to our charter school. With respect to over-consumption, this means the current model of education implemented throughout the APS district has proven ineffective, outdated, and overly stringent for students attending traditional district schools. The other spectrum, which is non-consumers, are those students who are interested in the professional teaching field, but do not have the opportunity to participate in an educational program that aligns with their interest, as there is not such an option available in any of the schools that reside in the geographic area in which our school will locate.  According to data from the Albuquerque Public Schools Office of Accountability and Reporting, the surrounding schools’ demographic data for prospective STAT students is as follows:      *\*4 & 5 are % who met or exceeded expectations.  3, 4 & 5 are those that approached, met and exceeded expectations.*  **Evidence of Community Need**  There is an authentic need for a school such as STAT that is capable of addressing the teacher shortage from a grow-your-own approach. In a 2015 report published by the NMSU Alliance for the Advancement of Teaching and Learning, the central region in New Mexico was identified as having the most profound teacher shortage when compared to other geographic regions in the state of New Mexico. Significant recommendations include developing programs to train, attract, and retain highly qualified teachers in all areas, with particular emphasis on Math and Science teacher development.  Conclusions:  1. The ***Central region*** has the direst need for teachers in the state of New Mexico. In fact, the central region has 50% of the openings (257)  2. There is an extreme shortage of Special Education teachers in New Mexico. SPED accounts for 32% of the vacancies.  3. Elementary teachers are needed throughout the state. Elementary (PreK-6) openings represent 23% of the vacancies.  4. There is a shortage of Math and Science teachers throughout the state of New Mexico. Math (34) and Science (29) account for 13% of the vacancies.  5. It is important to include counselors and ancillary service providers when we discuss vacancies in New Mexico. There are currently 47 openings in these areas.  Next Steps:  1. Develop programs to recruit and retain qualified teachers in all subjects and at all grade levels.  2. Encourage students to consider Special Education as a career choice during college.  3. Offer incentives for current Educational Assistants to get the training and certification necessary to become teachers, especially in Special Education.  4. Develop programs that attract and retain highly qualified teachers in Math and Science to fill the need for qualified STEM teachers.  5. Determine how many classrooms are currently staffed by teachers working under an Alternative license or an otherwise substandard license.  The link below will take reviewers to a shared file that contains letters of support from community leaders to believe in the merit of the STAT model. Our supporters include: Congresswoman Michelle Lujan Grisham; The Albuquerque Mayor’s Office (functions of) – Collective Impact and Running Start for Careers; Youth Development Inc.; Mission Graduate; Partners for Community Action; Etc.  [STAT Partners/Supporters](https://drive.google.com/folderview?id=0B_r8qqAtVE9KZEdWUXFvWmZ3QlU&usp=sharing)  **Key Innovative and Unique Programmatic Features**  **Instructional Program.** STAT will employ a disruptive model of education that makes effective use of educational technology, the rotation blended learning model, maintenance and heritage bilingual education models, digital core curriculum, high levels of teacher-teacher, teacher-student, a structured student advisory program, and student-student interactivity; all through a 21st century learning environment that fosters collaboration, communication, and critical thinking to promote creativity. In addition to the core instructional program features listed above, STAT will implement a model of education that employs an expanded definition of student success. In doing so, STAT staff and students will use a set of operational definitions to help define and measure student success. Expectations for student success will include five measures:   * Non-cognitive skills, * Cognitive skills, * Academic achievement, * Personal experiences, and * Transitional readiness.   As planning continues the STAT applicant team will work to further define student success. Clear definitions will be followed by the development of digital tools such as rubrics and data bases that we will use to evaluate and capture student competence in each of the five expanded student success areas. STAT understands the interconnectivity among each of the five success areas. However, attention to the five areas will be prioritized, with emphasis placed upon non-cognitive skills as a prerequisite to what we refer to as “transitional readiness.” Our model is represented by the pyramid structure displayed below.    ***Non-cognitive skills***. Non-cognitive rubrics and student ePortoflios will serve as two tools used to measure student progress in non-cognitive skills development. The Gallup Student Poll (2015) will also be used and will provide baseline data to inform planning as well as monitor student progress. The Gallup Student Poll measures students’ hope, engagement, and well-being. Non-cognitive development will also be defined by students’ ability to understand and demonstrate emotional intelligence. Attention will be paid to social-emotional learning, including the five components of emotional intelligence that include self-awareness, self-regulation, motivation, empathy, and social skill. Physical wellness will also be included and evaluated by students’ ability to assume personal responsibility for their health including diet, exercise, and self-advocacy. We intend to measure students’ physical wellness through screenings conducted by our community partners as well as our physical education and health curricula.  ***Cognitive skills***. A cognitive skills rubric will be developed for measurement of student success in this respective area. This will include the ability of students to employ the academic processes imbedded in CCSS; Learning and innovation, life and career, and information, media, and technology skills found in the Framework for 21st Century Learning, and; Creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship, and; technology, operations, and concepts that comprise the National Education Technology Standards for Students.  ***Academic Achievement.*** Individual academic plans (IAP) will be the basis by which student achievement is measured. Flair (2013) defines academic success as personal educational success determined by attainment of established learning outcomes as measured by performance assessment data. IAPs will be developed collaboratively between students, parents/guardians, and advisory teachers. Learning outcomes and goals will be identified during IAP meetings. The specific measure that will be used to monitor academic outcomes will be the academic achievement rubric that will include curriculum-based, district benchmark, as well as Partnership for Assessment of Readiness for College and Careers (PARCC) performance-based assessment data. Additional measures factored into academic achievement and built into the academic achievement rubric include: (a) course completion, (b) final course grades, (c) attendance, and (d) progress toward graduation.  ***Personal experiences***. Academic achievement and personal experiences are two fundamental program elements that are interchangeable and interrelated. In order to help students to recognize curricular relevance, experiential learning will serve as a cornerstone that leads to future transitional readiness. Experiences will be built into individual academic plans and afforded to students via community partnerships. A goal of our personal experiences component is to help students find congruence with career aspirations that we believe will lead to a higher rate of successful transitions to college and careers. A personal experiences rubric will be the measure of students’ performance in experiential learning. The rubric will be based on Kolb’s Experiential Learning Theory that captures each of the following learner qualities in experience-based learning:  An effective learner needs four different abilities—concrete experience (CE) skills, reflective observation (RO) skills, abstract conceptualization (AC) skills, and active experimentation (AE) skills. That is to say that the learner must be able: (1) to get involved fully, openly, and without bias in new experiences; (2) to reflect on and interpret these experiences from different perspectives; (3) to create concepts that integrate these observations in logically sound theories; and (4) to use these theories to make decisions and solve problems leading to new experiences. (Sims, 1983, pp. 502-203)  ***Transitional readiness***. Transitional readiness refers to the ability of individual students to transition to adulthood after graduating from STAT. College and career readiness is a key component, as we aim to equip students with the skills and knowledge required to achieve success as first year college students (and beyond) and/or obtain entry-level positions in the workforce. Furthermore, we hope to prepare our students to reach the “age of majority,” which is when a student turns 18 years old and is legally recognized as an adult. “Age of majority” is a term used in special education, generally specific to transitional planning employed when students with individual education plans prepare to graduate from high school and assume responsibility for their lives as adults.  As is the case with our personalized learning plan and UDL emphases, we understand that special education offers best practices that benefit all students. For this reason, we wish to adopt many of such best practices that we believe to be most impactful to students. Our transitional readiness rubric will not only include domains specific to industry based certifications and college entrance examination scores, it will also include items such as training and learning, community participation, home living and personal skills, resource development, and recreation and leisure. We intend to use process steps defined by Research for Better Schools (1984), that when combined with personalized learning and Next Step Plans, will help ensure our students make successful postsecondary transitions.  **Scheduling.** STAT will employ a six period trimester schedule. The intent of this scheduling approach is due to our lab rotation schedule as well as the need for students to complete teaching practicums to complement the general and teacher preparation curriculums. One-third of instructional hours (three periods) will be spent accessing the digital core curriculum in the learning lab, at which time students will focus on reading, mathematics, and social studies/science, maximizing learning through the use of the digital curriculum’s adaptive software that moves with students to meet them where they are regardless of past performance. The benefit of blended learning and use of digital curriculum lies in the fact that students have an element of control over time, pace, path, and place, which means they have the opportunity to learn during non-traditional hours. This will allow for students to participate in structure teaching practicums. Teaching practicums will be accomplished through the STAT partnership with La Promesa Early Learning Center that is located adjacent to the STAT campus. This learning experience that occurs during traditional school hours complements the STAT program by bringing the curriculum to life in an authentic and practical manner.  In accordance with the STAT mission of developing our state’s future teacher-leaders, students will participate in the CTE component of the STAT program. SAT has partnered with Dr. Karen Trujillo, Director of Educators Rising (EdRising) – New Mexico, to incorporate opportunities for students to apply their knowledge and skills during NM EdRising conference competitions. During competitions, students will compete against other aspiring secondary-aged educators in areas such as impromptu public speaking, public speaking, lesson planning, investigating careers in education, children’s literature, etc. This practical curriculum component is built into our charter school goals, and will be incorporated as a co and extracurricular function of the STAT Charter School model.  **Partners and Supporters.** STAT has an expanded community that includes students, parents, staff, and members of the non-profit and business communities. Located in the northwest quadrant in Albuquerque, NM, STAT is working closely with sister school, La Promesa Early Learning Center, to adopt successful community school practices and initiatives. Employing a community school model, STAT has developed important relationships with state, local community and city government organizations, including:   * City of Albuquerque’s Running Start of Careers Program * Southwest Literacy Association * 100+ Tutoring * Youth Development Incorporated * Educators Rising – New Mexico * Albuquerque Counseling * New Mexico Smiles GO * Partnership for Community Action * Mission Graduate * Reading Success Movement * ABC Community School Partnership * Office of the Mayor of Albuquerque – Collective Impact   STAT will work with our partners to develop community school goals related to academic achievement, health and wellness; offer support services to students, families and other members of the Albuquerque community; extend the school day for students; offer facility usage opportunities; assist with continuing education opportunities; facilitate workplace readiness and other career preparation opportunities; and provide the STAT community with an overall holistic educational and community experience built upon mutually nurturing relationships.  **Effectiveness of Model**  Large comprehensive schools within the Albuquerque Public Schools district are unable to provide a student-centered personalized educational program for attendees. STAT's model emphasizes an expanded definition of student success and includes the student success domain areas of non-cognitive skill development, cognitive skill development, academic achievement, student experiences, and transitional readiness, all of which correlate to pre-service teacher education.  This model aligns with many curriculum models including behaviorism through the promotion of satisfying experiences, constructivism through the development of customized learning programs that enable students to individually construct knowledge and understanding, and the phenomenology educational psychology approach that focuses on activating students' affective networks, thus creating an environment for learning which helps all students develop a sense of safety and belongingness. This first of its kind model will be tracked closely through the ongoing data collection and adherence to state school improvement initiatives.  STAT intends to readdress the way traditional public schools have reached and educated students by meeting them where many of them already are – in a digital universe where possibilities are endless, inquiry motivates, and the potential to create a world-class mind excites the young and old alike.  Doing that, of course, isn’t easy; it requires a “disruptive” approach to traditional education, which we intend to make happen by creating a 21st century school design – one that will attract students who’ve been poorly served by older models, and one that will identify and hone the unique qualities that every child possesses.  The first steps of a revolution can be difficult, but STAT is committed to boldly taking these steps with a serious, significant commitment that includes STAT leadership, community members and most importantly, students, who can guide this process and provide a seed model that can grow to be a day-to-day star on the state of New Mexico’s educational landscape. Our model of education is a new trajectory, one by which we will guide many students, regardless of background, previous educational attainment, and even current access to resources.  Utilizing a practical curriculum approach will inject a needed element of relevance that students need to ignite or reignite their passion for learning. Teaching practicums coupled with digital curriculum and a strong project-based learning component will motivate students toward self-actualization and increase their desire to attend school regularly. Our rotation blended learning model creates learning conditions that provide students and teachers with agency needed to embrace accountability and strive for success. We believe our innovative model will not only create a pipeline of future teacher-leaders but will produce students who have a greater respect for diversity; can communicate, think critically, collaborate, and demonstrate higher levels of creativity, and; have the ability to demonstrate empathy, self-regulation, self-awareness, and overall social awareness.  **Founding Team’s Background and Experience:**  ***Rhonda Cordova***  Rhonda Cordova is the business manager for several charter schools in Albuquerque.  She received her Bachelor’s Degree in Accounting and her Master’s Degree in Finance and Human Resources from the College of Santa Fe.  Rhonda has been a business manager for charter schools in New Mexico since 2003.    ***Chris Jones***  Chris Jones is a practicing school administrator with a wealth of experience in charter schools. He has a passion for students and has served at the school and district levels in an administrative capacity. Jones has a passion for educating the youth of our great state and believes in the importance of helping each child reach his or her full potential through facilitating self-discovery and proving access and exposure to resources and programs that assist with college and career planning. In addition to a commitment to education reform through innovation and accountability, Jones brings with him to the STAT founding team, the following professional credentials:  EXPERIENCE   * 10+ years of charter school experience serving in various capacities, including:   + Educational Assistant   + Teacher   + Reading Coordinator   + Literacy Coordinator   + Principal Intern   + Assistant Principal   + Principal   + \*College (CNM) Part-Time Contract Instructor * Senior Director of Learning Technologies, Albuquerque Public Schools   EDUCATION   * Doctor of Education (Ed.D) student, North Central University – eLearning * Master of Education (MEd), Eastern New Mexico University – Education Administration * Master of Science (MS) Education, Walden University – Reading Education * Bachelor of Occupational Education (BOE), Eastern New Mexico University – Professional Technical Education * Associate of Applied Science (AAS), Central New Mexico Community College – Business Administration   PROFESSIONAL CERTIFICATIONS   * Level 3B – Pre K-12 Administrative License * Level 3A Instructional Leader – Pre K-12 Special Education License * Level 3A Instructional Leader – Pre K-12 Specialty Area License with Endorsements in Business Education, Technology Education and Reading * Level 3A Instructional Leader – 7-12 Secondary Vocational Technical License * Level 3A Instructional Leader – K-8 Elementary License with Endorsements in Business Education, and Reading   NOTEABLE ACCOMPLISHMENTS   * Member of Charter Renewal Team: Nuestros Valores Charter School and La Promesa Early Learning Center * Founder and Creator of Albuquerque Public Schools Virtual Academy * Developer/Director of Generation YES (GenYES) Albuquerque Public Schools * Primary Founder of Students That Aspire to Teach (STAT) Charter School   ***Analee Maestas***  Dr. Analee Maestas boasts approximately 40 years of education and administrative experience ranging in scope from assistant, teaching in the classroom, inclusive of regular, bilingual, ESL, reading, special education, as well as administrative experience at the school, district, university levels and non-profit.  HIGHLIGHTS OF QUALIFICATIONS   * Educational Leadership * New Mexico Congressional Lobbying Success and Trust * New Mexico Educational Community Familiarity and Trust * ESL/Bilingual Leadership, Prof. Dev * New Mexico Public Relations Respect * Extensive New Mexico Community Involvement * School & District Management * Educational Resource Development * New Mexico Adjunct Faculty * Program Planning, Implementation & Evaluation of Programs * Financial Management * Stakeholder Relations * Educational Strategic Planning * State & Federal Ed. Boards   EDUCATION  1995 Ph.D. University of New Mexico  Special Education  Additional areas of concentration: Educational Administration, Bilingual Education, Technology  Dissertation: "Restructuring at an Elementary School: Collaboration, Coordination and Teamwork"  1988 MA University of New Mexico  Special Education  Additional areas of concentration: Computer/Technology & Educational Administration  1983 MA University of New Mexico  Remedial Reading / Second Language Acquisition  1975 BA University of Albuquerque  Elementary Education  Additional areas of concentration: Bilingual Education  PROFESSIONAL EXPERIENCE  2008- Present Executive Director, La Promesa Early Learning Center Charter School  2011- Present School Board Member, Albuquerque Public School  2003- 2008 Executive Vice-President, YDI Educational Support  Executive Director, National Hispanic Child& Family Development Institute  Administration  2002- 2006 Adjunct Professor, Wayland Baptist University, Department of Education  Adjunct Professor, Highlands University, Department of Education  2001- 2002 Federal Grant Reader, U.S. Department of Education, Washington, D.C.  2001- 2002 State Liaison, Federal 21st Century After School Programs, U.S. Department of Education  21st Century Program Evaluator  1999- 2002 Senior Program Director, Adjunct Professor, University of New Mexico  1999- 2002 Head Start Program – Federal Review Team Member  1999- 2002 Adjunct Professor, Highlands University, Department of Education, Rio Rancho, New Mexico  1999-2000 New Mexico State Department of Education School Support Team Member  1998- 1999 Highland and Rio Grande Cluster Assistant Superintendent, Albuquerque Public Schools  1998-1999 School-Age After School Program Director, Albuquerque Public Schools  1997- 1998 South Region Assistant Superintendent, Albuquerque Public Schools  1997-1999 21st Century Community Learning Center Director, Albuquerque Public Schools  1996-1999 Adjunct Assistant Professor, College of Santa Fe at Albuquerque  Albuquerque, New Mexico  Bilingual Special Education Interface  Community, Family and School Connections Collaborative Action Teams  1992-1997 Los Padillas Elementary Principal, Albuquerque Public Schools  1991-1992 Assistant Principal, Emerson Elementary, Albuquerque Public Schools  1990- 1991 Chapter 1 Reading Specialist/Coordinator, Albuquerque and Valley Clusters  Albuquerque Public Schools  1988- 1990 Title I North Region Elementary Reading Coordinator  Albuquerque Public Schools  1987-1988 Special Education Teacher, Bellehaven Elementary, Albuquerque Public Schools  1986-1987 Ph.D. Residency, Bilingual \ Special Education Department, University of New Mexico  1985-1986 Administrative Intern, Los Padillas Elementary, Albuquerque Public Schools  1980- 1986 Title 1 Reading Specialist, Los Padillas Elementary, Albuquerque Public Schools  1975-1986 Classroom Teacher, Los Padillas Elementary, Albuquerque Public Schools  1974-1975 Educational Assistant, Los Padillas Elementary, Albuquerque Public Schools  PROFESSIONAL PRESENTATIONS   * "Site Based Budgeting" - Educational Administration, " School Business Management", University of New Mexico * "Site- Based Budgeting for Elementary and Grant Schools" Thirteenth Annual Fall Conference Co-sponsored by the New Mexico Association of School Business Officials and the New Mexico Research and Study Council, Las Cruces, New Mexico * "Instructional Program Management and Grant Writing", Community Involvement, College of Santa Fe, Albuquerque, New Mexico * "Successful Grant Writing"- New & Aspiring Principal Series, Strategic Professional Development Unit, Albuquerque, New Mexico * "Los Padillas Transition Project", New Mexico Head Start K-3 Transition Project, National Head Start Conference, New Orleans, LA * "Principals Role in the New Mexico Head Start/K-3 Comprehensive Transition Project", Leadership Institute, Belen, New Mexico * "Principals Role in the New Mexico's National Early Intervention Scholarship and Partnership Program; Project Success", Commission on Higher Education Institute, * Albuquerque, New Mexico * "Authentic Assessment and Student Portfolios", Laguna Elementary School, * Laguna, New Mexico * "Los Padillas Wetlands/Outdoor Classroom Project," New Mexico Comprehensive Regional Center for Minorities, New Mexico State University * "Assessment of School Based Management", Laguna Elementary School, Laguna, New Mexico * "Reforming Math & Science Instruction", SCIMAST Fall Forum, Southwest Educational Development Regional Conference, New Orleans, LA. * "Los Padillas 5 Year Math & Science Professional Development Plan", Southwest Educational Development Laboratory Consortium for the Improvement of Math and Science Teaching, Training of Trainers, Dallas, Texas * "Rio Grande Human Services Collaborative" Collaborative Action Teams, Southwest Educational Development Laboratory, Austin, Texas * "Promoting and Managing Change in Schools and Communities," Southwest Educational Development Laboratory, Dallas, Texas * "Professional Portfolio Assessment," - New Mexico School Counselors Association Conference, Albuquerque, New Mexico * "Building Community Connections" Community Integrated Services Project, Summer Institute, South Valley Community Projects, Albuquerque, New Mexico * "Rio Grande Human Services Collaborative” Exemplary Model Programs, United States Department of Education, Boston, MASS. * "21st Century Connections for Learning; Family Focus Centers", Summer Institute, U.S. Department of Education, Washington, D.C. * "Rio Grande Cluster Pre-K- 12 Instructional Framework," Greater Chamber of Albuquerque Retreat, Albuquerque New Mexico * "Rio Grande Cluster Pre-K -12 Instructional Framework," Ford Foundation, National School Association Conference, San Francisco, Calif. * “Utilizing a Balanced Literacy Approach to Reading Instruction”, Carlsbad Public Schools * “Developing Leadership Skills for Charter School Operators”, NCLR Professional Development, Los Angeles, California   CIVIC INVOLVEMENT   * Albuquerque Public Schools Current Board Member * Latino Task Force Member * ABC Community Schools Partnership- Current Board Member * Bernalillo County DWI Board Member * NALEO Member * National Center for Missing & Exploited Children, Team Hope Active Volunteer * National Council of La Raza * Lumina Foundation, Removing Barriers Strategy Group Leader * National School Board Association * NM School Board Association   ***Gloria Velasquez***  Mrs. Gloria Velasquez is a dedicated worker whose father emigrated from Mexico, instilling in her a solid work ethic and a commitment to public service. With over 46 years of experience as an educator, Velasquez still has an unyielding enthusiasm for teaching and learning, and maintains very high expectations for teachers and students. She has taught and served as an instructional leader and administrator for the Albuquerque Public Schools, Tohajilee Schools, and La Promesa Early Learning Center. Velasquez’s educational background, professional certifications and experience is as follows:  EDUCATION   * BS in Education, University of New Mexico   + Major: Elementary Education   + Minor: Spanish * MS in Education, University of New Mexico   + Program: Elementary Education   + Concentration: Reading Education * Principal Certification, New Mexico Highlands University   + Graduate (Post-Masters) Educational Leadership Program of Study for Licensure   PROFESSIONAL CERTIFICATIONS   * Level 3B – Pre K-12 Administrative License * Level 3A Instructional Leader – Pre K-12 Specialty Area License with Endorsements in Bilingual Education, Modern and Classical Language, and Reading * Level 3A Instructional Leader – K-8 Elementary License with Endorsements in Bilingual Education, Modern and Classical Language, and Reading   PROFESSIONAL EXPERIENCE   * Classroom Teacher * Title I Teacher * Instructional Coach * Principal * College Instructor * Summer School Teacher * University Training Specialist   ***Amy Atkins***  Dr. Amy Atkins spent 20 years as a member of the teaching staff at the *University of New Mexico in the Departments of Educational Foundations and the Division of Language Literacy and Socio-Cultural Studies*  Her responsibilities: Teaching Development Psychology, Educational Psychology, Cognition and the Gifted Child, Computer Literacy, Creative Cognitive Skills, and A Cognitive/Linguistic Approach to the Writing Process, Creative Writing and Thinking, Critical Analysis and Creative Thinking, Qualitative Research Techniques; serving on dissertation committees; and Director of University of New Mexico Special Projects. Among the projects she directed is aRT cONNECTS under a grant from the Fund for the Improvement of Education, a five state effort to help restructure language arts curriculum using National Diffusion Network Programs and the New Mexico State Facilitator for the National Diffusion Network. During this time, over 5,000 school classrooms adopted school improvement practices and over 1,000 or these received field evaluation. Director of Making Connections for Native American Students, funded by the Eisenhower program, an enriched, integrated curriculum for Navajo and Pueblo students. Also served as Director of the Rio Grande Writing Project and the Middle Rio Grande Educational Collaborative.    Dr. Atkins is also owner and Co-Director of 100 Plus Tutoring and Consulting serving 10 New Mexico school districts and over 2000 students. Serving Adelante, a Santa Fe based program to tutor homeless children. Literacy Consultant to La Promesa Early Learning Center. Director of the Summer Literacy Camp for K-4 students in APS. Evaluator for the State Even Start Program, Director of 100+ Tutoring serving over 500 children K-12. Site Observer for the Mathematica Reading Comprehension Study under RMC Research.  Dr. Atkins is also an evaluator and has been director of the New Mexico Works School Age Care Project for New Mexico Highlands University, evaluator for five 21st Century Learning Center grants in New Mexico and Arizona. State Evaluator to the Public Education Department of New Mexico for Even Start Programs, and evaluator for Pueblo Connections, a 21st Century BIA Grantee. She has also been an evaluator my several film projects for the National Science Foundation.  ***Mae Araujo***  Ms. Mae Araujo’s goal as an educator is to contribute her skills and expertise to ensure the success and equal opportunity for New Mexico’s children. She possesses a Master of Education in Curriculum Development from the University of Phoenix. Araujo holds New Mexico teaching credentials in Early Childhood Education and Elementary Education, as well as a CYFD Early Childhood Administrator Certificate.  SUMMARY OF QUALIFICATIONS   * In-depth knowledge child development and assessment methods from early childhood to grade 12. * Sound knowledge of FOCUS *Tiered Quality Rating and Improvement System for Early Learning and Development Programs – Essential Elements of Quality.* * Grant and contract administrator of research and educational projects for 20 years. * Experienced administrator and teacher in all aspects of implementing the *Essential Elements of Quality and Best Practices* with fidelity, including training, data collection, goal setting and reporting. * Well versed in governmental regulations, data collection, and report writing. * Excellent oral and written communication skills, competent interpersonal skills, and strong organizational skills.   As a COO of 100+ Tutoring LLC for the past 10 years she has been responsible for; setting the tone and overseeing physical facilities and employees, developing and managing bilingual curriculum, hiring staff and managing the overall image of the center, ensure compliance with all local and federal laws governing childcare, both in regard to the physical environment and the staff, and manage the financial affairs of the business.    As an Educational Coach at La Promesa Early Learning Center,Araujo has been responsible for; planning, guiding, and evaluating the learning process of the students for whom teachers are responsible within the framework of the school's philosophy, organization, and curriculum; provide the appropriate learning atmosphere and activities designed to maximize student competencies and skills for intellectual, emotional, physical, social, and spiritual growth toward a successful future; and encourage relationships with early childhood staff based on mutual respect, conflict resolution, and model best practices working with young children.  EDUCATION AND PROFESSIONAL CERTIFICATIONS   * Master of Education in Curriculum Development, University of Phoenix * New Mexico Early Childhood and K-8 License * CYFD Early Childhood Administrator Certificate   ***Carlos Abeyta***  Dr. Carlos Abeyta brings to the STAT founding team over 35 years of experience in public education. He is a former superintendent and has a wealth of experience directing federal programs for public school districts in New Mexico. Abeyta has a passion for bilingual education and is committed to the STAT mission and vision. Dr. Abeyta’s educational background, professional certifications and experience is as follows:  EXPERIENCE   * Superintendent of Schools, Penasco Public Schools * Director of Federal and Bilingual Programs, Bernalillo Public Schools * Region Assistant Superintendent for Federal Programs, Albuquerque Public Schools * Federal Programs Evaluator, Bem’s Associates * Instructor, New Mexico Highlands University * Part-Time Instructor, University of New Mexico – Los Alamos * Graduate Research Assistant, University of New Mexico * Teacher, Penasco Public Schools   EDUCATION   * Doctor of Philosphy (PhD), University of New Mexico – Multicultural Teacher and Childhood Education and Education Administration & Leadership Policy * Master of Education (MEd), New Mexico Highlands University – Education Administration & Supervision * Master of Science (MS) Education, Walden University – Reading Education * Bachelor of Arts (BA), Eastern New Mexico University –Technology Education   PROFESSIONAL CERTIFICATIONS   * Level 3B – Pre K-12 Administrative License * Level 3A Instructional Leader – Pre K-12 Specialty Area License with Endorsements in TESOL |