

### Enrollment Cap Amendment Request Form

The Charter Contract was entered into by and between the New Mexico Public Education Commission and [ALBUQUERQUE SIGN LANGUAGE ACADEMY], hereafter the School, effective [1ST] of [JULY], [2020]. The School was approved for a [5 YEAR] Charter Contract.

The School's Charter Contract currently states:

**ENROLLMENT CAP:** 200

**AUTHORIZED GRADE LEVELS:** KINDERGARTEN -12 THROUGH TRANSITION

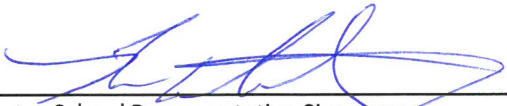
The School requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section \_\_\_\_\_, as follows:

**PROPOSED ENROLLMENT CAP:** 300 (CONTIGENT UPON NEW FACILITY)

**ENROLLMENT CHANGE:** ☒ INCREASE ☐ DECREASE

The School's Enrollment Cap amendment request is hereby submitted by [RAPHAEL MARTINEZ] on [7/13/2022], and affirms the school meets the following eligibility criteria:

- ☒ The school must confer with the PEC to convert to the 2019 contract template within 30 days of a vote on this request;
- ☒ The school's governing board is in compliance with all reporting requirements; and
- ☒ In the prior three (3) years, the school has:
  - Received no lower than a "C" letter grade on the state report card (applicable for SY18 and prior) AND received no lower than the top 75% academic designation on the NM System of School Support and Accountability (applicable for SY19 and forward);
  - Received an overall academic tier rating of Tier 1 or Tier 2 on the school's PEC approved Academic Performance Framework, for years in which a PEC Tier Level is available; and
  - Has not had its board of finance revoked.
- ☒ If the fiscal year has started or will start prior to the request being considered by the PEC, the amendment request will be effective only in the subsequent fiscal year

  
\_\_\_\_\_  
Charter School Representative Signature

7/13/2022  
\_\_\_\_\_  
Date

The School's Enrollment Cap amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

☐ APPROVED

☐ DENIED

\_\_\_\_\_  
Chair, Public Education Commission

\_\_\_\_\_  
Date

**July 20, 2022 – Regular Monthly Meeting Minutes**  
**ASL Academy Governance Board**  
**Meeting was Held Via Zoom Videoconference**

*\*Indicates action items requiring vote.*

1. Call to Order: Chair Kimberly Moya called the meeting to order at 4:03pm.
2. Roll call: Kim Moya, Jane Cavanaugh, Andrew Faber, and Dana Grubescic were in attendance. Ms. Vonnie Sachse was excused. A quorum was present.
3. Discussion/Possible Action re Meeting Agenda\*: Ms. Cavanaugh moved to approve the agenda. Mr. Faber seconded. Motion passed unanimously.
4. Discussion/Possible Action re June 15, 2022 Meeting Minutes\*: Mr. Faber moved to approve the minutes. Ms. Cavanaugh seconded. Motion passed unanimously.
5. Public Comments: No public comments.
6. Update from Executive Director: Mr. Martinez reported on approval of building funding and next steps, outstanding reimbursements from PED, change in Business Manager, first day of new school year, and staffing.
7. Update from Board Chair: Discussed creating a committee to develop financial oversight guidance documents for use by the governance board.
8. Update re Status of Governance Board Training Hours: Noted that all members are required to complete 6 hours total for 2022/2023 school year.
9. Update re Community Schools Grant: Update from Mr. Webb regarding hiring nurse, YCC grant, and RFP for upcoming year.
10. New Business:
  - a. Discussion of New Business Manager: Noted.
  - b. Discussion/Possible Action re Increasing Enrollment Cap to 300\*: Ms. Grubescic moved the increase the enrollment cap to 300. Mr. Faber seconded. Motion passed unanimously.
11. Financial Items:
  - a. Discussion/Possible Action re BARs, June 2022 Bank Reconciliation\*: Tabled.
12. Upcoming Meeting Date: Noted: The next Regular Monthly Meeting scheduled for August 17, 2022 at 4:00pm. The meeting will be held via Zoom videoconference.
13. Adjournment: With no further business, Ms. Grubescic moved to adjourn the meeting. Mr. Faber seconded. Motion passed unanimously and Chair Moya adjourned the meeting at 4:45pm.

**APPROVED BY THE ASLA GOVERNANCE BOARD AT THE AUGUST 17, 2022 MEETING:**

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Kim Moya, Chair



The Albuquerque Sign Language Academy

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children. family. community. possibility.

## School Assessment Report

Presentation to the Public-School Capital Outlay Committee

# A Vision Realized; A Need Revealed

## about....

The Albuquerque Sign Language Academy (ASLA) was created by big-hearted educators and dedicated parents of deaf, hard of hearing, and hearing children who wanted a better educational option that allowed their families to remain together and thrive. After years of working within the existing systems and struggling with the idea of being separated—both geographically and linguistically—from their kids, the ASLA founders determined that opening a charter school was the only option because it provided for significant and immediate change in deaf education.

At its core the ASLA believes that a language-rich, hands-on, and inclusive learning environment, that is carefully tailored to support each student's unique needs, will give ALL students the opportunity to flourish and reach their full potential. We incorporate American Sign Language (ASL) and English, hearing and deaf, in an inclusive environment that builds bridges through dual language learning so students, families, school, and the surrounding community can unite and flourish together. As a state-certified ASL-English dual language school, we provide direct instruction in American Sign Language to all students. We have proven over the past 10 years that we are dedicated, tenacious, and brave in creating new systems and models that improve deaf educational outcomes and open new opportunities for our students.

The Albuquerque Sign Language Academy is a tuition-free public charter school and is subject to the same teacher certification laws and educational standards as other public schools in New Mexico. The ASL Academy is authorized by the State of New Mexico's PEC. We are not affiliated with the Albuquerque Public School District (APS) or the New Mexico School for the Deaf (NMSD).

## a philosophical new day....

As an option from the historical model of isolated deaf education, The Albuquerque Sign Language Academy provides an innovative, dual-language, non-residential educational model which is inclusive of ALL children and respectful of the family unit. We welcome, encourage, and educate all children in an accepting and compassionate environment and use American Sign Language (ASL) as a key component to learning and engaging with one another. Students with multiple disabilities who use ASL as their primary expressive and/or receptive language are supported through individualized programming and therapeutic services as specified in each student's IEP.

A individualized, rigorous, standards-based, dual-language educational program is the foundation of the school. The curriculum supports language acquisition of both American Sign Language (ASL) and English as appropriate to each student's abilities.

When all students, hearing and deaf, have a common language by which to communicate, the world of opportunity expands. ASL gives all students the opportunity to interact and communicate with a larger group of peers and promotes an environment of inclusion and school-wide access to language. We believe that American Sign Language has a deep power to unify people and improve their quality of life. Together we build bridges through dual language learning, education,



and culture so our students, families, school, and the surrounding community can unite and flourish.

Most importantly, the ASL Academy offers a real-world environment where deaf, hard of hearing, and hearing children, parents, staff, and community members must communicate and work together to reach their goals. We embrace project-based learning where students are able to apply what they have learned to hands-on, real world projects.

## the first and only....

The Albuquerque Sign Language Academy is proud to proclaim itself one of the most innovative schools in the country. The ASLA is the first and currently the only state-certified dual-language ASL-English school in the nation. We are ambitious and brave in our pursuit of reform and innovation.

To this end, the ASLA staff works with a number of nationally recognized educational reformers and consultants to reach its objective of being a recognized world leader in deaf and special education reform and practice. One key goal of the school is to be recognized as a premier lab school that attracts local and national experts willing to develop new and innovative systems that address the complex needs of our dynamic student population.

## flourishing in partnership...

The ASLA embraces the philosophy that community partnerships are essential to the continuing development of its innovative educational program. We whole-heartedly believe that public schools should never operate in isolation from the larger community. To this end, the ASLA is proud to be partnered with a number of post-secondary institutions and a variety of nonprofit organizations who share the collective vision of serving students and enhancing resources and opportunities our unique student body. These partnerships include:

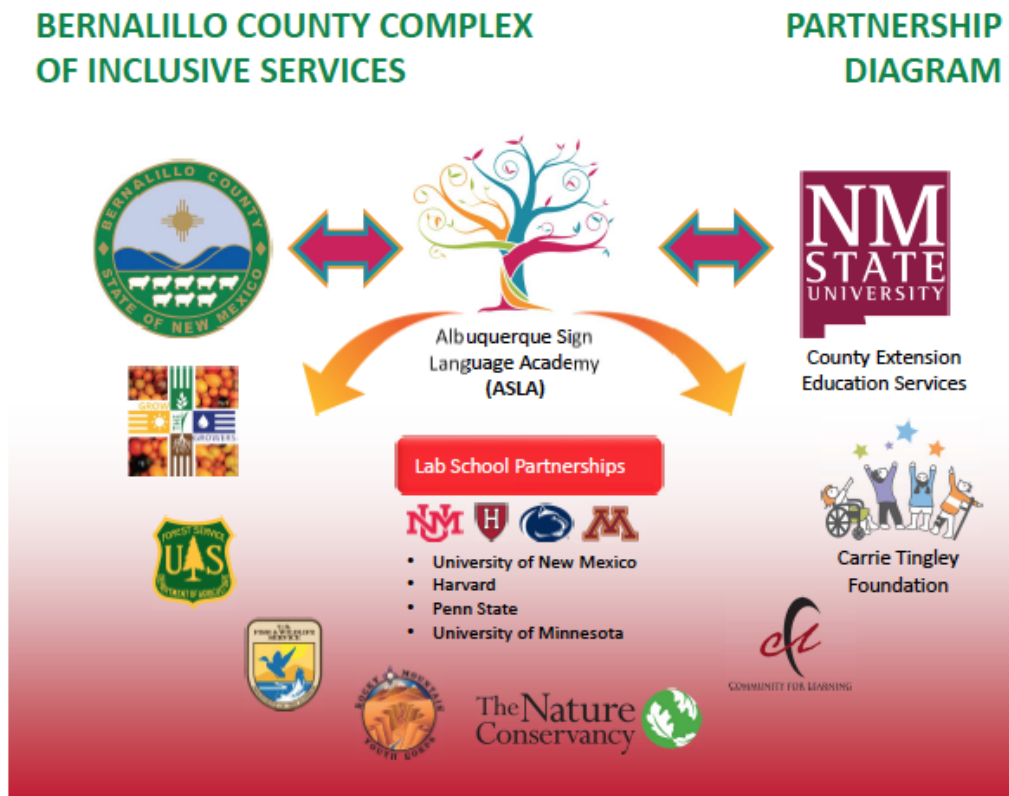
- **University of New Mexico –**
  - Creation of the C.I.R.E. Program – (Consortium of Intern Resident Educators) a dual-certification teacher training internship program that gives in-coming student teachers a two year, in-the-classroom experience as they complete their teacher training classes. In partnership with UNM, we strive to be New Mexico's leader in deaf and special education reform.
- **New Mexico State University/Bernalillo County Extension Office**
  - Embracing unique New Mexico culture through health and 4-H programming in the classroom; Urban farming program development; Grow the Growers Initiative
- **Penn State and the University of Minnesota**
  - developing a deaf-normed reading assessment that can be used for all deaf or hard of hearing students in New Mexico
- **Harvard University/McLean Hospital**
  - P.E.A.R Institute - developing a system of school-embedded social-emotional programming for all students, deaf and hearing
- **Bernalillo County Work Force Connections**

- ASL related job internships
- **Community For Learning (CFL)**
  - After school programming
- **Carrie Tingley Hospital Foundation**
  - Summer Program development and for children with disabilities
- **Cuidando Los Ninos**
  - Gardening and outdoor conservation programming
- **U.S. Forrest Service/ U.S. Fish and Wildlife / RMYC-YCC /B.E.M.P.**
  - Honey Badger Conservation Crew



**Honey Badger Summer Conservation Crew**

The Honey Badger Summer Conservation Crew is a community-based summer program specializing in hands-on outdoor education for deaf, hard of hearing, and hearing students. For five weeks in the summer, the (ASLA) Honey Badger Conservation Crew helps BEMP with several projects, while also working with Valle de Oro NWR, the Albuquerque Bio-Park, and many other partners.



## national attention...

### Century Foundation\*

In 2019 the Albuquerque Sign Language Academy was one of only four schools in the country to be featured by the Century Foundation in their national expose entitled "Different by Design." For this comprehensive report, The Century Foundation hired a professor from Gallaudet University to conduct an intensive, week long, in-person review of data and practice. The final report is found on the following link:

<https://tcf.org/content/report/albuquerque-sign-language-academy-dual-language-approach-serving-students-diverse-backgrounds-abilities/>

(\*“The Century Foundation is a progressive, nonpartisan think tank that seeks to foster opportunity, reduce inequality, and promote security at home and abroad.”)

### Huff Post

In 2017 the Huff Post featured the Albuquerque Sign Language Academy during its "Listen to America" tour across the United States. The staff from the Huff Post spent the entire day at the school, interviewing citizens of New Mexico and learning about what makes the ASLA so unique. The following link gives access to the full report:

[https://www.huffingtonpost.com/entry/albuquerque-sign-language-academy\\_us\\_5a038e27e4b03deac08b0c83](https://www.huffingtonpost.com/entry/albuquerque-sign-language-academy_us_5a038e27e4b03deac08b0c83)

## today....

The Albuquerque Sign Language Academy projects it will serve 107 students for the upcoming school year in grades K-12 plus a transition program for students up to 22 years of age. Relevant statistical information includes:

- 95% of students have a direct link to the deaf community, either by being deaf or hard of hearing themselves or by having a deaf sibling, parent, cousin, or other family members.
- Approximately 50%-50% ratio of deaf/hard of hearing (DHH) to hearing students
- 65% of students operate through special education programming
- 26% of students are considered multi-disability/special needs students
- 63% of ASLA students qualify for free or reduced lunch
- 7 students currently enrolled in a workforce transition program designed for special education students up to 22 years old.

We will begin our 11th year of existence as a state certified charter school having just completed the charter-renewal process through the Public Education Commission (PEC). We are in great standing with the PEC and continuously work with the Commission and the NM PED CSD staff to ensure the highest level of compliance with educational standards and other requirements for serving deaf, hard of hearing, hearing, and special needs students.

Since our inception, we have finished ***each school year*** with a significant waiting list (30+ students). The ASLA's PEC approved enrollment cap is set at 200 students. However, our current (Bernalillo County owned) facility can only hold 100 students (the transition students are housed at a partnering school). Over the years we have creatively modified the building, as possible, to fit the needs of our students. However, flatly stated: we have outgrown our facility. The new facility campaign is driven by current student need AND the need for our program in the Albuquerque area and surrounding region.

# Our Tenacious Pursuit

## journey to a new building...

The Albuquerque Sign Language Academy has been on a multi-year journey to get into a new facility that would not only accommodate the needs of our unique student body, but also would capture the heart and vision of this groundbreaking educational work.

## the psfa, the rfp, and the sawmill...

The first step of our journey began in working with the knowledgeable and very helpful staff of the Public Schools Facilities Authority (PSFA). Working hand in hand with the PSFA staff, the ASLA developed and completed a Request for Proposals (RFP) for the Design/Build of a new school facility. Working with PSFA staff ensured that all required guidelines and procurement procedures were followed for a public-school facility. The RFP officially went out on 08/15/2015 (ASLA RFP# 1516-1) and finalized on 11/12/2015.

With over twenty firms bidding on the RFP Design-Build project for a new school facility, the process followed to its completion whereby the final contract was awarded to Enterprise Builders Corporation (EBC) who teamed up with RMKM Architects for the design-build award.

As part of this process, the ASLA held a press conference on September 12, 2015 that also allowed potential bidders to ask questions and get more information about the ASL Academy from the school director for additional guidance. The Keynote Speaker for this event was then Congresswoman Michelle Lujan-Grisham.

This initial effort took place in connection with the Sawmill Land Trust Community. Unfortunately, the terms of the land lease from the Sawmill Community proved to be an inefficient use of public money, and ultimately it was decided that pursuing construction as part of the Sawmill would be unwise.





## aps proposal....

Our next effort for a new building came in an attempt to partner with the Albuquerque Public Schools (APS). During the period of an APS study, whereby the district was hinting they could repurpose some of their existing school facilities and work on consolidating geographically nearby schools with low student populations. The ASL Academy saw an opportunity to approach APS with a partnership proposal that would unite MacArthur Elementary and La Luz Elementary (which are within 2-3 city blocks from each other; both at approximately 50% capacity) and in turn the ASLA would provide programmatic services and lease payments to the district.

On August 23, 2017, the ASL Academy, Carrie Tingley Hospital Foundation, Rocky Mountain Youth Corps, US Fish and Wildlife and the US Forestry provided a detailed presentation to the APS leadership. The presentation focused on the repurposing of the MacArthur Elementary facility and walked the leadership through the process of how the ASL Academy would expand its partnerships to APS students and provide services as a deaf education facility for all APS students needing those services. During this meeting, our partners focused on the services they were willing to offer to the APS student population with special needs, school trips for outdoor activities, fish in the classroom and a myriad of other services for all APS students to have access to.

Ultimately, discussions broke down when we were unwilling to change from being authorized by the Public Education Commission to being authorized by APS.



POSSIBLE SITE REDEVELOPMENT OF MAC ARTHUR ELEMENTARY - as a community-oriented facility that would include: Walking Track• Full-Size Gym• Orchard• Garden Areas• Community Outreach and Program HQ Building• Outdoor Classrooms / Amphitheater• Accessibility Upgrades / Universal Design

## bernalillo county – a pioneering partnership...

The ASLA is now working closely with Bernalillo County in creating a revolutionary partnership that would leverage the programs associated with the Albuquerque Sign Language Academy (and all its partners) with Bernalillo County programs to serve the ASLA student body in connection to the larger county community. We envision this programmatic complex of services to be a true community-based facility that would serve to unite people and provide resource to the members of the community. Some of the ideas featured in this concept are:

- Leveraging the Bernalillo County Grow the Growers Program with the ASLA Honey Badger Conservation Crew and Outdoor Education Program,
- “Community Center” use availability during various and appropriate times
  - Gathering spaces
  - Programmatic opportunities
  - Volunteer Opportunities
- Leveraging Bernalillo County Extension Services for continued programmatic development through a 4-H lens,
- Aligned non-profit presence to foster continued programmatic development

The programming of the new facility has been completed and the design phase is in full swing and should be completed by November 2020.

The site for the new ASL Academy facility is in the area of Osuna and Edith at 6903 Edith Blvd



# Preparing to Move Forward

## administrative support....

In the past five years the Albuquerque Sign Language Academy has worked on building strong relationships with the Executive and the Legislative branches. While many legislators have visited the ASLA and have a sincere appreciation and respect for the accomplishments of the school, the current administration has been particularly supportive of the ASLA's determined pursuits. Governor Michelle Lujan-Grisham and her administration have worked closely with the ASLA in supporting the mission of the school to serve an often-marginalized student population. In accordance, the administration supports the building of an adequate facility to serve deaf, hard of hearing, hearing, and special needs students.

The New Mexico Legislature has assisted the Albuquerque Sign Language Academy with four (4) special appropriations for the plan and design phase of building a new facility.

- 2016 - \$210,000 for plan, design, construct
- 2018 - \$65,000 for plan, design, construct
- 2019 - \$200,000 for plan, design, construct
- 2020 - \$135,000 to purchase of land for ASLA school facility (vetoed to shore up budget)

Likewise, the NM PED and the NM PEC are extremely supportive of our work. The school continues to work closely with all members of the aforementioned groups to address any issues that arise given the unique nature of the school. The current NM PED staff has been fantastic in being willing to embrace the innovation of the ASLA and work collaboratively to adjust accordingly.

The Public School Facilities Authority staff has worked above and beyond with the ASLA to provide guidance and recommendations in order to navigate the processes associated with funding and other requirements laid out in statute.

## financial and logistical preparation...

The ASLA is taking all necessary steps in preparation to leverage the PSCOC match grant for a new school facility. With the limits and challenges brought about as a result of the COVID-19 world pandemic, the ASLA remains stalwart in its pursuit of a new home. The school is determined to be ready when the opportunity for funding arises by ensuring the following requirements are fulfilled:

### **Match Loan:**

- The ASLA is currently securing the match amount of the project through U.S. Eagle Federal Credit Union. All terms are expected to be finalized by November 2020.



### **ASLA Foundation Creation:**

- The ASLA has completed the 501c3 application is awaiting approval. The newly formed ASLA Foundation will be the entity that will carry the debt for the building.

### **Capital Campaign:**

- Additionally, the ASLA has assembled a “Capital Campaign Team” to drive additional fundraising efforts.

### **Lease Agreement with Bernalillo County:**

- The ASLA is working closely with Bernalillo County to finalize the lease and partnership agreements while navigating the various processes associated with governmental zoning requirements and protocols. We are hopeful that all requirements will be met and concluded by December 2020.

## plan/design...

The ASLA plans on being able to fully cover the costs for the plan/design phase of the project. Through our determined quest to realize this dream, we have leveraged legislative appropriations with our own fundraising efforts in order to be able to move forward. It is important to note that the appropriation request method to build a school is somewhat counter-productive to the PSFA/PSCOC process. However, in hindsight the ASL Academy would have never been able to complete the plan design phase without these legislative appropriations which also allows the school to be shovel-ready as soon as possible. Some details of the design are as follows:

### **SITE DESCRIPTION**

The project site consists of approximately 4 acres on the southwest corner of a Bernalillo County owned 17-acre northwest Albuquerque parcel. The site is an elongated rectangle with its long axis oriented north/south. While the exact definition of the project site still needs confirmation the current understanding of its boundaries is generally as follows:

-West boundary: existing Santa Fe Railroad

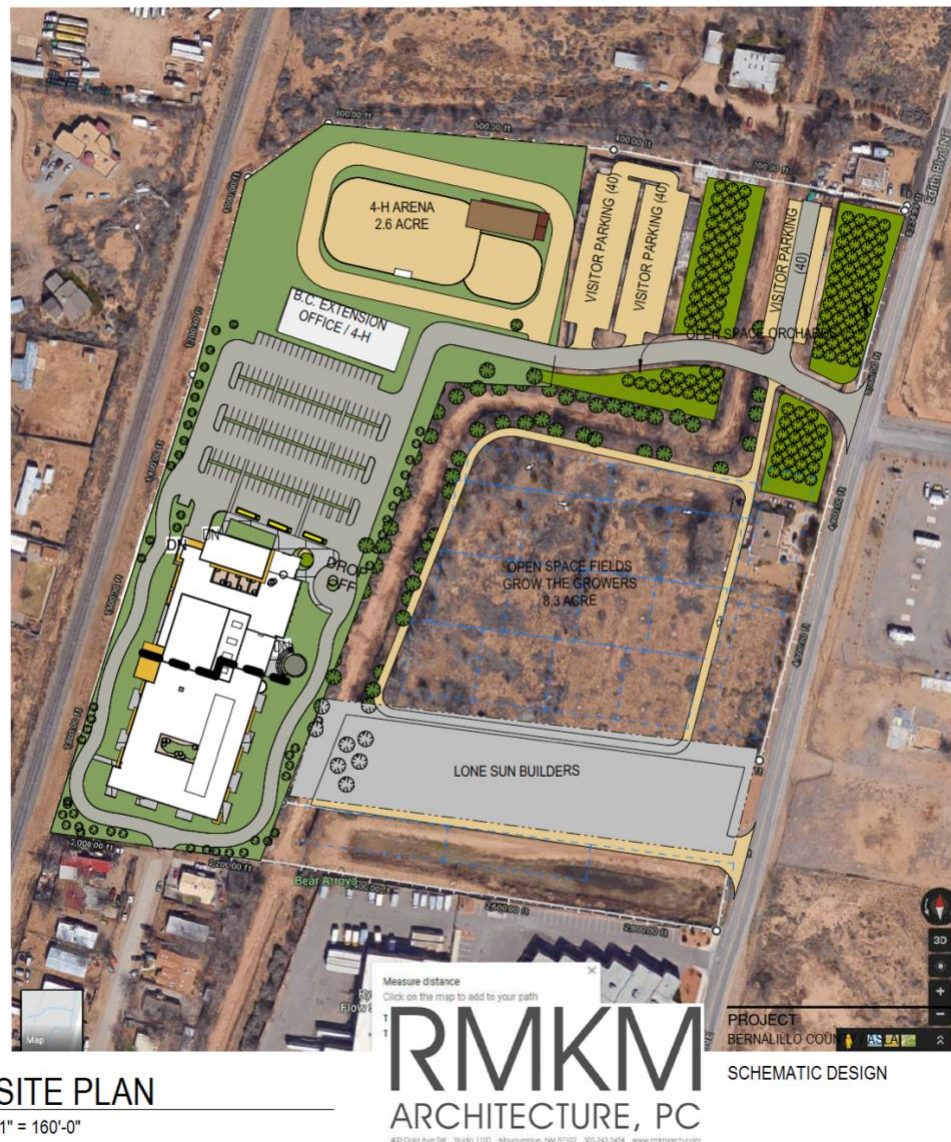
-South boundary: single family residential neighborhood

-East boundary: existing acequia

-North boundary: the location of this boundary will need confirmation; the concept diagram assumes a lot line approximately 550 feet north of the 17-acre south property line.

Land, topographical, and geotechnical surveys will be required once the property's boundaries have been defined and the parcel is legally acquired. The undeveloped site is rural in character, generally flat, and without visible pre-survey developmental obstructions or challenges. The site provides unobstructed views of surroundings in all directions. Several on-site community

amenities are currently envisioned for the remaining 13 acres; each conceived to support historic rural land uses including a Growers Market in an open space field, a 4H arena, and a Bernalillo County Extension Office.



## SITE DESIGN NARRATIVE

The site approach and most practical access is from the north. The northern most portion of the site will accommodate approximately 70 parking spaces for staff and visitors. A shared parking strategy with County employees has been discussed and will be explored.

Bus and parent drop-off and pick-up area will provide students and parents safe and convenient access to the school's welcoming arrival plaza and main entrance.



An important site feature will be an outdoor amphitheater on the building's east side. Mountain and big sky views will make it an attractive destination and its terraced, bleacher-like design will enable a variety of learning, gathering, and general "hang-out" activities.

A pedestrian walking path (providing required emergency vehicle access) is envisioned as an exercise feature, perhaps even incorporating a parcourse. Outdoor learning patios that enhance environmental awareness and expand classroom floorspace will be provided for each classroom.

Landscape design will be incorporate low maintenance principles including drought tolerant ground cover, shrubs, and trees. Where practical, surface rainwater and roof drainage will be directed to planted areas.

## **BUILDING DESIGN NARRATIVE**

The plan is configured longitudinally along its north-south axis responding to the rectilinear geometry of the site. Available access and the relatively narrow east-west site dimension were influences that helped determine public and service access be on the development's north side. Building functions have been generally zoned from north to south with the north accommodating those uses requiring stronger public and service connections (lobby, administration, kitchen, community teaching labs, and community partnership lease space) and the south being allocated for quieter, less public functions (student learning classrooms and various support, resource, and therapy areas).

The entrance lobby on the north will be light filled and transparent, providing a welcoming and warm first impression for students, parents, and visitors. Its location, directly connected to the exterior entrance plaza and student drop-off and pick-up areas, will make arrival seamless and efficient. A reception station will greet all building users and help with any wayfinding directions that might be required. Convenient access from the lobby is provided to the school's administration, community engagement labs, and stair/elevator access to the partnership lease space on Level 2.





All school functions (classrooms, student commons, gymnasium, cafe, library, student support, therapy, and administrative offices) are fully accessible and on the ground floor, all connected by an easy-to-navigate circulation system of generous hallways that widen to create student support areas, staff and faculty touch-down spaces, and comfortable areas for informal interaction. Natural light from eye level windows and clerestories above enhance user orientation and point-of-reference while two internal courtyards further reinforce outdoor awareness and daylight connections. A partial second floor (Level 2) provides flexible tenant space for community partnerships.



The building service entry/receiving area is situated on the northwest corner of the facility, safely away from the students yet convenient to the kitchen and cafe.

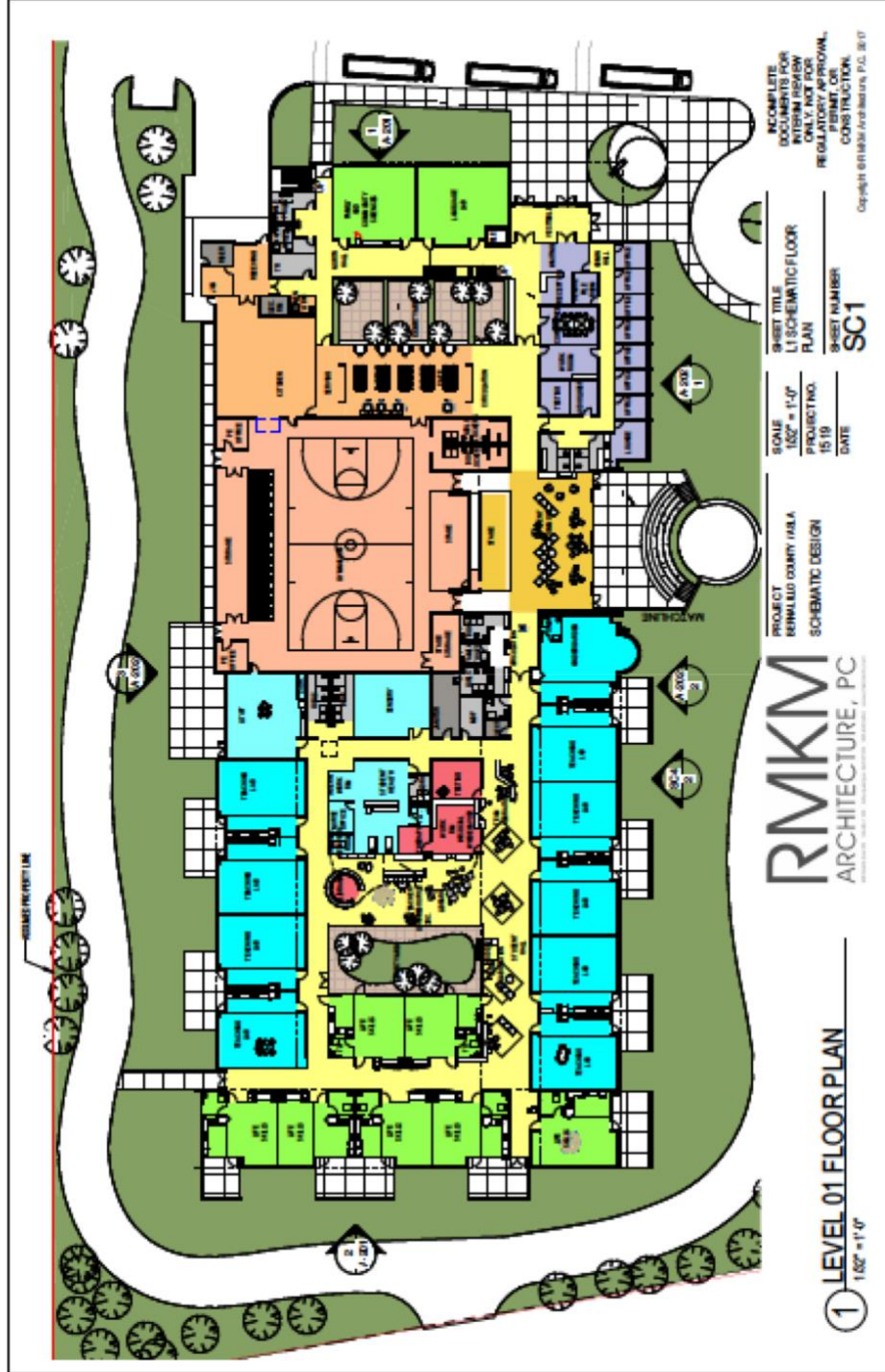
The Gym, Student Commons, and a shared two-way performance stage provide the school a central gathering “hub” and programmatic focal point. Direct access to an expansive outdoor patio and amphitheater will attract numerous activities and provide unlimited program opportunities for school and community events.



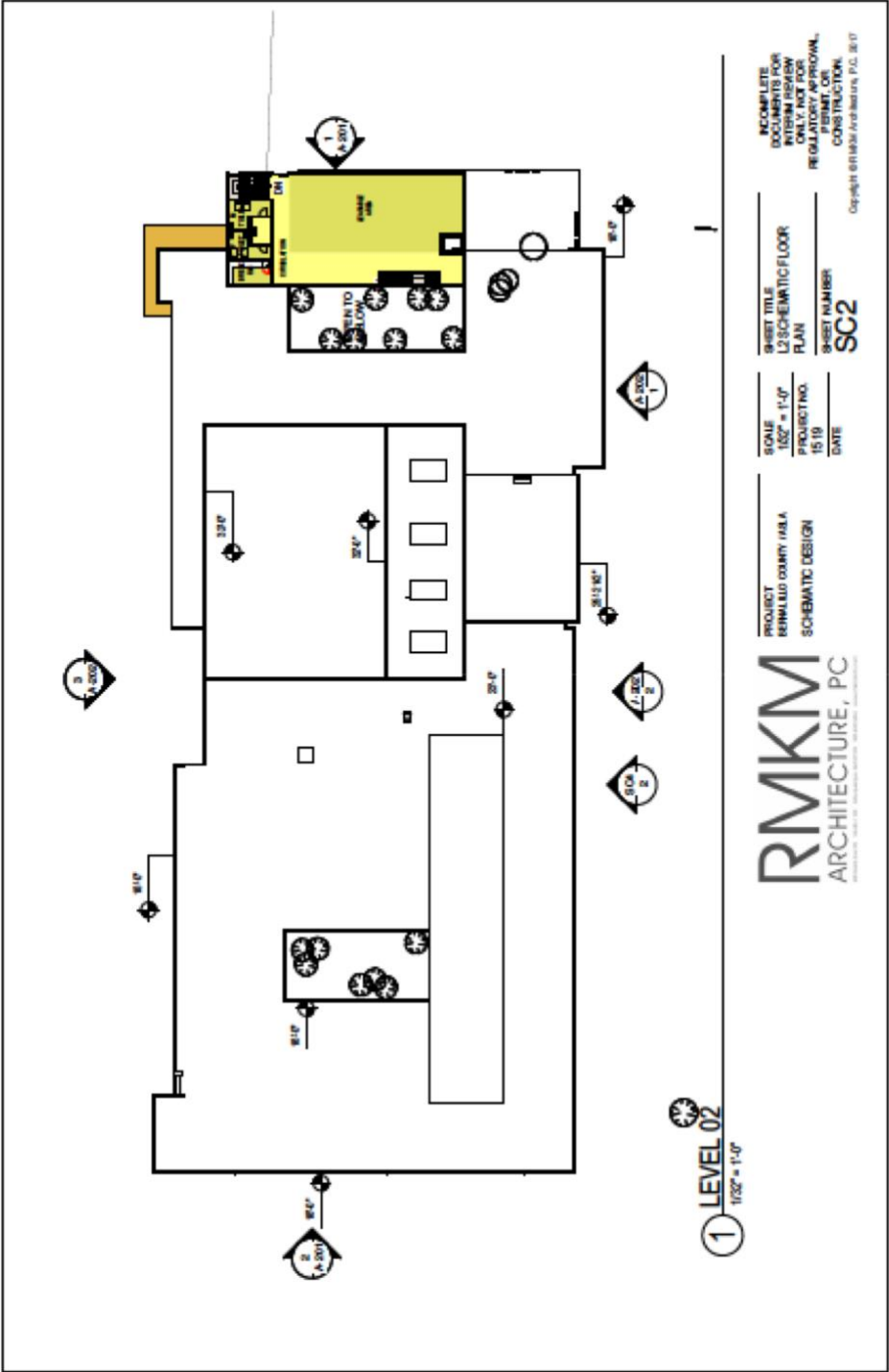
The south half of the building is centered on student learning, resources, support, and therapy. Students, faculty, therapists, and administration are fully integrated and engaged in classrooms, library, testing, and therapy environments where the overriding theme is “*student first.*” The classrooms (including a kindergarten, 9 flexible teaching labs, and 7 life skills classrooms) are clustered around the various collaborative and interaction support spaces to promote operational efficiency and a warm sense of community.

The exterior architecture is based on principles of contemporary southwest design compatible with the scale and materials of the surrounding residential and commercial/industrial building context. Stucco surface planes and volumes of varied heights and color are interrupted by generous windows to create interest and an inviting exterior character.









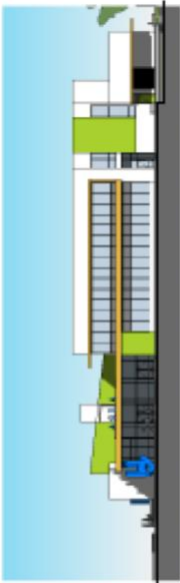




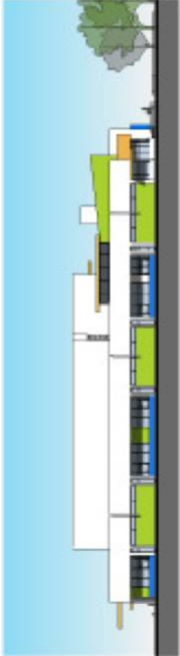
③ SCHEMATIC WEST BUILDING ELEVATION1  
1/32" = 1'-0"



② SCHEMATIC EAST BUILDING ELEVATION  
1/32" = 1'-0"



① SCHEMATIC NORTH BUILDING ELEVATION  
1/32" = 1'-0"



④ SCHEMATIC SOUTH BUILDING ELEVATION  
1/32" = 1'-0"

**RMKM**  
ARCHITECTURE, PC

PROJECT  
RENNOLD CANNY / HA.A  
SCHEMATIC DESIGN

SCALE  
1/32" = 1'-0"  
PROJECT NO.  
1519  
DATE

SHEET TITLE  
SCHEMATIC ELEVATIONS  
SHEET NUMBER  
SC4

INCOMPLETE  
DOCUMENTS FOR  
INTERIM REVIEW  
AND FOR PERMIT  
REGULATORY APPROVAL,  
PERMIT, OR  
CONSTRUCTION.

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# Too Unique to Fit?

As has been the case since the school's inception, the Albuquerque Sign Language Academy does not fit neatly into established formulas and structures that govern "typical" public education processes. Consequentially, this applies to the design of a school building to house arguably one of the most unique schools in the state.

The ASL Academy is not a "typical" school serving a "general" population comprised of "some" special needs students. Our student population does not align with other K-12 programs in the state for which general adequacy standards were developed. Rather, for the 2019-2020 school year the ASL Academy was comprised of nearly 65% special needs students. Approximately 60% of are students are deaf/hard of hearing. Many of our students have multiple disabilities. All of these students require a variety of educational support staff and multiple ancillary staff, and some require one-on-one educational and nursing support. Currently most ancillary services are being provided in hallways to student testing labs set-up near the rear exit, these are not ideal and certainly do not rate "adequacy."

Because of this, on May 28, 2019 the ASL Academy officially requested that the school be evaluated in terms of the Special Purpose Schools Educational Facility Adequacy Standards (6.27.31 NMAC) as opposed to the Statewide Adequacy Standards (6.27.30 NMAC) which were previously applied. The population of students attending the ASL Academy and the mission of our program more closely aligns to the Special Purpose Schools Standards which were designed the programmatic needs of deaf students attending the state institutional school. Evaluating the ASL Academy through the lens of Special Schools provides a more accurate facility rating and ranking which is necessary to ensure that the needs of our students are met.

**Because of the unique mission and circumstances associated with the school, the Albuquerque Sign Language Academy respectfully asks that the PSCOC consider that the following spaces be included in the state's match formula in order to address the needs of the ASLA student body:**

- **Space for ancillary staff and work /activity areas including PT/OT/SLP, clinical, and Social Workers. (1 NSF / student = 200 NSF)**
- **Therapy activity area (classroom for IEP services)**
- **Sensory room**
- **Private diagnostic and testing rooms (IEP pullout spaces)**
- **Audiology testing rooms and audiology office**
- **Additional nurse / clinical area required for special schools**
- **Workforce Training Classroom (For High School Transition students ages 18-21 post HS/ DD students.)**

- [https://www2.nmpsfa.org/files/misc/Allowed\\_Spaces\\_Not\\_Defined\\_by\\_Adequacy-2019\\_Final.pdf](https://www2.nmpsfa.org/files/misc/Allowed_Spaces_Not_Defined_by_Adequacy-2019_Final.pdf)
- **Language Learning Lab**
- **Performance Space.**

Contact Information:

Raphael "Rafe" Martinez, Executive Director  
The Albuquerque Sign Language Academy  
(505) 507-3870  
rafem@aslacademy.com

# **The C.I.R.E. Program**

## **The Consortium of Interdisciplinary Resident Educators**

### **Overview:**

The C.I.R.E. Program is a symbiotic partnership between the Albuquerque Sign Language Academy and the University of New Mexico Dual Licensure Teacher Training Program. Through an application process, the CIRE program identifies UNM students as they seek admission to the UNM College of Educations' Dual License Program. The program seeks out candidates who have a propensity to use American Sign Language and want to work in the deaf/disability community. Through a competitive process, one to two UNM students are chosen to receive a two-year paid internship as they take education courses (including student teaching) that results in dual licensure and TESOL endorsement.

### **Tenets of C.I.R.E.**

- C.I.R.E. looks to create a teacher training program that is modeled after a medical residence experience. The ASLA Professional Development School (PDS) model will do for teachers in training what teaching hospitals do for prospective physicians.
- The CIRE partners are joined by a common commitment to improving education, a common vision of teaching, learning, and assessment, and a shared understanding of the research and theory that informs these practices. Working together, the ASLA and UNM deepen the conversation about how best to prepare teachers and teach all students.
- The locus of the teacher training program shifts to the school site. This site becomes a laboratory which demonstrates effective structures and practices for schooling.
- C.I.R.E. leads aspiring teachers to immerse themselves in reforming educational practices so that all students receive a rigorous and meaningful curriculum that teaches them to be productive members of their community.
- C.I.R.E. confronts teachers with the questions about *how* schools, curriculum, and teacher training should be structured to ensure that all students have opportunities to achieve and contribute to society.
- Like physicians in training at teaching hospitals, C.I.R.E. interns have a more intensive clinical experience than the 6-10 weeks of student teaching in the traditional model. They spend years, part-time then full-time, on-site at the ASLA, in which they are treated early on as a co-teacher in their mentor teacher's classroom.

- Research shows that such an internship, working with a master teacher in a well structured school, prepares novice teachers more effectively than the traditional school site practice teaching. Additionally, interns become important, energetic members of the school staff.

#### **Long-Term Goals or C.I.R.E.**

- Establish a long term collaborative partnership that connects UNM and the ASLA as thought partners in creating the best educational systems that serve deaf, hard of hearing, hearing, and special ed. children
- Create an educator training program that targets specific methodologies that best serve the student population of the ASLA thus creating opportunity for future employment.
- Provide an unrestricted environment to create an educational system that utilizes the highest levels of interdisciplinary, inclusive educational practice.
- Establish the ASLA as a recognized training facility for student teachers, practicum student interpreters, educational diagnostician students, intern social workers, intern SLPs, intern physical therapists, and intern occupational therapists.
- Provide UNM and the ASLA a vehicle to codify curriculum, conduct publishable research, and archive institutional evolution.



## Concrete Resources

- My first interpretation of this question was to address the physical space needed to expand to 300 students. This was why I referenced the PSCOC award letter denoting the amount to build a new facility to meet the needs of our current enrollment cap (200). That is, I inferred the “concrete resource” to be having to do with the budget to fund an appropriately sized build based on enrollment.
- As for “concrete resources” with regard to curriculum, assessment, and instruction - I referenced the CLSD Grant that we have been a part of for the last 3 years (and will be a part of for 2 more). As part of that grant, we are being funded \$1M for the creation and modification of various curricula and assessments that are designed to meet the needs of Deaf, Hard of Hearing, and special needs students. This grant is (in part) funding our partnerships with Penn State, Univ of Minnesota, and Univ of Arizona to do this work. The attached CLSD grant gave details about the work, but I can definitely speak to any specific questions the commission may have.



## **New Mexico Comprehensive Literacy State Development Grant Program (CLSD)**

### **2019 Request for Applications**

#### **Guidance Document**

**RfA Released: November 20, 2019**

**Deadline for Submission:**

**December 20, 2019 at 5:00 pm Mountain Daylight Time**

*This is a Request for Application (RFA) and does **not** constitute an award. Should this RFA result in an award, the LEA Superintendent or Charter School Director will be notified by an official award letter issued by the New Mexico Public Education Department. Only upon receipt of an award letter, signed by the Secretary of the Public Education Department or a designee of the Secretary, may the LEA or charter school submit a Budget Adjustment Request (BAR).*

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# Guidance for Completing Comprehensive Literacy State Development Grant (CLSD)

## Literacy Grant Application

### Program Overview and Timeline

The New Mexico Public Education Department partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

In taking active steps toward the realization of this vision statewide, The New Mexico Public Education Department (PED) applied and was awarded a \$40 million Comprehensive Literacy State Development Grant (CLSD) from the U.S. Department of Education. The state will award approximately \$38 million to New Mexico communities to support local literacy efforts, with the remaining funds devoted to statewide training and technical assistance to support local grantees as they provide highly qualified personnel and high quality instructional materials.

The overall goal of the CLSD grant is to improve the pre-literacy skills of children under 5 years of age and significantly increase the percentage of elementary, middle, and high school students meeting the state's language and literacy standards especially disadvantaged/traditionally and underserved children. Specifically, the CLSD will support early language and literacy skills for children birth to age 5, increase the number of children reading on grade level by the end of third grade, and boost reading proficiencies for students grade 4-12. Sub grantees must improve early literacy and literacy outcomes for all students across the birth through grade 12 educational continuum; support the continuum of language, emergent literacy, and literacy skills for children from birth through grade 12 using interventions with solid evidence of effectiveness.

The grant opportunity prioritizes LEAs working with underserved children, especially those living in poverty and in rural areas, English learners, and children with disabilities. PED is requesting applications for a five-year grant period that will start in February 2020 and end in June 2024. Progress towards goals will be evaluated each year as part of the state and local continuous improvement process. A review and impact of awarded funds in relation to proficiency level increase during the academic year will be considered annually. Funding will be awarded annually after review. Districts awarded a sub-grant with persistent and/or extended non-compliant grant activities may be terminated from the sub-grant. The Bureau will closely monitor for any findings or compliance issues.

**Table 1.** Application Submission Timeline

Date	Action	By Whom
November 20, 2019	Request for Applications Released	PED
Nov 20- December 19, 2019	Application Development	Applicant
December 20, 2019	Application Submission	Applicant
December 23, 2019-January 17, 2020	Application Review Period	Internal and External Review Team
January 2020	Notification of Award	PED
February 2020-June 2024	Implementation	Applicant

**Applications must be submitted via email\* to [CLSD.literacy@state.nm.us](mailto:CLSD.literacy@state.nm.us) by 5:00 pm Mountain Daylight Time (MDT) on December 20, 2019.**

\* Any applications not submitted to [CLSD.literacy@state.nm.us](mailto:CLSD.literacy@state.nm.us) will not be considered for funding.

## Eligible Applicants and Award Levels

### Eligible Applicants

The following types of applicants are eligible to apply for CLSD grants:

- Individual school districts or charter schools,
- Consortia of two or more regional districts or charter schools

Consortium applicants must specify a lead applicant who will serve as a point of contact for the application requirements included within this RFA. The application(s) will be judged on the same criteria as an individual applicant. Any applicant responding to this RFA will submit only **one** application. Applicants may submit individually or as part of a consortium, but not both.

For Districts who have been awarded a Striving Readers Comprehensive Literacy (SRCL), CLSD funds must not be used to provide duplicative payment for activities that are currently funded under the Sub-grantees Striving Readers Comprehensive Literacy Grant.

Sub grantees must utilize Multi- Level System of Support (MLSS) and New Mexico's adaptation of the Response to Intervention Framework beginning no later than SY 2020-2021.

Each application must list District/Charter/Consortia Literacy team members representing B-4, K-6, Middle/High School, and Partner(s).

### Birth–Grade 12 (B–12) Continuum of Partners and Supports

Applicants are required to identify a birth through Grade 12 progression that serves underserved populations of children (defined below). All programs or schools for the following age spans must be included in the application:

- Certified early care and education (ECE) providers and programs serving children **birth to kindergarten**;
  - Note: all ECE providers must be certified by a federal or New Mexico state agency (e.g., Head Start, Early Head Start, New Mexico Children Youth and Families Department) and adhere to all federal and state program requirements.
- Elementary schools (**grades K–5**);
- Middle school (**grades 6–8**); and
- High school (**grades 9–12**).

### Priority for Serving Communities with High Needs

Applicants serving underserved populations of children will receive priority for grant funding. PED defines underserved children as those who are economically disadvantaged, identified as English language learners/limited English proficient, or receiving special education services. Priority will be given to districts meeting one or more of the following criteria, which are based on state averages:

- at least 74% economically disadvantaged children,
- at least 14% limited English proficiency, and/or
- at least 16% receiving special education services

Sub grantees will receive priority points if:

- LEA is eligible for Small, Rural School Achievement Program or Rural and Low Income Program
- LEA has a high number of children in foster care.

### CLSD Application and Local Literacy Plan Criteria and Scoring

The federal CLSD program requires that all LEA's submit a **local literacy plan with their application** that:

- describes how birth through grade 12 students will be supported with language and literacy
- is informed by a comprehensive needs assessment,
- provides professional development,
- includes interventions and practices that are supported by strong evidence,
- is aligned with the statewide literacy framework, and
- includes a plan to track children's outcomes consistent with applicable privacy requirements.

LEA's will use their local literacy plan to complete Sections 1-6. **Attach a copy of your local district/charter literacy plan and submit electronically along with application.**

### PROJECT NARRATIVE – SECTIONS 1-6

#### Section 1: Description- Applicant Information and Goals (10 POINTS)

*Applicant demonstrates how a significant number of underserved children—especially those in poverty, with disabilities, and English Learners—would benefit from a coordinated and aligned literacy system and an educational system that benefits the whole child.*

Instructions:

- 1.A. Complete **Appendix 1.A: Applicant Info** in the *CLSD Application Appendix* Excel document.
- 1.B. Complete **Appendix 1.B: Proposed Partners** in the *CLSD Application Appendix* Excel document. **Partner organizations are required if your district/charter/consortia does not have a component of the B-12 requirement for consideration.**
- 1.C. Establish goals based on identified needs:
  - student achievement (e.g., *XX% of economically disadvantaged children will achieve ELA proficiency by June 2024; and XX% of kindergarten children from participating ECE programs will perform on average at "First Steps for K" in general readiness domain.*)
  - program improvement (e.g., *XX% of public school ECE programs will achieve a PED FOCUS QRIS Five Star rating; XX% of child care/Head Start partners will increase their CYFD FOCUS QRIS rating by June 2024.*)
  - factors that support literacy development (e.g., *XX% of teachers will access an online community of practice module on phonological awareness during Year 1 of the grant.*)
- 1.D. LEA shall:
  - document the number of children ages birth through grade 12 who are at risk of educational failure or otherwise in need of special assistance and support including: children living in poverty; children with disabilities; children who are English learners; infants and toddlers with developmental delays; children who are homeless; children in foster care; the percentage of students reading or writing below grade level; students who have left school before receiving a regular high school diploma or are at risk of not graduating with a diploma on time; and students who have been incarcerated.
  - provide student reading data over the last 3 years with an explanation for any increase or decrease in proficiency scores
- 1.E. Attach a copy of your school(s)' NM DASH needs assessments for K–12 partners and improvement plans for early childhood partners.

DIFFERENTIATED GOALS for each area (Birth, Elementary, Middle, and High School):

**Identified Needs Overview as outlined in the ASLA NM Dash Plan:**

Hearing loss is the most common disability among newborns. According to the New Mexico Commission for the Deaf and Hard-of-Hearing (NMCDHH), 33 newborns are diagnosed daily in the U.S. with hearing loss and deafness can be a very isolating disability. Beyond the social and emotional ramifications of a hearing loss, deaf children are at a severe disadvantage academically. Consider the following startling statistics for a deaf or hard-of hearing individual:

- Reading proficiency in the Deaf/Hard of Hearing (DHH) community is significantly lower than that of hearing counterparts resulting in limited access to post secondary programming.
  - Children and youth who are deaf or hard of hearing graduate from high school with average reading skills ranging from a 2.8 to 4.5 grade level compared to 10th+ grade reading level for their hearing counterparts (Allen, 1986: Traxler, 2000).
  - Between the ages of 8 and 18, children and youth who are deaf or hard of hearing gain only 1.5 years in reading skills (Allen, 1986: Traxler, 2000).
  - 30% of all children and youth who are deaf or hard of hearing leave school functionally illiterate as compared to 1% among hearing children and youth (Conrad, 1979: Marschark, 1997).
  - Only 8% of deaf or hard of hearing students graduate from college (COED, 1988).
- No Deaf Education teacher training program in New Mexico
  - Outside the New Mexico School for the Deaf (NMSD), DHH Educational Programs find themselves having to create systems for training, growing, and supporting the professionals in order to serve the DHH student population.
  - NMSD is recognized by NMPED as the public authority on deaf education, but do not support all deaf programs based on pedagogical difference of philosophy.
- There are no deaf-normed reading assessments that are accepted as a national standard
  - Gallaudet recently published their version of American Sign Language (ASL) content standards, but are very single dimensional and skewed toward “native signers,”
  - Traditional deaf education does not embrace deaf students who have multiple disabilities. Consequently, deaf students with multiple disabilities are usually educated and tested using special ed. pedagogy as opposed to deaf ed. pedagogy.
- Inordinately high unemployment and underemployment statistics in the adult deaf community. (2003 NM Deaf Ed. Task Force report)
  - As of April 2002, 5.9% of New Mexico’s population in general was unemployed or underemployed, whereas 64% of New Mexicans with a



significant hearing loss were unemployed or underemployed (Houtenville, 2001).

- Traditional residential deaf education has created an insular system that primarily serves those deaf individuals who loop back into the system as employees, thus leaving a very large majority of DHH adults unserved and underserved.
- Nationally, approximately 1/3 of all deaf adults rely on some form of governmental assistance and the average income of deaf adults is 40-60% of their hearing counterparts (NDEP, 2000).

### **The Triad Partnership Overall Goals**

As partners in the SRCL, Presbyterian Ear Institute (PEI), The Albuquerque Sign Language Academy (ASLA) and Architecture, Construction, and Engineering Leadership High School (ACE) will work together to address these statistics for DHH students of New Mexico. Collaboratively, the partnership will provide **ACCESS TO LANGUAGE THROUGH EARLY INTERVENTION, ACCESS TO DUAL-LANGUAGE LEARNING THAT BRIDGES THE HEARING AND DEAF WORLDS**, and ultimately, **ACCESS TO GAINFUL, LONG TERM EMPLOYMENT**.

The Triad Partnership is committed to breaking the aforementioned statistics by embracing the global attitude of a multilingual society that embraces inclusion and high academic standards that are rooted in literacy proficiency. The triad seeks to leverage a strong partnership with one another to seamlessly serve Deaf/Hard of Hearing (DHH) students as they transition from one program to the next, ultimately breaking the cycle of these alarming literacy statistics in the deaf community. This cradle to career connection, in the end, seeks to increased opportunity for gainful employment for those in the deaf community that leads to purposeful, healthy citizenship.

### **Partnership Organizations and Their Individual Goals**

#### **Presbyterian Ear Institute (PEI) - Early Childhood Education**

PEI is the only early childhood education program in the state offering a spoken language option to deaf and hard of hearing (DHH) children. Current research on brain development indicates that a child with hearing loss is starting from a point of “neurological emergency” because learning to listen is time-bound. The critical language learning window is from birth to approximately 3 years of age when brain neuroplasticity is the greatest. Auditory stimulation must occur early and often for the normal development of speech and language skills in children. Because hearing is a precursor for literacy, PEI’s educational approach emphasizes auditory brain access and development through the use of modern hearing technology to maximize the optimal development of the brain and to establish listening, speaking and literacy skills. PEI is committed to providing access to the opportunity for DHH children in the state of New Mexico to hear and speak.

All of the children in our program have a disability – they are deaf or hard-of-hearing. If hearing loss is detected early and intervention takes place, we have found that our program, with its individualized curriculum and highly skilled staff, can give our at-risk toddler and preschool students the skills necessary to compete with their hearing peers. Our ultimate goal is to prepare our school children for kindergarten or first grade with the same social, emotional, cognitive, and physical readiness of their hearing peers. PEI will be focusing on providing the foundation of a comprehensive literacy program for d/hh children in New Mexico, so that students can move on to a mainstream school, with the ability to hear and speak.

- PEI Specific Goals - Student Achievement:
  - 75% of the children at PEI, 2 years-six months, and older, will have a standard score between 85 and 115 (normal range) on the Expressive Vocabulary Test-2 (EVT-2).
  - To be a successful reader, children need to have proficiency in the use of all spoken language structures. To ensure that each of those structures is taught and that children can use that structure, 75% of the children enrolled in PEI's school program will master the use of 25 or more grammatical structures in sentences on the Teacher Assessment of Spoken Language (TASL), an evaluation that indicates the development of spoken language from first words through the use of complex sentences.
  - 75% of the children at PEI will achieve a standard score of 85 or above on the Auditory Comprehension measures on the Preschool Language Scale-5 (PLS-5).
- PEI Specific Goals - Program Improvement:
  - Perform bi-annual literacy assessments on 100% of d/hh children enrolled in PEI's School Program
  - Enter assessment data on 100% of current PEI students into national RedCap Database to track performance annually
  - Conduct 6 PEI community outreach events, including workshops, that showcase the importance hearing plays on language, writing and literacy over the three year period
  - Ensure that PEI's program remains consistent and meets the highest quality standards for ECE of d/hh children by renewing five year AdvancEd certification in 2019/2020
  - Transition PEI from a Two Star CYFD Focus Program certification to a Three Star CYFD Focus Program certification by 2021.
- PEI Specific Goals - Factors that Support Literacy Development:
  - Certify at least 2 PEI staff with the LSLs (Listening and Spoken Language Specialist) certification, which gives them the professional standards for knowledge and practical experience in the provision of listening and spoken language intervention for children who are d/hh and their families by 2021

- 100% of PEI school staff and administration will maintain state and national licensure with continuing education hours through attendance at local, state and national conventions and workshops focused on early childhood oral deaf education and literacy

### **The Albuquerque Sign Language Academy (ASLA)** - Grades Kindergarten - 8th

The Albuquerque Sign Language Academy is an award winning, ASL/English dual language school that provides deaf, hard of hearing, and hearing students and families access to a 21<sup>st</sup> century education that incorporates ASL and English, hearing and deaf, in an inclusive environment. ASL Academy students—whether hearing, deaf, or in need of ASL to communicate—learn in ways that better connect them to their family and their community. The ASL Academy is the first and only state-certified ASL/English, dual language program in the nation, and is driven by the belief that American Sign Language has a deep power to be a bridge to connect people, unite families, and improve quality of life.

The ASLA serves a majority special education student population (65%), many of whom have significant intellectual and physical disabilities. Through its robust student support program and dedication to an inclusive, individualized educational philosophy, the ASLA has created a robust program where ALL students are held to rigorous academic standard in accordance to his/her abilities.

- ASLA Specific Goals - Student Achievement - **Attached in Appendices.**
  - Because of the ASLA's unique student population, the school had to create a very unique system of monitoring student progress in reading (and math). This system was approved by the Public Education Commission as it is included in the ASLA's Charter School Contract with the PEC.
  - ASLA Reading and Literacy Goals are delineated by five distinct cohorts that reflect that capture the various levels of the school's student population.
  - Goals are connected to a myriad of short cycle assessments that were deemed more appropriate (by the PED) to monitor the nuanced growth of many of the ASLA students.
  - Currently, none of the short cycle assessments are specifically normed for deaf children, but rather adapted and used appropriately to create usable data.

### **Architecture, Construction, and Engineering Leadership High School (ACE)** - Grades 9-12 and Post-Secondary Education transition

ACE Leadership High School was born from the need to better prepare an expert and innovative workforce for the design and build industry in New Mexico. This dynamic industry

lends itself to many opportunities for the future workforce from being master craftspeople, project managers to marketing, human resources and contract law. This industry also has many different access points to enter. Because we are designed to prepare the next leaders in a particular industry we are very focused on transition through and from high school including tracing and supporting ACE alumni. It has been made clear that bilingualism is highly valued in this industry. This year 25% of our graduating class earned a bilingual seal and we want to build and expand this opportunity for students to reach their fullest potential. We see the deaf and hard of hearing population as untapped innovation for an industry that requires it.

At ACE project based learning and competency based performance assessment are primary practices. Our students learn all content through the context of ACE related projects and are assessed by demonstrating competency through evidence they provide throughout the projects.

In addition to our NM DASH plan attached, we have the following goals we hope to achieve through this grant.

- Increase the number of bilingual seals overall by two students with one being American Sign Language (ASL) and English by the end of this grant period. \*13 students graduated with bilingual seals in 2018.
- Two teachers will begin learning ASL with the goal of becoming fluent by the end of this grant period.
- Increase student proficiency in reading and writing by 5% based on the 2018 PARCC scores. \*We do not have a baseline for this data yet as we are waiting the results.

## **Section 2: Description- Comprehensive Literacy System Design**

*Applicant proposes a birth–Grade 12 literacy system rooted in the five critical components of an effective literacy program outlined in The New Mexico Statewide Literacy Framework: 1) Leadership, 2) Instruction and Interventions, 3) Assessment, 4) Professional Development, and 5) Family Engagement.*

Instructions:

2.A Informed and Effective Leadership- A Vibrant Educator Ecosystem (10 POINTS)

*Applicant proposes strategies to support effective leadership that promotes shared responsibility and commitment among stakeholders for supporting children’s literacy development. Focus on Educator Quality and Professional Learning.*

In the section below, describe how your literacy system model will follow the **Essential Elements of Leadership** outlined in [The New Mexico Statewide Literacy Framework](#) (see pp. 17–25).

### **Early Childhood - Presbyterian Ear Institute (PEI) - LEADERSHIP**

From the Executive Director to each teaching assistant, every person in every program at PEI plays a critical role in ensuring that clients/students have access to sound, the very foundation for hearing, speaking, reading and writing. PEI’s professionals include in-house

audiologists, speech language pathologists, oral-deaf educators, early childhood educators and assistants. Expanding our speech pathology program with addition of an additional therapist will ensure that each child's individual needs will be assessed and addressed in a timely manner. Through the addition of the Education Liaison position, PEI will be able to provide a more comprehensive approach to supporting children's literacy development at the early childhood stage with family involvement from time of diagnosis to intervention and education. Working together through these interdisciplinary programs, PEI's professional staff works with families to begin to create life-changing opportunities for d/hh children to hear and speak, ultimately laying the foundation for strong reading and writing skills.

PEI is excited to add this new collaborative opportunity with ASLA and ACE to provide the option of a cradle to career path for d/hh children to have access to multiple language and career opportunities. The Educational Liaison will be a key element in the transition of our students and their families as they move through PEI's programs and transition from Part C to Part B in the education system. The Liaison will also collaborate with our SRCL partners to collect, track and analyze the literacy performance levels of d/hh children.

#### **Grades K-8 - The Albuquerque Sign Language Academy LEADERSHIP**

The ASLA is diligent, thoughtful and well-aligned to the **ESSENTIAL ELEMENTS OF LEADERSHIP** as outlined in THE NEW MEXICO STATEWIDE LITERACY FRAMEWORK. As a state-authorized charter school, the ASLA embraces its autonomous existence as an LEA and operates under a leadership structure that distributes the responsibilities of a high performing organization to four leadership positions: The Executive Director, the Director of Curriculum and Instruction (DOCI), the Director of Student Support, and the Community (and Family) Engagement Coordinator. Each leadership position is accountable for specific duties and outcomes that ultimately serves much of the DHH community of Albuquerque.

Specifically, the DOCI oversees the academic programming of the ASLA which includes all components related to special education, bilingual education, data and testing, and teacher development. The DOCI is a licensed administrator that is also a National Board Certified Teacher, holding a dual certification license in both regular and special ed. Additionally, the DOCI was diligently and deeply involved with the creation on the NM DASH plan for the ASLA.

Due to the exceptionally high special education student population (65%) and the intimate nature of the ASLA, the Director of Curriculum and Instruction is able to prioritize and monitor grade level reading goals for all students of the ASLA. To this goal, the ASLA requires four days (Monday-Thursday, 3:00-4:15) of afterschool POD training that is mandated for all teachers and ancillary staff. The DOCI oversees POD and is directly accountable for the professional development in these POD meetings. Description of POD will be expanded in Section 2.B.

Through regular classroom observations, the DOCI is accountable for making sure the ASLA academic program utilizes all best practices when it comes to academic rigor including



adhering to a daily 90 minute reading block that is driven by students' native language (ASL or Spoken English) and academic level, monitoring vigilant daily implementation of sound reading instruction that is connected to the CCSS and relevant (and appropriate) for students with special needs.

Through the Striving Readers Grant, the ASLA looks to fund an Instructional Coach position to support the work of the Director of Curriculum and Instruction with all its components related to special ed., dual language ed., testing, and teacher development.

### **Grades 9-12 ACE Leadership High School** - LEADERSHIP

The Executive Director/Principal relies on distributing leadership among the teaching staff. These leadership responsibilities involve mentoring new teachers and/or guiding students through the learning required to earn the Spanish-English bilingual seal. The dynamic nature of the context and practice requires constant observation, feedback and monitoring to best support teaching and learning. ACE curriculum is taught in a multidisciplinary, co-teaching model which allows us to maximize teacher leaders to mentor new teachers directly on a daily basis. These teacher leaders allow for the Principal to guide curriculum development, including day-to-day reading instruction, and ensure that regular feedback is provided to utilize best practices. We have built a school culture that understands the value of being able to communicate well and the value of the bilingual seal is appreciated.

Through this grant and its partnerships, we would like to increase our capacity to improve reading and writing skills in English and add the opportunity to earn a bilingual seal with ASL being another option next to Spanish. Adding Language and Literacy Specialist and possibly an ASL instructor to our teaching staff, we could improve literacy in English and develop an ASL-English bilingual seal.

### **Triad Partnership Leadership Proposal:**

Through the Striving Readers Grant, in alignment with the THE NEW MEXICO STATEWIDE LITERACY FRAMEWORK, the leadership teams of PEI, The ASLA, and ACE Leadership High School commit to a comprehensive partnership in order to create a **SYSTEM OF ACCESS** for deaf, hard of hearing, special needs, and hearing students in need of language. Through this **COMMITMENT TO ACCESS** - access to early intervention, access to dual language education, access to meaningful employment - each Triad Partner will:

- Hire specified staff dedicated to focusing on partnership goals, outcomes, and overall progress monitoring. Specifically this person will:
  - be responsible for collecting, tracking, and analyzing all data from cradle to career.
  - oversee collaborative data collection and analysis
  - participate in and coordinate shared professional development between and amongst partners in order to build capacity and provide access to all DHH students.

These new positions will take the forms of Educational Liaison, Instructional Coach, and Language and Literacy Specialist, respectively.

## 2.B Description- Evidence-based Instruction and Interventions (15 POINTS)

*Applicant proposes research-based, comprehensive literacy supports that promote the science of reading and active student engagement while meeting the literacy needs of all children in a culturally and linguistically responsive manner. Culturally and linguistically responsive materials are validating and affirming an individual's home culture and language to create connections with other cultures and languages to create connections with other cultures and languages in various social contexts.*

### Instructions:

- Review **Appendix 2.B.1** and complete **Parts 2.B.2, 2.B.3** of **Appendix C: Proposed Literacy System** in the *CLSD Application Appendix* Excel document. This resource will support the design of a comprehensive literacy system that includes programs and/or practices that meet the following criteria:
  - A. language and bi-literacy learning from birth to high school graduation.
  - B. specific literacy skills at each age and grade level (B-12).
  - C. differentiated instruction to meet individual students' needs.
  - D. evidence of promoting positive outcomes for children.

In the section below:

- Each applicant must outline a comprehensive B–12 literacy plan for their service area. Applicants must specify the names of literacy interventions that will be used in different program options and for children of different ages ensuring coverage across the continuum. Discuss why these interventions were chosen over other options, the extent to which the interventions and practices are differentiated and developmentally appropriate, and the types of training and professional development that will be provided to ensure that literacy practices improve.
- In the section below, describe how your literacy system model will follow the **Essential Elements of Instruction and Intervention** outlined in [The New Mexico Statewide Literacy Framework](#) (pp. 26–41).

### **Early Childhood - Presbyterian Ear Institute (PEI):** INSTRUCTION AND INTERVENTIONS

PEI provides a literacy rich environment as outlined in [The New Mexico Statewide Literacy Framework](#), including the availability of quality children's literature, daily reading to children, thematic and literature-based language activities, weekly vocabulary education, auditory training and speech instruction. PEI also utilizes preschool phonemic awareness and handwriting curricula. Writing models are embedded throughout the day in the form of print

labels in the environment, writing centers, giving children opportunity to use writing implements in art and play, adults modeling writing, and toys and manipulative letters, puzzles, games.

PEI has a long history of research-based oral deaf education methodology using individualized language evaluation, dynamic assessment, and instruction, and teacher scaffolding to develop children's spoken language skills. Professionals are trained in quality modeling and elicitation techniques used to support high levels of student engagement. Students are taught in small group activities and consistently have multiple opportunities to practice newly introduced oral language structures throughout their day. Teachers hold with the expectation for the children to be talking as much or more than the adults.

The *New Mexico Early Learning Guidelines* are used by early childhood educators to guide their planning process. The *Ages and Stages Questionnaires*, *Moog's My Baby and Me Curriculum*, the *CID Preschool Symbolic Play Rating Form*, *The First 100* and *The Next 150 Vocabulary Lists*, and multiple deaf education protocols for language, speech and auditory skills from The Moog Center are used to guide next steps in children's acquisition. Numerous outside resources, books and research articles are used to inform the staff on cutting edge practices in the field. The staff also participates in monthly professional development to enhance their knowledge base, and to collaborate about children, themes, plans and needs of the program and students. Biannual testing with an additional speech pathologist and two new standardized assessments will help the staff monitor growth in language and literacy skills. Teachers will write lesson plans and take data weekly to track progress. Lesson plans are turned in weekly for review by the principal, who monitors them for data, student progress, teacher planning and teaching techniques, and diversification of content. The principal observes teachers on a weekly to monthly basis and meets with teachers individually to support their direction and process.

The Educational Liaison will facilitate family's participation in their child's educational journey. Families begin the learning process of attaching meaning to sound for their d/hh infant or toddler by attending parent coaching. They learn skills to reinforce and elicit language from their child in order to provide carry-over in the home. Families continue to participate in the planning process of their child's education by attending parent-teacher conferences 3-times a year. Monthly parent group meetings are held for regular family-to-family engagement and support.

#### **Grades K-8 - The Albuquerque Sign Language Academy: INSTRUCTION AND INTERVENTIONS**

The ASLA has built a nationally recognized educational program by leveraging the strength of each child to address learning obstacles through an appropriately rigorous, individualized, and inclusive dual-language educational program. Where American Sign Language (ASL) was once used only in the deaf community, the Albuquerque Sign Language Academy treats ASL as a powerful resource that ALL students use to have increased access to information and to

one another. Due to this unique mission, the ASLA is not structured like other traditional schools.

The construct (65% Special Ed) of the ASLA as a Language School ensures that ALL students of the ASLA receive considerably more than the minimal recommended time for reading instruction, in addition to the school's commitment to a 90 minute uninterrupted block of literacy. Likewise, all classes at the ASLA are structured so that all Tier levels are served appropriately, grouped by native language (hearing or deaf) and academic level. The groups remain fluid throughout the year, as any student can be moved to better suit his/her academic needs. Literacy emphasis is placed in K-3, however phonemic awareness, phonics, and reading fluency is relative to hearing students as deaf students follow a different, though aligned, methodology. Continued reading proficiency in all grades is promoted in a Project Based Learning construct that connects to the 90 minute uninterrupted reading block where reading across the content, peer assisted learning practices are embedded through the teaching day. Some of the ASLA's distinct programmatic differences include:

- ASL is learned by all students, hearing and deaf alike. It is common language where all students can engage on another. The school has no ASL interpreters. It is the expectation of the school that all staff and students (hearing or deaf) have access to direct communication.
- In the morning, students are grouped according to "native language" (hearing/oral or deaf) and ability level. During this block of time, cross content literacy and skill building is emphasized.
- In the afternoon, the deaf and hearing students come together to work collaboratively and engage in project based learning that uses tenets of peer assisted learning to promote the interdependence of students in order to solve problems. Projects are aligned with the morning instruction and information is made relevant by its use in the project.
- All special education related therapy services are delivered in a "push-in" modality that requires teachers and therapists to coordinate and plan together.

In order to navigate the complexity of the program, the ASLA has developed a system of weekly, required POD trainings that promote collaboration and shared planning. The POD trainings address teaching pedagogy, implementation of teaching strategies, and the use of supplemental materials that allow students with disabilities access to the core curriculum, and any activities that promote a critical understanding of the CCSS. Specific reading instruction pedagogy and practice that uses small group, whole class, deaf specific are routinely discussed in weekly POD meetings. The fidelity and quality of instruction is monitored by the Director of Curriculum and Instruction by regular observations including the filming of a lesson and a peer critique system in that takes place in POD meetings.

POD is also the place where teachers and ancillary staff analyze data and plan accordingly. Through the use of IEP at a glance and student data folders, teachers are aware of each student's literacy goals in their classes. Additionally, these individual trends are extended in POD meeting to track literacy trends for the entire school.

The Weekly POD schedule is as follows:

- Monday – Pedagogical planning and training collaboration between teachers and ancillary staff
- Tuesday – Ancillary staffing / Teacher data analysis and collaborative planning
- Wednesday – All Staff Meeting and ASL Language development for staff
- Thursday –Teacher, EA, Ancillary collaborative planning and training – behavior support

#### **Grades 9-12 ACE Leadership High School** - INSTRUCTION AND INTERVENTIONS

The Plugged Into Reading program is currently implemented and we know that there will be a program that is more appropriate for high school students who are deaf and hard of hearing. Plugged into reading focuses on reading comprehension, fluency, vocabulary development among other areas. These three areas are high areas of need for our students currently. Through this grant and its partnership we plan to determine what a second program could be to serve the incoming deaf and hard of hearing population, train teachers to implement the program, and support them as they do so. We currently review data and engage in professional development that guides and supports our focus on the key literacy skills articulated in the CCSS during our Advisory periods that occur the first and last hours of the school day, four days a week. Not all of the time in Advisory is spent on reading but the flexibility our structure provides in grouping students allows us to provide differentiated and more reading instruction to students who need it based on Tier 1, 2 or 3 levels of support and English language acquisition. ACE teachers have an hour of common planning time daily to consult and plan with one another to ensure that literacy development is being addressed appropriately. This common planning time allows teachers to have easy access to one another as mentors which serves to improve practices as all students are being taught.

#### **Triad Partnership Instruction and Intervention Proposal:**

In partnership, PEI, The ASLA, and ACE Leadership will look to create a seamless literacy system model that follows the essential elements of instruction and intervention as outlined in the THE NEW MEXICO STATEWIDE LITERACY FRAMEWORK that ensures that all DHH students have access to a comprehensive and supportive system of education that spans from early childhood to adult workforce training.

Each program will operate using best based practices with regard to language acquisition for DHH and special needs students. Additionally all programs will invest in research based curricula and resources to address the needs of all students in order to maximize to language and literacy and lead to gainful employment.



2.C Description- Comprehensive Assessment Systems (10 POINTS)  
*Applicant proposes valid and reliable screening, diagnostic, formative and outcome measurement tools that target instruction and align with state standards and early learning guidelines for B-12 grade.*

Instructions:

In the section below, describe how your literacy system model will follow the **Essential Elements of Instruction and Intervention** outlined in [The New Mexico Statewide Literacy Framework](#) (pp. 42–51) and complete **Appendix 2.C Literacy Assessments**.

**Early Childhood - Presbyterian Ear Institute (PEI):**      COMPREHENSIVE ASSESSMENT

PEI implements norm-referenced, standardized tests in order to compare its students' abilities to those of children with typical hearing. These measures align with the domains of the *New Mexico Early Learning Guidelines* (ELG). ELGs are used to develop our lessons and planning processes. We provide an education that supports physical development, health and well-being through activities that develop gross motor, fine motor, confidence, self-awareness, and positive social skills. As the guidelines suggest, PEI's Educational Liaison will work with the family in their child's educational process in order to provide a strong foundation for learning later in life. Along with the Educational Liaison, PEI's staff will work with families to provide parent education, mentoring, and coaching in ways to elicit language and promote developmental progress across domains. As the children enter the school, progress on skills, including but not limited to gross motor, fine motor, social, numeracy, literacy, and physical development, are documented throughout the school year and discussed with the family on an as-needed basis and during 3 formal parent conferences per year. To address linguistic and cultural differences, PEI has Spanish speaking staff to translate verbal and written materials in that family's native language. PEI also employs staff that is knowledgeable in ASL and able to relay information to ASL fluent families.

PEI students' progress in listening, speech sound production, vocabulary, and language are measured continuously throughout the school year, and biannually to provide consistent measures of long-term progress for each student prior to graduating from our program. The addition of a speech pathologist will allow PEI to more effectively assess and measure the growth of spoken language by utilizing both criterion-referenced and norm-referenced evaluations that compare our students' skills with that of their normal hearing peers. The success of our programs is reflected in our children's ability to understand and use spoken language as well as their parents'/caregivers' ability to facilitate their child's progress. The progress of d/hh children is measured through regular observation by caregivers and speech pathologists/oral deaf educators through the use of language samples documented and evaluated according to the Teacher Assessment of Spoken Language (TASL) and The Teacher Assessment of Grammatical Structures (TAGS). PEI also carries out baseline and ongoing evaluation with criterion-referenced tools (the *Auditory Learning Guide*) and norm-referenced assessments (the *Vineland Behavioral Scales-2*, *Peabody Picture Vocabulary Test-2* and the *Expressive Vocabulary Test-4*, the *Clinical Evaluation of Language Fundamentals*, and the *Preschool Language Scales-5*). Each of these assessments measures areas specific to

literacy, including but not limited to vocabulary, auditory comprehension, book orientation and letter/sound identification. Other developmental domains are tracked through the use of early childhood checklists and the *New Mexico Early Learning Guidelines*.

To enhance PEI's ability to assess literacy, we will purchase the OWLS-II™ (*Oral and Written Language Scales*) to identify and remediate oral and written language problems. The four OWLS-II scales, Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression, give a complete, accurate, and useful picture of language skills. Each of the four scales assesses four linguistic structures: Lexical/Semantics, Syntax, Pragmatics and Supralinguistics. PEI will also purchase the PAT-2:NU (*Phonological Awareness Test-2: Normative Update*). The PAT-2:NU is a standardized assessment of phonological awareness, phoneme-grapheme correspondence, and phonemic decoding skills. Test results will help PEI's professionals focus on those aspects of oral language that may not be systematically targeted in classroom reading instruction. The test has six core subtests (Rhyming, Segmentation, Isolation, Deletion, Substitution, and Blending) that measure students' awareness of spoken syllables and phonemes in students ages five through nine years of age. The test also has two supplemental subtests (Phoneme-Grapheme Correspondence and Phonemic Decoding) that measure students' knowledge of sound/symbol correspondence in isolation and in practice in students ages six years through nine years. The test is comprehensive and includes a wide variety of tasks; performance on each of these tasks has been correlated with success in early reading and spelling. These assessments will allow PEI to follow children after graduating from preschool to ensure that their literacy and language skills remain age/developmentally appropriate.

#### **Grades K-8 - The Albuquerque Sign Language Academy: COMPREHENSIVE ASSESSMENT**

In 2013 The Albuquerque Sign Language Academy (ASLA) met with a representative group from PED and the creators of the state school grading formula. It was determined at that time that the ASLA was not fairly served by the grading formula due to the school's extraordinarily high special ed. population. The ASLA was given TBD status for a school grade as the PED and the ASLA worked to create an alternative system of school accountability.

Consequently, the school had been working with the PED to create a parallel system that will more fairly measure the unique population of the ASLA. This alternative system was reviewed, discussed, and agreed upon by the Public Education Commission (PEC) at the school's charter renewal contract negotiation, and is thus embedded in the school's charter renewal contract with its authorizer, the PEC.

One MAJOR obstacle that was unearthed during this process was fact that there are no standardized assessments that are normed and considered valid for deaf students. As a result, the ASLA's parallel system of school accountability was built on the short cycle assessment platforms of the DRA2 and the NWEA MAPS and then adapted accordingly.

The ASLA currently uses DRA2 and NWEA Maps as its short cycle assessments that it administers 3 times a year to all its students. Additionally, the school has incorporated the use of iStation to with its K-3 student population. However, as good as the school has become in adapting assessments and programs to the learning needs of deaf students, none of these assessments are actually created and normed to deaf students. Currently, the ASLA after school POD system is used as a collaborative time to use formative assessment data in order to monitor student progress for all students of the ASLA. Weekly data meetings through the POD schedule ensure that all data is analyzed in a timely, meaningful way in order to make sure all educational decisions are well informed. Additionally, the teachers also use Student Data Folders in POD as comparative data to inform decision making and planning.

This year the ASLA has begun working formally with Penn State University, University of Minnesota and Harvard University to create deaf-normed short cycle reading assessments. The ASLA is currently the ONLY program in the nation that Penn State has chosen to test its short cycle prototypes. Through the Striving Readers Grant, the ASLA will extend and enhance its work with all post secondary partners to further develop deaf specific formative assessments. Once these assessments have been validated, the ASLA will look to change its charter goals to include these newly created, deaf-normed assessments.

#### **Grades 9-12 ACE Leadership High School** - COMPREHENSIVE ASSESSMENT

Performance assessments are ideal for assessing deaf and hard of hearing students as they are traditionally visual/hands-on learners and having the opportunity to demonstrate their learning in ways that go beyond needing to read and write English we get a much more accurate picture of what they have truly learned. While this is working for other content areas, we will need to work with ASLA in their partnership with Penn State/Harvard to develop reading and writing assessments for students that are deaf and hard of hearing and are in high school. This work would be done as part of this grant.

A performance assessment short cycle using the NMPED rubrics for reading and writing are being used to target specific skill needs and growth in real time. These assessments happen at least three times a year but can happen more often if needed for Tier 2 or Tier 3 interventions. This data is reviewed three times a year as a school and our instructional focus is guided by this analysis. We provide professional development regularly to ensure the use of these rubrics is calibrated within the school.

Developing a bilingual seal for ASL-English will result in some additional assessment tools that we can use to measure literacy skills.

#### **Triad Partnership Comprehensive Assessment Proposal:**

Each member of the triad will work to expand, develop and/or refine its use of literacy assessments for students with hearing loss as it relates to the scope of each of the partner's programmatic mission. These comprehensive assessments are particularly important with regard to special education best practices. The partners commit to the collaborative use of assessment data to create seamless transitions between partnering programs in order to ensure access to relevant and appropriate special ed. services and interventions.

## **2.D Description- Professional Development (15 POINTS)**

*Applicant proposes literacy learning opportunities for educators that are ongoing, job-embedded when possible, use coaches/mentors, and are differentiated to accommodate the needs of both novice and veteran educators.*

Instructions:

In the section below, describe how your literacy system model will follow the **Essential Elements of Professional Development** outlined in [The New Mexico Statewide Literacy Framework](#) (pp. 52–58).

Sub grantees will need to demonstrate sufficient capacity to deliver services and professional development. The applying entity must be able to establish effective partnerships for areas in which they lack specific capacity on their own to deliver services. If partnering with an external provider, the applicant must have a rigorous process for identifying, screening, selecting, matching, and evaluating external provider organizations that provide critical services to schools and complete PED's External Partner and Provider Information form. **Professional Development must be research and evidence based (Levels 1, 2, 3) and proven to be effective.**

### **Early Childhood - Presbyterian Ear Institute (PEI):      PROFESSIONAL DEVELOPMENT**

PEI's team of professionals attends continuing education seminars and statewide and national conferences to stay apprised of the latest technological advances and research-based therapy techniques. They participate in statewide discussion panels and in national presentations on working with d/hh children, on sharing our best demonstrated practices at PEI, on the option of listening and spoken language as a primary means of communication, and on the importance hearing plays in literacy. Through this grant, PEI would like to provide the following continuing education opportunities to our professional staff:

- School Administration and staff (up to 5) will attend conferences that provide opportunities to increase knowledge and understanding of best practice related to the education of children with hearing loss. (AG Bell Conference, Moog Biennial Conference, OPTION Conference, EHDI Conference) 2019, 2020 & 2021
- School Administration and staff (up to 5) will attend the Zero to Three Annual Conference to learn new early childhood education techniques, engage with experts in the field, learn new best practices and the latest research in ECE – 2018, 2019, 2020

- Speech Language Pathologists (up to 3) will attend ASHA (American Speech-Language Hearing Association) annual conference in 2018, 2019, 2020
- Audiologists (up to 3) will attend the ACI (American Cochlear Implant Alliance) and/or the AAA (American Academy of Audiology) annual conference in 2019, 2020 & 2021
- Certify at least 2 staff with the LSLS (Listening and Spoken Language Specialist) certification, which gives them the professional standards for knowledge and practical experience in the provision of listening and spoken language intervention for children who are d/hh and their families. - 2021

#### **Grades K-8 - The Albuquerque Sign Language Academy: PROFESSIONAL DEVELOPMENT**

The ASLA has created a systematic plan of professional development through its weekly required POD meetings. All teaching and ancillary staff are required to participate in weekly Monday –Thursday structured and facilitated meetings from 3:00 to 4:15. Each day's PD focuses on a different component of teaching and learning and is constructed through a workshop model so staff is able to plan as they are developing their educational prowess. The schedule is as follows:

- Monday – Pedagogical planning and training collaboration between teachers and ancillary staff
- Tuesday – Ancillary staffing / Teacher data analysis and collaborative planning
- Wednesday – All Staff Meeting and ASL Language development for staff
- Thursday –Teacher, EA, Ancillary collaborative planning and training – behavior support

Participation in the afternoon POD is a professional expectation that is embedded in employment contract. In addition, a key component of POD is to create a structured platform for deliberate collaboration and communication. The ASLA is built on the foundation that many adults are connected to any one student. It is of the utmost importance that all adults working with any student be on the same page in service, especially when an IEP is in play.

In addition, the ASLA is newly invested in participating in the NT3 Program that allows the ASLA teaching staff the opportunity to work within a National Teacher Board Standard construct. Again, as the ASLA identifies itself as a language school (not a deaf school) for ALL students - deaf or hearing, reading and literacy is top priority in driving program development. However, the ASLA staff is committed to serving its unique student population and must be well trained in the nuances of deaf education pedagogy as it relates to RTI, curriculum alignment, pursuing grade level teaching practices, and data based decision making for any child.

One of the obstacles the ASLA has had to overcome is hiring teachers who have the unique skill set to work at the school. To address this problem, the ASLA currently partners with the



University of New Mexico's Dual Certification Program in creating the "Consortium of Interdisciplinary Resident Educators (C.I.R.E) Program." The C.I.R.E. program identifies college students that are completing their sophomore year and applying to the UNM College of Ed. and have a connection to sign language. The ASLA then provides a 2 year paid internship that allows these students to pursue their teaching degree and gain valuable experience.

Through the Striving Readers Grant, the ASLA looks to continue and expand the C.I.R.E. internship Program, specifically targeting more candidates who are deaf and support them through their education to become a teacher. Through C.I.R.E. and other programs created by the school, all ASLA teachers will ideally:

- Be Dual Certified – Special Ed. and Reg. Ed.
- Be TESOL Endorsed
- Achieve a 3 on the ASLPI (American Sign Language Proficiency Assessment administered by Gallaudet University)
- Become National Board Certified

#### **Grades 9-12 ACE Leadership High School** - PROFESSIONAL DEVELOPMENT

ACE is designed to provide six weeks of professional development throughout the school year before students return from breaks: 3 weeks before the new school year, one week in the fall, one week in the winter and one week in the spring. Additionally, when school is in session two hours per week of professional development is provided. This structure allows us to be responsive to what our data analysis is showing, includes time for staff to plan, reflect and refine instruction, be collaborative and receive job-embedded experiences that are engaging and interactive throughout the school year. Professional development planning is in response to observations, data analysis and expressed needs of the teachers. Because we use an competency evidence based assessment practice, consistent and regular professional development aligned to the CCSS is important ensure that all teachers are clear as to what competency looks like.

#### **Triad Partnership Comprehensive Professional Development Proposal:**

All three organizational partners have an embedded system of scheduled professional development that exemplifies each member's commitment to continuous improvement. Through the Striving Readers Grant, and as mentioned in section 2.A, all three institutions will hire a specified staff member that is directly dedicated to attending to the working parts of the partnership as it is connected to each organization's prowess in serving all students - including DHH and special needs students. Additionally, the members of the partnership will adhere to a schedule of formal quarterly intra-partnership meetings to review data, acknowledge best practices, discuss student achievement, and gauge overall access to language and opportunity.

All three partnering programs understand the importance of having qualified staff who have both the skills set and pedagogical understanding to serve our unique student population. Through the Striving Readers Grant, the triad partnership will look to leverage each other's expertise and explore DHH specific educational trainings and conferences.

## 2.E Description- Family Engagement (10 POINTS)

*Applicant proposes learning opportunities, technical assistance, and resources for parents, families and communities that will support student learning in the home and community.*

Instructions:

- In the section below, describe how your literacy system model will follow the *Essential Elements of Family Engagement* outlined in [The New Mexico Statewide Literacy Framework](#) (pp. 59–62).
- Describe how Family Engagement activities will connect to classroom instruction (Lesson Plans).
- What metric will be used to gauge effectiveness?
- Provide vision for Family Engagement Events

**Note: Consumables will not be paid for unless tied into the description above (Please reference assurances).**

### Early Childhood - Presbyterian Ear Institute (PEI): FAMILY ENGAGEMENT

PEI is accredited by AdvancEd and therefore we follow the family engagement standards set forth in the AdvancEd Readiness Assessment. The Educational Liaison will partner with families to create meaningful connections and promote meaningful interactions that establish and maintain systematic, ongoing, two-way communication as outlined in [The New Mexico Statewide Literacy Framework](#). We currently work with families in the following ways:

- Hold monthly Parent Association Meetings with the opportunity for families to meet and share experiences with other parents with deaf children
- Engage families through a private PEI Parent Support Facebook Page
- Maintain daily teacher maintained communication logs
- Conduct parent-teacher conferences three times a year
- Distribute monthly newsletters
- Provide notes to parents regarding school activities
- Utilize an open door policy
- Plan holiday parties and field trips that engage the students entire family

#### **Linking families to student learning and sustain relationships:**

At PEI we use a variety of formal and informal strategies to keep families informed about curriculum, instructional practices and assessment, which allows for interactive decision

making by children, teachers, parents and families that fosters a whole child approach and supports learning at their stage of development. This will be the primary responsibility of the Educational Liaison. These strategies include:

- Parent classroom observations
- Biannual speech and language evaluations and reports
- Daily communication logs
- Tri-annual parent-teacher conferences
- Parent questionnaires

**Knowing Family Engagement Resources that support literacy:**

PEI currently utilizes several family engagement resources to support literacy. Our parent lending library has resources that families can borrow to learn more about deafness, intervention, communication and rehabilitation. The *My Baby and Me* curriculum we use also provides scripts that parents can use when reading a specific book to their child. PEI provides families information on storytelling events that occur in the community. Our teachers also share with caregivers articles on how to read to their d/hh child. Our Educational Liaison along with the Principal of our school will provide an in-service to our Parent Group on the importance of reading and strategies to use when reading to their deaf child. The Educational Liaison and the Principal will also coordinate bimonthly library visits with families and their children.

**Grades K-8 - The Albuquerque Sign Language Academy: FAMILY ENGAGEMENT**

The ASLA has created a systematic, school based family and community engagement plan that runs deeply through the entire school. Both the community engagement coordinator and the director student support are accountable for ensuring that the school continues to develop a culture where all parents are supported and partnered with the school in order to best serve their child.

Specifically, the Community Engagement Coordinator (CEC) is the overseer of how the school interfaces with the world in garnering resources for the ASLA community. This is especially important with regard to the many ASLA families that have students with special needs. Resources and services that are “deaf friendly” are difficult to come by. The CEC is a staunch advocate in connecting families to resources and helping them maneuver difficult system. Additionally, the CEC oversees the school’s American Sign Language Family class system. Over 90% of deaf children are born to hearing parents who have not prior knowledge of sign language. It is a duty of the school, through the CEC, to develop program that gives parents the opportunity to learn sign language in order to communicate with their child. Specific duties of the CEC include:

- Providing Language Resources for families, business, and partnering organizations,
- Providing ASL instruction Classes for family and community
- Oversee the computerized ASL language Lab

- Supporting and Advising ASLA Families and Community in navigating community resources
- Fielding and managing school questions from general public
- Advocacy regarding ADA and Deaf Issues for school families
- Heads the Family Involvement Committee.

Additionally, the ASLA has developed a strong system of parent connection through an advisory system that is overseen by the Director of Student Support (DSS). Through Advisory, the teachers are able to stay closely connected to parents and students and inform the Director of Student Support of any struggles that the families may have. The DSS can then direct the work of the support team to provide more in-depth interventions if needed.

### **Grades 9-12 ACE Leadership High School - FAMILY ENGAGEMENT**

ACE is organized into three pillars: Learning By Doing, 360 degree Student Support and Community Engagement. In addition to the school leadership is very accessible and welcoming to parent visits, unscheduled and scheduled, the Student Support and Community Engagement pillars are tasked with engaging parents in a continuum of ways including what their students are learning. For example, the Community Engagement pillar works through social media to ensure that parents know they are welcome to attend events, become involved and share feedback. We have found social media, such as Facebook, is an effective tool to communicate to our families. The Student Support pillar organizes food boxes twice a month for parents to pick up food provided by the Roadrunner food bank, works with families to apply for housing and other services as needed in addition to connecting families with behavioral health services in their communities. We have found home visits that are for the purpose of saying hello and checking in are a powerful strategy in engaging families.

### **Triad Partnership Comprehensive Professional Development Proposal:**

With the ASLA as the middle agency, the partners will work to create two family engagement events to showcase the collaborative partnership(s) and the opportunity for transition. All families will be made aware that the each school is stalwart in staying connected to families, even when that student has transitioned to the next level institution.

Additionally, throughout the year all three partnering programs will extend invitations to the families of the partnering institutions to attend already established events in order to ensure access to different opportunities in the community. The inter program connection will look to establish trust within the sometimes untrusting deaf community.

**Section 3: Description- Continuous Program Improvement and Monitoring (10 POINTS)**

*Applicant proposes a data-driven decision-making process to inform continuous improvement efforts, improve child outcomes, and ensure that disadvantaged children are served.*

Instructions:

- Describe how you will monitor the implementation of literacy interventions to ensure fidelity (Birth, Elementary, Middle and High School).
- Identify metrics you will use to track progress (Birth, Elementary, Middle and High School).
- Describe the feedback process you will implement to drive data-based decision-making, including adjusting for accelerated progress and/or unanticipated barriers.
- Monitoring and Continuous Program Improvement systems should include FOCUS: Essential Elements of Quality for Public School Preschool Programs and CQI: Continuous Quality Improvement Program Improvement Plans for participating early childhood programs, student achievement data, and NM DASH plans.

**Early Childhood - Presbyterian Ear Institute (PEI): CONTINUOUS IMPROVEMENT MONITORING**

PEI will monitor the implementation of literacy interventions to ensure fidelity by tracking student achievement data, adhering to FIT IDEA Part C IFSPs, following the *NM Early Learning Guidelines* and maintaining CYFD and AdvancEd certification.

The metrics that PEI uses are a combination of internal measures and national standardized assessments. Because of their disability, our school children often lag behind their hearing peers in literacy; as comprised of auditory working memory, comprehension, reading, vocabulary, social and spoken language skills. Our curriculum uses a schedule which allows for typical preschool activities, intensive speech-language therapy services, and language immersion throughout the day. The student-teacher ratio is typically 2:1 or 3:1 so students can be regularly evaluated in order to “close the gap” between them and their hearing peers.

PEI provides educational services that result in positive educational outcomes for d/hh children in listening and spoken language as demonstrated by our graduates, who generally enter the program without being able to hear or speak, and leave capable of engaging in conversation at or above the level of their hearing peers. Students leave our school and enter local mainstream schools with age-appropriate language and academic skills requiring little to no special assistance or formal special education services. The Educational Liaison will help with the transition process and IEP process.

We focus on developing spoken language skills, and will measure the outcomes through standardized tests performed by current and new speech pathologists. If a d/h/h child does not understand and use English at the same level as his hearing peers, reading comprehension will be difficult. The impact of our program is measured yearly in the areas of speech and language with the *Preschool Language Scale*, or the *Clinical Evaluation of Language Fundamentals* tests. The *Teacher Assessment of Spoken Language* is a criterion test

used to capture the development of speech from first words through the use of complex sentences. The *Peabody Picture Vocabulary Test-2* measures receptive vocabulary (comprehension of the spoken word), while the *Expressive Vocabulary Test-4* measures the ability to retrieve words. Additionally, to measure progress in the social, emotional, cognitive, and physical readiness, we use the *Ages and Stages Questionnaire-3*. All measures are looked at holistically to gain the broadest perspective of a child's individual outcome. By adding the OWLS-II scales, Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression, will give a complete, accurate, and useful picture of language skills. PEI will also use the PAT-2:NU (*Phonological Awareness Test-2: Normative Update*) to assess phonological awareness, phoneme-grapheme correspondence, and phonemic decoding skills. Test results will help PEI's professionals, including the Educational Liaison, focus on those aspects of oral language that may not be systematically targeted in classroom reading instruction.

The feedback process we will implement is based on individualized child's needs. Teachers develop lesson plans that are created to provide a catalyst for targeted language to occur based on the child's identified needs. The targets are included as measurable data points in weekly lesson plans. The Principal conducts classroom observations and reviews lesson plans weekly with each staff member to identify any issues and address them immediately. Pre-academic and academic goals are taken from the state standards and from curriculum materials that relate to the standards, such as the Early Learning Guidelines and the Core Curriculum.

#### **Grades K-8 - The Albuquerque Sign Language Academy: CONTINUOUS IMPROVEMENT MONITORING**

The ASLA will use a myriad of assessments and data keeping tools to monitor the progress of all students and ultimately the prowess of the entire program. As stated earlier, the ASLA has created its own school report card system using a variety of short cycle assessments to track the nuanced growth of its unique student population. These assessments serves one form of academic data keeping in addition to other programs developed by the school to track social/emotional and ASL language growth. Systematic progress monitoring takes place weekly in POD trainings in alignment with collaborative planning sessions between teachers and ancillary staff. The assessments are as follows:

- DRA2, NWEA Maps, iStation - state authorized assessments
- ASL Receptive Skills Assessment (Manitoba University)
- Foundational Qualities of Student Success - Social/Emotional Resilience Measure
- PEAR Initiative HSA Monitoring - Social/Emotional Resilience Measure
- Avenue P.M. - Penn State prototype short cycle normed to DHH students

As an autonomous LEA, the ASLA is nimble in adjusting course and recalibrating any practices without having to navigate any large district bureaucracy. The ASLA has established a



sophisticated problem-solving culture that embraces being able to make fixes when presented with data that so directs.

**Grades 9-12 ACE Leadership High School - IMPROVEMENT AND MONITORING**

If this grant was to be awarded, the same process outlined in the ACE NM DASH plan would be used for improvement and monitoring with the inclusion of the partnerships in this grant.

**Section 4: Description- Coordination and Sustainability (5 POINTS)**

*Applicant demonstrates existing resources and funds that will be leveraged to support CLSD efforts and sustain progress after the grant ends.*

Instructions:

- Describe how existing resources will be leveraged (e.g., state or federal funding, current curricula or programs) and existing personnel will support CLSD grant activities.
- Describe the alignment of your proposed CLSD activities to other relevant initiatives. For example, SRCL, state pre-kindergarten funding, and local teacher recruitment and retention efforts are potential targets for coordination with CLSD activities and funding.
- Describe how the district/charter/consortia will sustain programming and interventions after the completion of the five-year funding period.
- Describe how the district/charter/consortia will sustain FTE purchases after the grant period. *If hiring for positions, only CLSD Coordinator, Reading Coaches, Family Engagement Specialists, and Reading Interventionists are allowed positions to hire.*

**Early Childhood - Presbyterian Ear Institute (PEI): COORDINATION & SUSTAINABILITY**

PEI is a single point of entry for early intervention services for d/hh children. PEI provides access to hard-to-find professionals such as oral deaf educators, speech-language pathologists and pediatric audiologists who are uniquely trained in strategies to develop spoken language that is needed to create an early foundation in literacy. PEI's early intervention (EI) team work with families as their d/hh child's primary teacher on using hearing for learning to speak, for expanding vocabulary, and for giving meaning to sounds. All of these interventions will align to the ongoing support of the SRCL activities.

PEI adheres to the *New Mexico Early Learning Guidelines* for guiding our early childhood educators in their lesson planning process as prescribed by the NM FOCUS initiative for quality early learning programs. The *Ages and Stages Questionnaires*, *Moog's My Baby and Me Curriculum*, the *CID Preschool Symbolic Play Rating Form*, *The First 100* and *The Next 150 Vocabulary Lists*, and multiple deaf education protocols for language, speech and auditory skills from The Moog Center are used to guide next steps in children's acquisition of fundamentals in literacy. The professional development funding we hope to receive from the SRCL grant will assist our school staff in attending workshops and conferences to learn best practices in the field of early childhood reading readiness and translate those practices to working with the vulnerable, at-risk population of d/hh children.

PEI supports facilitators of literacy development by providing guidance to families on how to achieve optimal outcomes for the child. This includes regular and on-time attendance, using appropriately functioning amplification equipment (i.e. hearing aid, Baha, cochlear implant processor) at all times, following a supportive sleep routine, and providing their child with a nutritious, balanced diet for energy and focus to learn. PEI asks families to provide snack for the class and a healthy lunch for their child. Snack is offered every morning after circle time, and rest time occurs every day after lunch. Children enrolled in the early drop-off program are fed breakfast if the families provide it. However, at any time, if a child is hungry but does not have breakfast, PEI will provide some healthy options for them to eat.

As a 501(c)3 non-profit for over 30 years, PEI has a diverse group of funding sources which are designed to sustain our program and literacy initiatives well into the future. These include service income, public/private grants, individual donors and fundraising events. PEI continues to hold successful annual fundraising events, including the “Run to Break the Silence,” a golf tournament and an auction event. These special events offer PEI a means to engage more people in our program and mission. We are currently receiving state funding through the Federally funded FIT Program, which would enable our Educational Liaison to expand service income for children under the age of 3 years. Our full-time speech pathologists will continue to grow our service income, which helps to support PEI’s other programs. The addition of a speech pathologist through the SRCL grant will allow PEI to further increase the service income if any of our d/hh need additional support once they leave our school program. PEI will continue to seek out new donors and new grant opportunities to support this project as we must help children with d/hh disabilities become literate and productive adults.

**Grades K-8 - The Albuquerque Sign Language Academy:** COORDINATION & SUSTAINABILITY

The ASLA prides itself on being a flagship in the New Mexico charter school movement as it embraces its duty to reform a system of deaf education that has resulted in the alarming educational statistics referenced in this application. As the school begins its ninth year of operation, it is recognized as being a well run organization that flourishes through leveraged partnerships and creative use of resources. An award from The Striving Readers Grant will support, supplement, and be used to improve existing practices in order to create systems that last beyond the grant. Additionally, the ASLA will leverage the grant to create new opportunities for partnerships that will result in sustainable program development.

Additionally, the school is savvy in leveraging all available funding opportunities and other community programs in order to “stretch its dollar.” As a self proclaimed “Lab School” The ASLA has created various internship opportunities through such programs as the DD Waiver, Workforce Connection, and the UNM Dual License program.

Being a leader in the educational reform movement, the ASLA embraces the idea of taking care of the whole child in order to promote rigorous academic standards. All programs at the

ASLA are created to provide full support - educationally, socially/emotionally, physically - so that all students have the opportunity to succeed.

The ASLA will use any awarded grant money to build systems and practices that can be sustained when the grant period concludes. All systems of internships, trainings, and practices will always be vetted with the ultimate question, "How will this program/practice live past the duration of the grant?" The ASLA, in connection to the triad partners, will be vigilant in its effort to continue to push boundaries of deaf education.

**Grades 9-12 ACE Leadership High School** - COORDINATION AND SUSTAINABILITY

ACE will build off the structures that are used to currently support literacy within the Advisory and Projects. The new reading program and potential assessments would be rolled into the practices and processes already in place.

The current process of earning a Spanish-English bilingual seal and NMPED guidance will be the model for developing a process for an ASL-English bilingual seal. Because there is no precedent for this seal in New Mexico, we will need to work with the NMPED to structure the proposal to get approval.

We feel that by using this grant to build capacity to support students who are deaf and hard of hearing in their literacy development and elevating their resulting bilingualism in their transition planning, ACE can play a significant role in changing the statics related to underemployment and unemployment for this population of students. ACE is designed to support all students in transition to post-secondary plans. Serving this population and networking them into an industry that we already work closely with will serve to broaden our impact on our community.

**Section 5: Description- Timeline (5 POINTS)**

*Applicant proposes a **realistic** and **specific** timeline of activities that will help guide them through implementation.*

Instructions:

In the section below, provide a detailed overview of the key grant activities and milestones for the five-year grant period.

**Please Note: When creating your Year 1 timeline, it will be for a 5 month period from February to June 2020.**

**Early Childhood - Presbyterian Ear Institute (PEI):     TIMELINE**

PEI proposes the following timeline of activities that will help guide through implementation:

Key Grant Activities	Timeline
Purchase Reading Assessments (OWLS-II and PAT: 2NU) and protocols for all current assessments	August 2018, 2019 and 2020
Perform biannual assessments and track individual child growth through RedCap Database	September 2018, 2019, and 2020 April 2019, 2020, and 2021
Hire an Educational Liaison and a Speech Language Pathologist	July – September 2018
Engage in outreach events to healthcare providers in the community and around the state, increase awareness of educational needs for d/hh children, and grow the number of d/hh children that are benefitting from PEI's EI services	Ongoing
Collaborate in the planning and execution of 2 SRCL partnership events per year to engage families with their educational options	2018, 2019, 2020, 2021
Attendance at conferences to keep apprised on best practices in respective fields of expertise for PEI's administration and staff	2018, 2019, 2020 and 2021 **Dates are dependent on the conference
Obtain national certification in LSLS for early intervention professionals with knowledge and skills in listening and spoken language	January 2019 to June 2021

Increase PEI's current 2-star rating within CYFD and work towards a 3-star rating.	Begin January 2019 and complete by June 2021.
<b><u>Grades K-8 - The Albuquerque Sign Language Academy:</u></b> TIMELINE	
The ASLA will adhere to the following proposed timeline of activities:	
Key Grant Activities	Timeline
Instructional Coach that attends to specific trainings, data, and alignment of partnership	Hiring - July 2018 Continuous program development and alignment - July 2018 - June 2021
Expansion of CIRE Program and recruitment of deaf participants	Recruitment interviews - July 2018 Continuous program refinement in alignment with UNM - July 2018 - June 2021
Development of EA training program in connection with Post-Secondary Partners	Begin meeting with external partners (CNM, UNM, BCWFC) to discuss how to leverage existing programs - August 2018 Create, Develop, Refine Program - Ongoing
Continue the partnership with Penn State, Harvard, and U. of Minnesota to complete the all deaf-normed assessments - hopefully leading to national authorization.	Ongoing
Collaborate in the planning and execution of 2 SRCL partnership events per year to engage families with their educational options and create a seamless transition between programs	SY 2018-19 SY 2019-20 SY 2020-21
Attendance at conferences and trainings to keep apprised on best practices in the fields of deaf education, special education, and workforce development for adults with disabilities	2018-2021 **Dates are dependent on the conference and trainings

Develop Sign Language support programs to support language development for families and SRCL partners	July 2018 to June 2021
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**Grades 9-12 ACE Leadership High School:**      TIMELINE

In year one of this grant, ACE will hire Literacy Specialist to assist in determining what reading program and assessments would be required and what best practices need to be learned by teachers to best support the deaf and hard of hearing students as they transition to, through and out of high school. This specialist will also play the lead role in developing a bilingual seal opportunity for ASL-English and getting it approved. Two ACE teachers will begin learning ASL with the goal of fluent by the end of the grant period. Ideally, an ASL instructor will join the ACE staff to begin teaching students and staff ASL. Work will begin with our industry partners to begin building a stronger network of employers that understand and embrace ASL-English literate employees.

In year two, the work in year one will continue. The bilingual seal process will be approved and students will begin working towards earning the seal.

In year three, we will see literacy skills improved school wide, reading program for deaf and hard of hearing students fully implemented and our first students receiving their bilingual seal for ASL-English. Our first ASL-English literate student will be graduating and transitioning to the industry.



**Section 6: Description- Budget (10 POINTS)**

*Applicant proposes a cost-effective budget that directly links costs to proposed activities and allocates funding as follows:*

- *at least 15 percent to providers/programs serving children **birth–Pre-K**,*
- *at least 40 percent to schools serving **kindergarten–grade 5**, and*
- *at least 40 percent to schools serving **grades 6–12** (funds evenly distributed between middle and high school).<sup>1</sup>*

Instructions:

- Provide a budget narrative that describes how requested funds for sections 1-6 will be spent. If submitting a consortium application, describe how funds will be allocated across consortium partners.
- Complete **Appendix 6.B: Budget Calculator** in the *CLSD Application Appendix* Excel document

**Note:**

- *Proposed costs must adhere to the specific proportions outlined above for each age span.*
- *Funding must supplement and not supplant current funding for literacy initiatives.*
- *If hiring for positions, only CLSD Coordinator, Reading Coaches, Family Engagement Specialist, and Reading Interventionists can be hired.*

**Early Childhood - Presbyterian Ear Institute (PEI): BUDGET**

PEI is requesting that the NM SRCL Grant Program award 20% (\$133,333.33) of the total funding request of \$2 million, over a three year period, for literacy initiatives for ages birth to 5. The requested funds will allow PEI to implement the initiatives set forth in the grant of providing a strong early foundation of literacy for deaf and hard-of-hearing children, a vulnerable and at-risk population. The majority of our grant request (\$110,000.00) is allocated for the annual salaries and benefits of an Educational Liaison and a Speech Language Pathologist over a 3 year period. The role of the Educational Liaison will be to the guide on a family's journey from time of a hearing loss diagnosis and early intervention to transition from IDEA Part C to Part B services at age 3 to transition from our preschool services to mainstream community programs at age 5. The Educational Liaison will also educate early intervention providers, physician and healthcare professionals on the importance of early diagnosis and treatment of hearing loss. Along with the Educational Liaison, the Speech Language Pathologist will help provide reading assessments and individualized therapy to ensure language and literacy milestones as outlined by the ELGs and standardized tests are being met for children attending our school program.

Each year of the grant period, \$10,000 will be used to provide professional development of staff members through attendance at local, state and national conferences and workshops to ensure best practices in the fields of early childhood education, speech and hearing. Of this \$10,000, \$2500 per year will be in obtaining national certification annually for a speech pathologist or oral-deaf educator as a Listening and Spoken Language Specialist (LSLS). Through this certification process, an external mentor will be provided and will act as quality

control for the school. We estimate that the mentoring will take place 2 hours a month and this will provide a deeper understanding of teaching techniques for deaf and hard-of-hearing children during their critical periods of learning spoken language.

Additionally, \$10,000 annually will be spent on traveling to the workshops and conferences for staff development; this includes airfare and hotel. Our travel budget also includes mileage and meal reimbursement for the Educational Liaison to conduct community outreach. \$2,033.33 will be spent on testing protocols that allow our staff to measure the progress of children on the criterion referenced and standardized assessments. The remaining \$1,300 of the funding will be used to maintain our program accreditation and licensure of staff.

#### **Grades K-8 - The Albuquerque Sign Language Academy:** BUDGET

ASLA is requesting that the NM SRCL Grant Program award 40% (\$266,666.67) of the total funding request of \$2 million, over a three year period, for Kindergarten through 8th grade literacy initiatives directed at changing the educational outcomes for deaf, hard of hearing, and hearing students with special needs. Specific budget initiatives are as follows:

- Instructional Coach - Tier III, salary and benefits = approximately \$85,000
- Expansion of C.I.R.E. Program to onboard 3 candidates
  - Educational Assistant designation salary and benefits = approx. \$30,000 x 3
  - Summer Institute TESOL program for all C.I.R.E. candidate = \$3,000 x 3
- Costs associated with the creation of a robust Educational Assistant Training Program created in partnership with UNM = \$10,000
- Continued partnership with Penn State, University of Minnesota, and Harvard University to further develop and norm and validate short cycle assessments for DHH students = \$25,000
- Continued development of ASL Language Lab and Community Sign Support (e.g. ACE Leadership) to promote ASL language proficiency for ASLA families and extended school community = \$20,000
- Professional Development - conferences and trainings targeting literacy proficiency with DHH students and students with disabilities = \$15,000
- Travel expenses associated with training and/or assessment development work (Penn State, Harvard) = \$11,666.67

#### **Grades 9-12 ACE Leadership High School** - BUDGET

ACE Leadership High School is requesting that the NM SRCL Grant Program award 40% (\$266,666.67) of the total funding request of \$2 million, over a three-year period, for literacy initiatives directed at changing the educational outcomes and increasing employment opportunities for deaf, hard of hearing, and hearing students with special needs in grades 9-12 including postsecondary programming.

- Language and Literacy Specialist = \$85,000
- ASL Instructor and ASL Support Staff = \$115,000

- Deaf related Instructional Materials and Literacy Program = \$10,000
- Professional Development related to ASL language acquisition and deaf education pedagogy = \$10,000
- Travel expenses associated with training and/or assessment development work = \$11,666.67

### Assurances and Agreements Description

*Applicant and partner organizations demonstrate commitment to grant participation and requirements.*

Instructions:

- Follow instructions in **Appendix 7.A: General Assurances** in the *CLSD Application Appendix* Excel document. Print, sign, scan, and attach the assurances document along with application.
  - Follow instructions in **Appendix 7.B: Memorandum of Understanding (MOU)** in the *CLSD Application Appendix* Excel document. Print, sign, scan and attach one MOU for each external partner (e.g., schools, ECE providers) along with application.
- Partner organizations are required if your district/charter/consortia does not have a component of the B-12 requirement for consideration. MOUs for each partner are required.**

### Application Submission Instructions and Checklist

To **complete** this application, submit documents **in their original form** and any other attachments you may deem necessary to **complete** your application:

**1. The Project Narrative** is composed of the following sections:

- ☐ **Section 1:** Applicant Information and Goals
- ☐ **Section 2:** Comprehensive Literacy System Design
- ☐ **Section 3:** Continuous Progress Improvement and Monitoring
- ☐ **Section 4:** Coordination and Sustainability
- ☐ **Section 5:** Timeline
- ☐ **Section 6:** Budget

**Along with Narrative, provide the following:**

- ☐ Local Literacy Plan
- ☐ NM Dash Plan
- ☐ Reading Data for the past 3 years

Save the Project Narrative: Sections 1-6 in **their original format**.

**Example:** Name the file: [Lead Applicant Name] – CLSD Project Narrative (e.g. Land of Enchantment School District – CLSD Project Narrative.pdf).

Maximum length of narrative sections 1-6 should not be more than 30 pages, not including the title page and appendices.

**2. CLSD Application Appendices** (Excel document only):

- ☐ **Appendix 1.A:** Applicant Info
- ☐ **Appendix 1.B:** Proposed Partners
- ☐ **Appendix 2.B.1:** Literacy System
- ☐ **Appendix 2.B.2:** Programs and Practices
- ☐ **Appendix 2.B.3:** Literacy Skills
- ☐ **Appendix 2.C:** Literacy Assessments
- ☐ **Appendix 6.B:** Budget Calculator

**If documents are not submitted in their original format, this will be an automatic disqualifier.**

Save the Application Appendices as a excel document. Name the file: [Lead Applicant Name] – CLSD Project Narrative (e.g. Land of Enchantment School District – CLSD Application Appendices.pdf).

**3. External Partner Vetting Documents** – This is a required form, failure to submit shall lead to disqualification.

- ☐ **Assurances:** General assurances signed by lead applicant representative (printed from *Tab 7.A. Assurances* in the *CLSD Application Appendices* Excel document)
- ☐ **Proof of Insurance:** Artifact for ECE Provider Partner (PDF Format)
- ☐ **Agreements:** MOUs for each partner school/program signed by lead applicant and partner representatives (printed from *Tab 7.B. MOUs* in the *CLSD Application Appendices* Excel document submitted in PDF Format)

External Partner Vetting documents should be signed, scanned, and combined into one PDF file  
Submit the CLSD application via email to [CLSD.literacy@state.nm.us](mailto:CLSD.literacy@state.nm.us) by **5:00 pm MDT on December 20, 2019**. Direct questions to [CLSD.literacy@state.nm.us](mailto:CLSD.literacy@state.nm.us).

#### CLSD Quality Scoring Guide

Narrative Category and Requirements	SCORE
<b>Section 1: Applicant Information and Goals</b> (10 Points)	
<b>Section 2: Comprehensive Literacy System Design</b>	
2.A: Leadership (10 Points)	
2.B: Instruction and Intervention (15 Points)	
2.C: Comprehensive Assessment (10 Points)	
2.D: Professional Development (15 Points)	
2.E: Family Engagement (10 Points)	
<b>Section 3: Continuous Program Improvement and Monitoring</b> (10 Points)	
<b>Section 4: Coordination and Sustainability</b> (5 Points)	
<b>Section 5: Timeline</b> (5 Points)	
<b>Section 6: Budget</b> (10 Points)	
<b>Assurances and Agreements</b> – Required, failure to submit shall lead to disqualification.	

<b>Appendices-</b> Required, failure to submit in original formats shall lead to disqualification.	
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## ASLA Plan to Meet Enrollment Targets

### **Overview, History, and Community Need:**

- Since its initial authorization in 2009, the Albuquerque Sign Language Academy (ASLA) has demonstrated a steady increase of enrollment year to year. For the 2022-23 school year, the ASLA currently has 130 students enrolled. The demographic breakdown the student body is as follow:
  - 67% of total student population are designated as special education students and operate with an IEP;
  - 26% of total student population are considered “students with severe and profound disabilities;”
  - 50% total student body are designated deaf/hard of hearing (DHH) students
  - The ASLA has crossed the designated free/reduced lunch threshold to become a CEP school where all students eat free.
- At the current enrollment of 130 students, the ASLA has approximately 30 students on the waiting list that will continue to grow as the school year continues. We traditionally finish a school year with 50+ students on our lottery.
- There is a profound need for services that address the needs of DHH and Students with Disabilities in the Albuquerque. With the creation of the ASLA Transition Program, we have seen an explosion of requests to expand services for that branch of our program as very few programs exist to service DHH students and students on the DD Waiver.

### **Necessary Advertising and Promotion:**

- Thus far, the ASLA has never formally advertised as a direct means to increase enrollment. That is, the school has invested in formally increasing its image based on the accomplishments, accolades, and prowess of its program which in turn leads to word-of-mouth recommendations that positively impact enrollment. Examples of this are:
  - ASLA Mission Video
    - <https://youtu.be/HzAZaLD4BWs>
  - Huff Post Features ASLA
    - [https://www.huffingtonpost.com/entry/albuquerque-sign-language-academy\\_us\\_5a038e27e4b03deac08b0c83](https://www.huffingtonpost.com/entry/albuquerque-sign-language-academy_us_5a038e27e4b03deac08b0c83)
  - Century Foundation Feature
    - <https://tcf.org/content/report/albuquerque-sign-language-academy-dual-language-approach-serving-students-diverse-backgrounds-abilities/?agreed=1>
  - Honey Badger Conservation
    - <https://www.aslacademy.com/wp-content/uploads/2021/12/Outdoor-Equity-Fund-Video-ASLA.mp4>
- As the ASLA is now a formal Community School recognized by the NMPED, it has identified (through the Community Schools process) a need to amplify the messaging of



the school. The ASLA has created a nationally recognized program that many New Mexican may not be aware of. Through support with the Community Schools grant, the ASLA will divert resources to deliberately expand that the narrative of school as a New Mexico success story.

**Number of Returning Students:**

- Because the ASLA is a K-12 (up to the age of 22) program, the school rarely loses special needs students. The school's regular ed population do graduate from 8<sup>th</sup> grade and matriculate to a variety of high schools throughout the city, however all DHH and special needs students are eligible to stay through the transition program.

**Anticipated New Student Enrollment:**

- With the construction of a new school facility, the ASLA will conservatively be able to reach the (proposed) enrollment cap of 300 students within 3-5 years. It is more likely, however, that the high profile announcement of the new school being built will result in an immediate surge of interest in the school, and consequently as surge in lottery applications.

*State of New Mexico*  
**Public School Capital Outlay Council**

**PSCOC Chair**

Joe Guillen, *NMSBA*

**PSCOC Vice Chair**

Raúl Burciaga, *LCS*

**PSCOC Members**

David Abbey, *LFC*

David L. Robbins, *PEC*

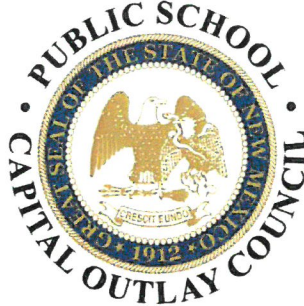
Antonio Ortiz, *PED*

Ashley Leach, *DFA*

Clay Bailey, *CID*

Mariana Padilla, *Governor's Office*

Dr. Perea Warniment, *LESC*



**Public School Facilities Authority**

Martica Casias | Executive Director

Ryan Parks | Deputy Director

1312 Basehart SE, Suite 200

Albuquerque, NM 87106

(505) 843-6272

<https://www.nmpsfa.org/>

July 22, 2022

Mr. Raphael Martinez  
Albuquerque Sign Language Academy  
620 Lomas Blvd. NW  
Albuquerque, NM 87102

Dear Mr. Martinez,

We are pleased to inform you that the Public School Capital Outlay Council (PSCOC) has approved an award to the Albuquerque Sign Language Academy from the 2022-2023 Standards-Based Capital Outlay Program. The total net state award for this single phase project is **\$21,289,264**, for the following project:

**School:**

**Albuquerque Sign Language Academy**

**Award Language:**

Construction phase funding for the replacement of the existing facility, for 200 students, grades K-12, and 47,000 gross square feet.

Release of construction funding contingent upon the finalization of the land lease, local share funding, and if necessary, modification of the contract to reflect all necessary statutory requirements, pursuant to the requirements of the PSCOC.

Please note that the award can be used *only* for the project(s) and purpose(s) specified.

Please submit this letter accepting the award by signature of both the Board of Education and the Superintendent to: Alyce Ramos, PSFA Programs Manager, via email at [aramos@nmpsfa.org](mailto:aramos@nmpsfa.org) or via mail at 1312 Basehart SE, Suite 200, Albuquerque, NM 87106.

**Deadline for the acceptance of this award is August 21, 2022.**

Prior to the expenditure or draw down of any state awarded funds, you must contact your PSFA Regional Project Manager (RPM) who will assist you through the procurement and selection processes to complete the work and must remain involved throughout the project. All projects shall utilize standard PSFA contracts, procedures, and reporting requirements. The details of the project must be agreed to mutually in writing between the District and the PSFA through MOUs, which shall be executed following acceptance of the award by the District. **The MOU shall be signed and uploaded into the Construction Information Management Systems (CIMS) within 30 days of the receipt.**

In addition to the project specific contingencies or other requirements specified in the award language, additional conditions were adopted by the PSCOC (see attached).

All districts are advised to expend these awarded funds, as well as past award balances, a timely manner. If you have any questions concerning the award, please contact Alyce Ramos, PSFA Programs Manager.

Once more, we would like to extend our congratulations. We look forward to working with you in our common purpose of providing better school facilities for the children of New Mexico.

Sincerely,



Joe Guillen, Chair  
Public School Capital Outlay Council

cc: Martica Casias, Executive Director, PSFA  
Sean Mussell, PSFA Regional Project Manager

Attachments: 2022-2023 PSCOC Standards-Based Awards 7-18-22  
2022-2023 PSCOC Standards-Based Award Additional Conditions

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#### DECLARATION OF AWARD ACCEPTANCE

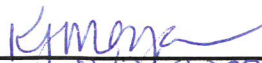
The undersigned below hereby certifies that the 2022-2023 Standards-Based Capital Outlay Award to the Albuquerque Sign Language Academy is: *(check one)*

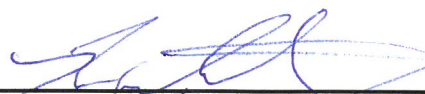
☒ Accepted

☐ Rejected

by the district and all project specific contingencies and additional conditions that were adopted by the PSCOC at the meeting on July 18, 2022 are understood and accepted. The awarded funds will be expended only for the stated uses and all contingencies will be met.

#### ACCEPTED BY:

  
\_\_\_\_\_  
DATE: 8/3/2022  
School Board President  
Albuquerque Sign Language Academy

  
\_\_\_\_\_  
DATE: 8/3/2022  
Raphael Martinez  
Albuquerque Sign Language Academy

**PSCOC 2022-2023 STANDARDS-BASED CAPITAL FUNDING AWARDS**  
**July 18, 2022 - Sorted by Rank**

Option 1 - ASLA Waiver Only

*Final Funding Pool: Facilities in the Top 150 of the 2022-2023 Final wNMCI Ranking*

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
District	School	wNMCI Rank	wNMCI Score	Campus Average FCI	School Site FMEA	Project Description	Total Estimated Project Cost (PSFA Scenario)	Phase 1 (10% of Total Project Cost)	Local Match %	State Match %	Offset	Phase 1 (FY23) Net Local Match	Phase 1 (FY23) Net State Match	Waiver Applied Phase 1 (FY23) Net Local Match	Waiver Applied Phase 1 (FY23) Net State Match	Out-Year Local Match	Out-Year State Match
1 Gallup	Gallup Central High School	1	122.44%	77.40%	75.82%	District Request: Facility replacement Project Scope: Facility replacement Recommended Project Approach: 2 phase project. Phase 1 - Planning and Design phase to include the enrollment projections, programming, design, and construction documents. Phase 2 - Construction (out-of-cycle) Recommended Award Language: Planning and design phase funding for the replacement of the existing facility, for 204 students, grades 6-12, and 20.553 gross square feet. Enrollment projections, programming for the specialized alternative educational program, and gross square footage (pursuant to the Adequacy Planning Guide) must be updated in the planning phase and approved by the PSCOC, prior to the completion of the planning phase and phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$ 10,981,468	\$ 1,098,147	18%	82%	\$ -	\$ 197,666	\$ 900,480	\$ 197,666	\$ 900,480	\$ 1,778,998	\$ 8,104,323
2 State Charter	Albuquerque Sign Language Academy	5	64.81%	46.62%	76.26%	District Request: Facility replacement Project Scope: Facility replacement Recommended Project Approach: 1 phase project. Phase 1 - Construction Recommended Award Language: Construction phase funding for the replacement of the existing facility, for 200 students, grades K-12, and 47,000 gross square feet. Release of construction funding contingent upon the finalization of the land lease, local share funding, and if necessary, modification of the contract to reflect all necessary statutory requirements, pursuant to the requirements of the PSCOC.	\$ 24,289,264	\$ 24,289,264	89%	11%	\$ 234,000	\$ 21,851,445	\$ 2,437,819	\$ 3,000,000	\$ 21,289,264	\$ -	\$ -





**PSCOC 2022-2023 STANDARDS-BASED CAPITAL FUNDING AWARDS**  
**July 18, 2022 - Sorted by Rank**

Option 1 - ASLA Waiver Only

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
District	School	W/MCI Rank	W/MCI Score	Campus Average FCI	School Site FMAR	Project Description	Total Estimated Project Cost (PSFA Scenario)	Phase 1 (10% of Total Project Cost)	Local Match %	State Match %	Offiant	Phase 1 (FY23) Net Local Match	Phase 1 (FY23) Net State Match	Waiver Applied Phase 1 (FY23) Net Local Match	Waiver Applied Phase 1 (FY23) Net State Match	Out-Year Local Match	Out-Year State Match
5 Farmington	Mesa Verde Elementary School	59	40.95%	74.46%	89.08%	District Request: Facility replacement Project Scope: Facility replacement Recommended Project Approach: 2 phase project. Phase 1 - Planning and Design phase to include the enrollment projections, programming, design, and construction documents. Phase 2 - Construction (out-of-cycle) Recommended Award Language: Planning and design phase funding for the replacement of the existing facility, for 447 students, grades K-5, and 56,159 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$ 28,352,513	\$ 2,835,251	63%	37%	\$ -	\$ 1,786,208	\$ 1,049,043	\$ 1,786,208	\$ 1,049,043	\$ 16,075,875	\$ 9,441,387
6 Gallup	David Skeet Elementary School	93	37.24%	72.21%	73.15%	District Request: Facility replacement Project Scope: Facility replacement Recommended Project Approach: 2 phase project. Phase 1 - Planning and Design phase to include the enrollment projections, programming, design, and construction documents. Phase 2 - Construction (out-of-cycle) Recommended Award Language: Planning and design phase funding for the replacement of the existing facility, for 224 students, grades K-5, and 31,499 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$ 21,603,198	\$ 2,160,320	18%	82%	\$ -	\$ 388,858	\$ 1,771,462	\$ 388,858	\$ 1,771,462	\$ 3,499,718	\$ 15,943,160
3	6					<b>TOTALS</b>	\$ 178,110,337	\$ 39,671,371				\$ 27,978,711	\$ 11,892,461	\$ 9,127,266	\$ 30,544,106	\$ 55,145,392	\$ 83,293,574

**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)**  
**2022-2023 PSCOC Standards-Based Awards - Additional Conditions**  
**July 18, 2022**

**Standards-Based Project Awards**

The PSCOC approved capital outlay project awards under the standards-based capital outlay process to the districts set out in the award spreadsheet for the purposes and in the amounts specified, including any special conditions contained in the award language for each school (see attached). Each allocation is intended to fully complete the project, phase, or specified purpose. All projects involving renovation shall reduce the wNMCI by one-third or greater. Out-of-cycle construction funding may be considered at any future regularly scheduled PSCOC meeting upon completion of planning, design, construction documents or equivalent PSFA phase approval and conformance with all contingencies. All project designs shall include evaluation of potential energy, maintenance and other operational costs of new, renovated or other facilities based on established standard averages.

**Standard Contingencies to All Awards**

The PSCOC approval of the awards is contingent upon acceptance by the districts through execution of the required documents between the PSFA and the district, which contain the detailed project description set before the Council, the roles and responsibilities of the parties, phasing schedules and direct payment options. These awards are further contingent on the following:

- Project amounts set aside for potential out-of-cycle awards include anticipated state share amount of a project or phase which requires the district to perform specific actions set out in the project descriptions and to bring back a request for funding for further consideration by the Council. Future awards may be contingent on district audit status and other conditions which may be deemed by the Council as necessary to ensure the prudent and appropriate use of capital funds.
- All districts receiving awards must have a completed audit for FY21 submitted to the State Auditor's Office prior to expenditure of PSCOC-awarded funds, and will have a corrective action plan in place to address audit findings. PSFA may, as directed by the PSCOC, assume direct administration of all projects from districts with serious findings in regard to expenditures or management of capital outlay funds.
- The district shall execute and maintain an effective preventive maintenance (PM) program, as prescribed in its PSCOC-approved PM plan (which shall be reviewed and updated annually by the district to ensure a Facility Maintenance Assessment Report (FMAR) score of satisfactory (70% or better) at each school), and effectively utilize all Facility Information Management System (FIMS) modules—Maintenance Direct (MD), Preventive Maintenance Direct (PMD), and Utility Direct (UD), or otherwise provide evidence of effective use of an alternate acceptable and equivalent maintenance management process. The district shall report to the PSFA every six months on the status

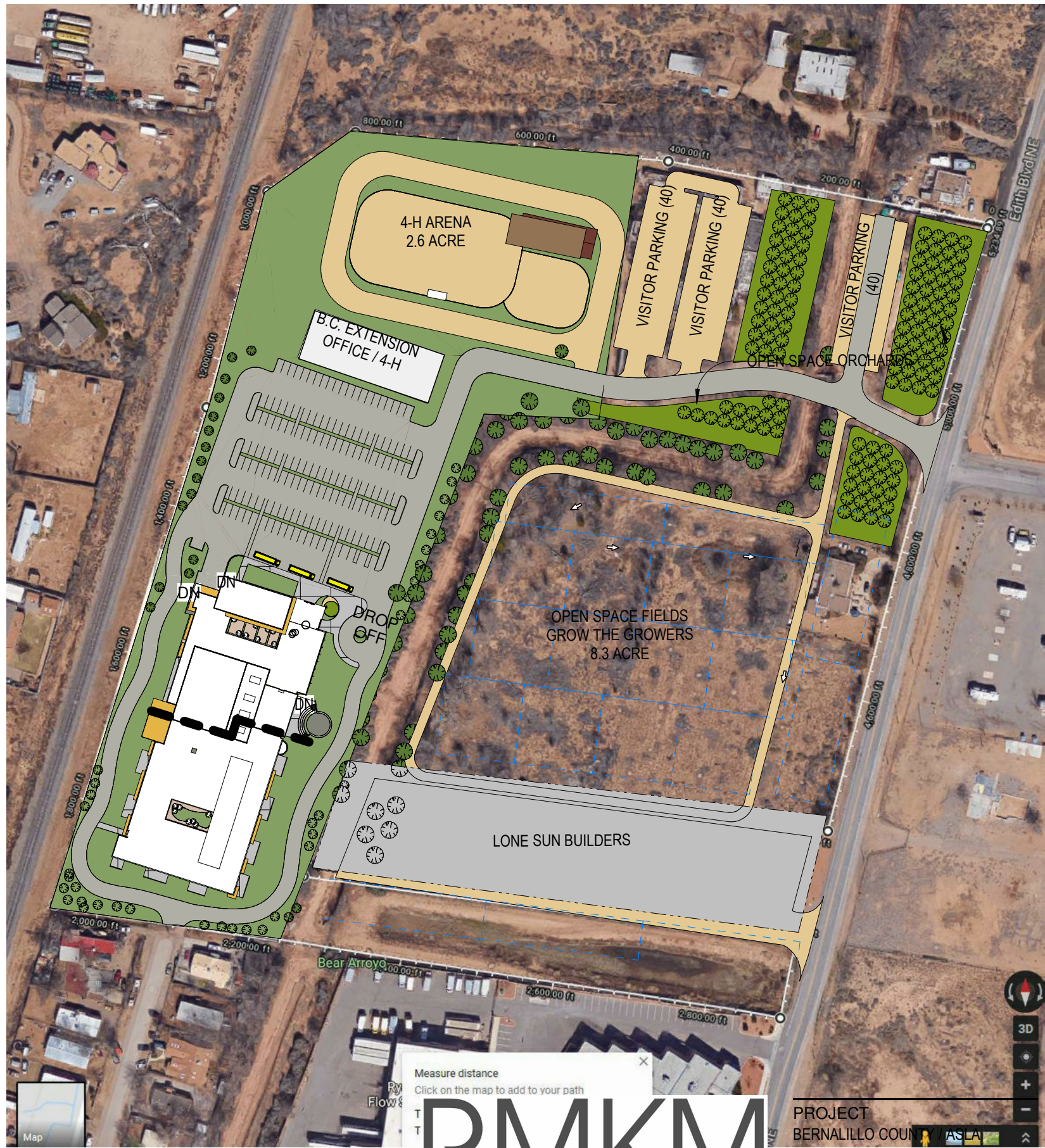


of its maintenance program. Should the district fail to meet the FMAR score of satisfactory, the district may be required to report to the PSCOC.

- Prior to construction closeout, the district must submit for PSFA approval an amendment to its maintenance plan defining how they will provide appropriate maintenance for any renovated or added facility space.
- Projects are funded only to the design capacity outlined in the award. Unless specific limitations are defined in the award, or are otherwise accepted, the Adequacy Planning Guide establishes gross square footage (GSF) boundaries; however, every effort should be made to minimize overall facility footprint. The PSCOC may elect to limit participation in the renovation of any existing square footage in excess of the guidelines.
- All procurement must meet the State of New Mexico Procurement Code.
- If existing facility disposal is required, an approved commitment from the district to PSCOC will be required prior to release of construction funding. Disposal may include demolition of the facilities or by written agreement transferring ownership of property and/or facilities. PSCOC reserves the right to recover a pro-rata share of awarded amounts for the replacement facilities if the original property or facilities are sold or used for another purpose than the award.
- The district will provide and deliver to the PSFA, within 30 days of the acceptance of the award, a Memorandum of Understanding (MOU) that includes, the proposed construction delivery method and the dates for completion of project planning, design development, construction, final completion, and project closeout. Failure to have projects completed by the scheduled deadline does not obligate the PSCOC for any increased costs due to inflation or other time related consequences.
- PSCOC may cancel an award for any project that has not made progress on any phase of work for a period longer than three consecutive years. Awards that are cancelled shall result in the decertification of state funding and the re-ranking of the previously awarded school. If a school remains eligible for an award after it is re-ranked, the district may reapply for an award at the same school with the understanding that the state and local match rates shall be based on the final calculated value at the time of the future application.
- The MOU shall identify specific portions of the project that the district intends to build outside of the allowable funding and above the awarded design capacity and commit to fund these portions at the sole cost of the district.
- Requests for Proposals (RFP) for construction and design services or Invitations to Bid (ITB) for construction services cannot be released without review and written approval from PSFA. RFPs/ITBs that are released without written approval may have to be reissued. A PSFA Request for Approval of School Construction (RASC) final approval of school construction is required prior to releasing your RFP/ITB.

- District must submit cost estimates for all furniture, fixtures and equipment (FF&E) and site equipment (playground, tables, benches, etc.) for approval by PSFA prior to any purchase. Participation in furniture, fixtures equipment (FF&E) to adequacy will be based on the Maximum Allowable Construction Cost (MACC) as follows: elementary schools 2.5%, combined schools 1.5%, middle schools 1.5% and high schools 3.0%.
- Any legitimate project expenses expecting PSCOC/PSFA participation, reimbursement or credit shall be submitted and approved by PSFA in advance of the expenditure through the construction information management system (CIMS). Exception: Allowed project expenses made prior to award must be submitted within 90 days of the executed MOU.
- Prior to projects' final PSFA RASC approval and release to bid, all site infrastructure including roadways, utilities and water must be in place, under contract with specified completion time, or defined by other acceptable written agreements that include cost and completion time.
- All awards are exclusive of land acquisition costs and any utilities and infrastructure expenses outside the surveyed property boundary, which are the sole responsibility of the district and community and will not apply to the district's matching fund requirement.
- Any award to a school district for a school located on tribal lands shall have an associated land lease with the tribe, pueblo, or nation for the land on which the school is being constructed. The lease shall be for a period of 25 years from onset of the construction award, with the option to increase by an additional 25 years at the sole discretion of the school district.
- Portable classrooms purchased from proceeds of this or previous PSCOC awards, freed by construction of permanent facilities shall, at the option of the PSFA, become the property of the PSCOC. If freed portables were purchased with district proceeds, then at PSFA's option, portables may be purchased at a fair market price and relocated by PSFA as directed by and at the expense of the PSCOC.
- On or before the 12<sup>th</sup> month following substantial completion of the project or phase, PSFA staff will schedule a review of all project expenditures that apply to both the scope of work and to the adequacy standards to insure that the overall expenditures align with the match percentages after necessary offsets and waivers as identified in the Memorandum of Understanding (MOU) for the project. Following mutual agreement on the overall and final financial project status, project balances will be reallocated by the Council. All PSCOC awards must be fully reconciled and reallocated no later than 18 months after substantial completion.





# 1 SITE PLAN

1" = 160'-0"

**RMKM**  
ARCHITECTURE, PC

400 Gold Ave SW Studio 1100 Albuquerque, NM 87102 505.243.5454 www.rmkmarch.com

PROJECT  
BERNALILLO COUNTY ASLA  
SCHEMATIC DESIGN

SCALE  
1" = 160'-0"  
PROJECT NO.  
1519  
DATE

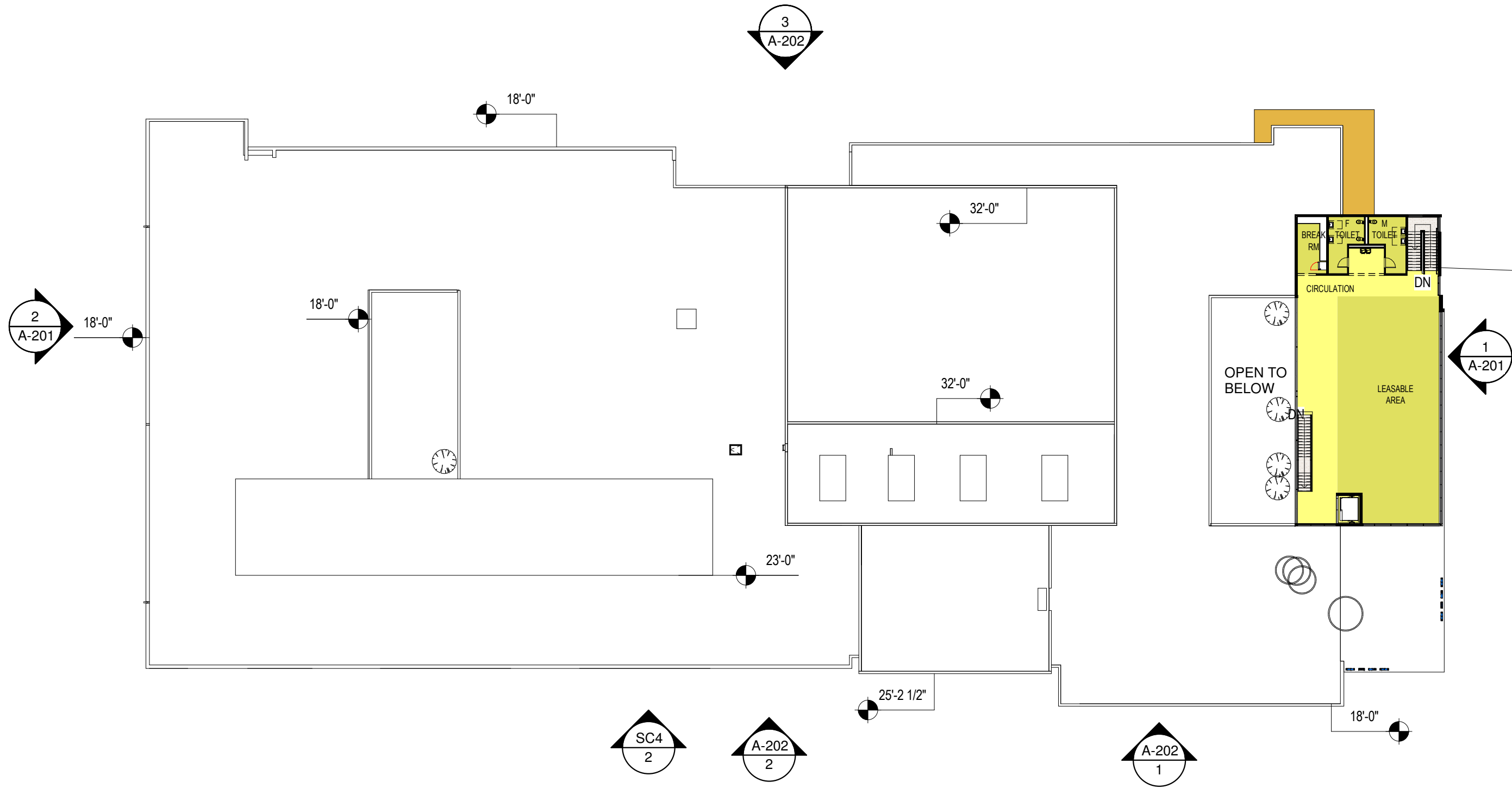
SHEET TITLE  
SCHEMATIC SITE PLAN  
SHEET NUMBER  
**SC0**

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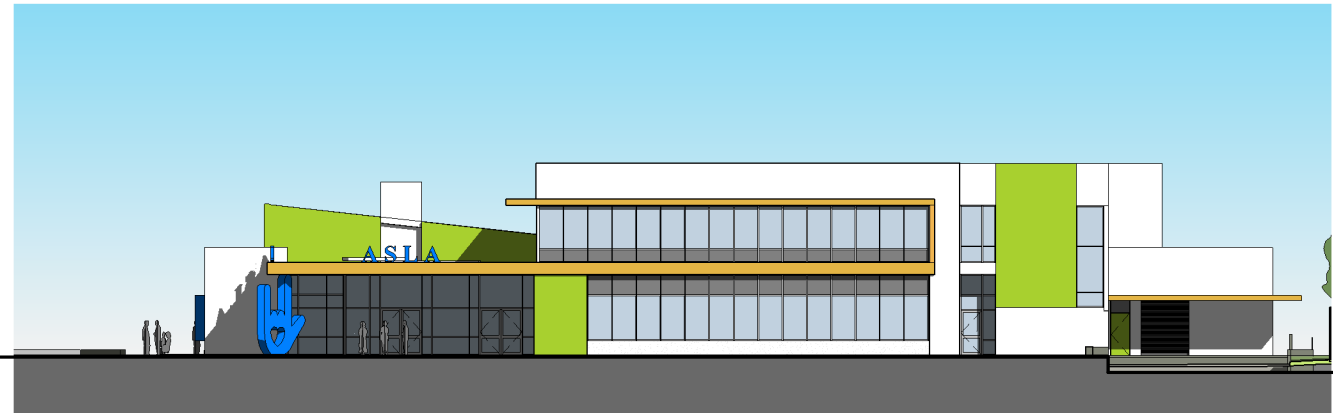
1 LEVEL 02  
1/32" = 1'-0"



③ SCHEMATIC WEST BUILDING ELEVATION1  
1/32" = 1'-0"



② SCHEMATIC EAST BUILDING ELEVATION  
1/32" = 1'-0"



① SCHEMATIC NORTH BUILDING ELEVATION  
1/32" = 1'-0"



④ SCHEMATIC SOUTH BUILDING ELEVATION  
1/32" = 1'-0"

**RMKM**  
ARCHITECTURE, PC  
400 Gold Ave SW Studio 1100 Albuquerque, NM 87102 505.243.5454 www.rmkmarch.com

PROJECT  
BERNALILLO COUNTY / ASLA  
SCHEMATIC DESIGN

SCALE  
1/32" = 1'-0"  
PROJECT NO.  
1519  
DATE

SHEET TITLE  
SCHEMATIC ELEVATIONS  
SHEET NUMBER  
**SC4**

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- LEGEND**
- PROJECT BOUNDARY
  - PAVED ROAD & PARKING
  - GRAVEL ROAD & PARKING
  - WALKING PATH
  - 1 MULTI-PURPOSE BUILDING (25,680 SQ SF)
  - 2 INDOOR ARENA (17,040 SQ SF)
  - 3 CARETAKER'S RESIDENCE
  - 4 LIVESTOCK HOLDING
  - 5 OUTDOOR ARENA (29,100 SQ FT)
  - 6 FLEXIBLE USE AREA & OVERFLOW PARKING
  - 7 HOOP HOUSES
  - 8 MASTER GARDENER'S GARDEN
  - 9 FIELD CORPS
  - 10 VINEYARDS
  - 11 EL CAMINO REAL NATIONAL HISTORIC TRAIL KIOSK
  - 12 PLAYGROUND
  - 13 ORCHARD
  - 14 EXISTING STORM BASIN

# SANDIA RANCH MASTER PLAN: RENDERED SITE PLAN

Albuquerque, New Mexico  
Second Public Meeting - September 22, 2021



HUITT-ZOLIARS



Timestamp	Email Address	A vote yes means you	Comments / Comentarios
8/2/2022 15:03:54	casasaurrey@gmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:04:19	lucadelvalle@gmail.com	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:04:37	nicoleheard@gmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:04:41	lail.davidson4@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:04:59	steph623@hotmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:05:23	verib6@gmail.com	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:06:30	chadasterny@gmail.co	Yes, I am in favor of in I'm excited for an increase and hopefully allowing for staff who knows ASL and can continue to teach our children who desperately need more immersion. Thanks!	
8/2/2022 15:06:46	nbwesa@gmail.com	Yes, I am in favor of in WOW!!!!!! Huge!!!	
8/2/2022 15:06:57	arbelarizn.gulierrez@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:07:17	jennemartinez@gmail	Yes, I am in favor of in Because of the limited opportunities for our children, many of whom are deaf and/or additional special needs, it is important that ASLA continue to expand programming for K-12 and beyond.... into adult work programs, etc. As a parent I value this community and hope we can continue our commitment to our children. There are many families on the waiting list and I imagine with a new facility interest will only increase.	
8/2/2022 15:07:47	romero149@yahoo.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:07:51	jennifertanaka44@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:10:03	Scotchiche@gmail.co	Yes, I am in favor of in ASLA has had a profound impact on our family, and I feel more students and families deserve to have the same experience when it comes to education and growing within a community.	
8/2/2022 15:14:35	robinneg34@hotmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:14:51	vay151@gmail.com	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:16:04	lathin@hotmail@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:17:39	paulwutch@gmail.com	Yes, I am in favor of in Hurry up! Lol	
8/2/2022 15:18:32	doctox_13@cloud.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:26:36	Ellie@asacademy.co	No, I am NOT in favor. He has many students to manage at once.	
8/2/2022 15:40:30	jesspinkman@gmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:40:55	jenna.bart2@gmail.com	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:43:10	livesumner272@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 15:43:56	vgroz4@gmail.com	Yes, I am in favor of in We are for it as long as it doesn't increase class too much	
8/2/2022 16:07:41	alana.menot53@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 16:12:30	felixp@yaho.com	Yes, I am in favor of in Yes!	
8/2/2022 16:20:20	mhynegrove@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 16:21:18	ltnhargrove7@gmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 16:23:05	woodventen@gmail.co	Yes, I am in favor of in Thank you!!	
8/2/2022 16:47:51	twelving_cool@hotmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 16:48:20	beatricep@asacadem	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 17:18:02	lbtogr330@hotmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 17:31:41	apelle.novewood@gmail	Yes, I am in favor of in ASLA deserves to grow ASLA is an amazing school	
8/2/2022 17:43:21	cerantekjanine@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 18:29:54	rachael@asacademy	Yes, I am in favor of in My primary concern is maintaining low student to teacher ratios to ensure students and staff can thrive.	
8/2/2022 18:16:00	analeka.aber@state.n	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 18:27:05	rmcnicol@gmail.com	Yes, I am in favor of in Can't wait for a new building	
8/2/2022 18:29:46	ameestas2@gmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 18:34:20	carlyrboul@gmail.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 20:12:40	montes_cub@kybathing	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 20:23:42	oscaranemmy411@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/2/2022 8:33:27	nathali110@gmail.co	Yes, I am in favor of in ASLA is now spread over three different campuses to provide their educational opportunities for all it's Rolles, ASLA provides an excellent educational opportunity for both mainline education needs and special needs. Condensing the campuses back to one location would be beneficial for the students and school as a whole.	
8/3/2022 10:56:34	paul.pigante@wexcon	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 12:37:10	klara@n@n@n@n@n	Yes, I am in favor of in This increase will allow ASLA to better serve the wonderful community of students, educators, and families.	
8/3/2022 14:36:30	gabriel@asacadem	Yes, I am in favor of in Makes a lot of sense to be prepared for the future.	
8/3/2022 15:30:52	makayla@asacadem	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 15:32:34	alexy@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 15:33:24	lorykry@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 15:33:25	ellie@asacademy.co	Yes, I am in favor of in I thought about it and changed my mind. Its important that we have building structures for both students and our North Valley community.	
8/3/2022 17:13:29	teremy@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 17:18:31	jeana@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 17:21:17	teresa@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 17:27:10	kaylee@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 17:36:33	amy.martinez@science	Yes, I am in favor of in Bodes well for the future.	
8/3/2022 17:36:55	kathleen@asacadem	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 17:45:02	elphie@hotmail.com	Yes, I am in favor of in I believe that ASLA is a growing community that will benefit greatly with an enrollment cap increase. By increasing the cap, ASLA will be able to reach and serve a larger number of families and students that need ASLA's unique services.	
8/3/2022 17:58:59	jaleco@asacademy.co	Yes, I am in favor of in Increase in programming capacity should be done with caution to ensure growth along the intended path but it seems that concern is shared by those tasked with the responsibility of guiding the programming of the school currently.	
8/3/2022 18:00:24	charlotte@asacadem	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 18:32:11	danielle@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 18:35:28	lrend@asacademy	Yes, I am in favor of in Hope anything making it throughout	
8/3/2022 20:32:43	duane@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 20:34:43	etiam@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 20:54:47	aurora@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 21:09:25	stefanie@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 22:02:52	proshane@asacadem	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 22:04:47	schonnam@asacadem	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/3/2022 22:37:52	mhynegrove@gmail	Yes, I am in favor of in I'm planning for the future of our school and community, we will need to raise the student cap	
8/4/2022 0:24:40	jamie.C.Norrig@gmail	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/4/2022 8:03:49	jamie@asacademy.co	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/4/2022 8:06:01	geneva@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/4/2022 8:20:17	twelving@gmail.com	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	
8/4/2022 10:00:59	rachael@asacademy	Yes, I am in favor of increasing ASLA's student cap to 300 / Si, estoy a favor de aumentar el límite de estudiantes de ASLA a 300.	



## Albuquerque Sign Language Academy Student Enrollment Matrix

	<u>Year 0</u> FY 23-24	<u>Year 1 (new school)</u> FY 24-25	<u>Year 2 (new school)</u> FY 25-26	<u>Year 3 (new school)</u> FY 26-27	
Kinder	7	9	11	13	Deaf, Hard of Hearing, Hearing & Special Needs Students
Grade 1	16	19	21	23	
Grade 2	10	15	19	23	
Grade 3	15	18	21	23	
Grade 4	14	18	21	23	
Grade 5	13	18	21	23	
Grade 6	14	18	21	23	
Grade 7	14	18	21	23	
Grade 8	13	17	21	23	Special Needs Students Only
Grade 9	6	9	12	14	
Grade 10	5	9	12	14	
Grade 11	5	9	12	14	
Grade 12	5	9	12	14	Special Needs Students ages 18-22
Transition Y1	2	6	9	12	
Transition Y2	2	6	9	12	
Transition Y3	2	6	9	12	
Transition Y4	2	6	9	11	
<b>TOTAL</b>	<b>145</b>	<b>210</b>	<b>261</b>	<b>300</b>	

## Albuquerque Sign Language Academy Staffing Matrix

Teachers	16	19	23	26	
Educational Assistants	19	24	28	32	
Social Workers*	3 FTE	3.8 FTE	4.4 FTE	5 FTE	* based on IEP Service Hours
Speech and Language Pathologists*	2.6 FTE	3.2 FTE	3.8 FTE	4.3 FTE	* based on IEP Service Hours
Occupational Therapists*	1.8 FTE	2.2 FTE	2.6 FTE	3.0 FTE	* based on IEP Service Hours
Physical Therapists*	.6 FTE	.7 FTE	.9 FTE	1.0 FTE	* based on IEP Service Hours
Audiologist*	.4 FTE	.5 FTE	.6 FTE	.7 FTE	* based on IEP Service Hours
School Nurse	1	1	1	1	
Interpreters*	4	5	6	7	* based on IEP Service Hours
Educational Diagnosticians	0.4 FTE	0.4 FTE	0.5 FTE	0.5 FTE	
Health Assistant	1	1	2	2	