

INDIAN EDUCATION ADVISORY COUNCIL

2018-2019

DRAFT ADVISEMENT PACKAGE

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
INDIAN EDUCATION DIVISION**

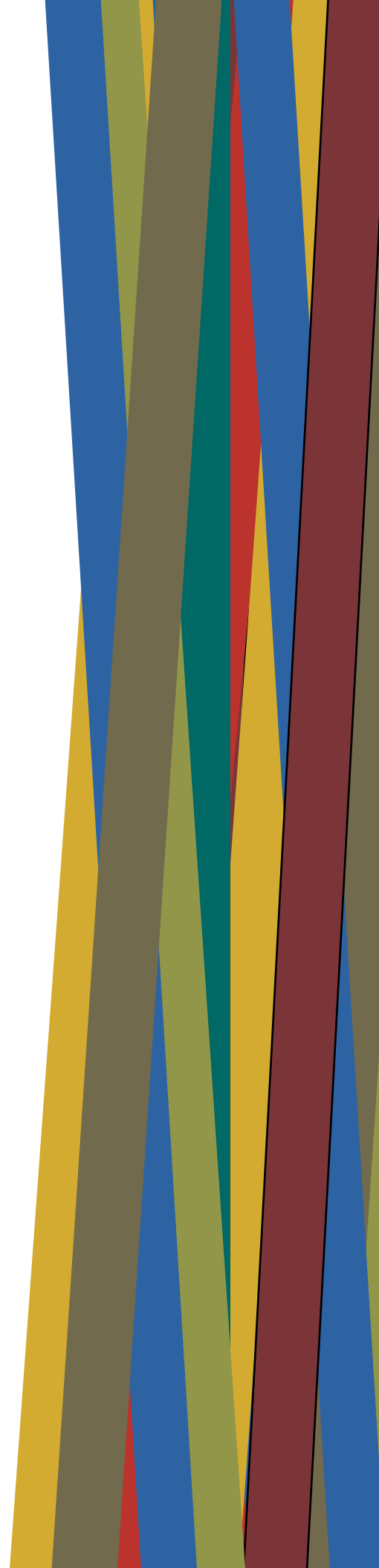


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STATUORY COMPLIANCE

22-23A-6 NMSA 1978. Advisory council.

A. The "Indian education advisory council" is created and **shall advise** the secretary [of education] and assistant secretary [of Indian education] on implementation of the provisions of the Indian Education Act.

Indian Education Advisory Council

Name

Vacant
Vacant
Dr. Pauletta White
Dr. Pandora Mike
Claudia Vigil-Muniz
Berdine Largo
Audrey Simplicio
Patricia "Pat" Sandoval
James Lujan Sr.
Jeremy Oyenque
Dr. Tiffany Lee – Albuquerque
Theresa Frazier – Gallup
Lena Benally-Smith – Farmington
Casey Sovo
Marsha Leno
Dr. Sylvia Rodriguez
James Conyers

Nation

Navajo Nation
Navajo Nation
Navajo Nation
Navajo Nation
Jicarilla Apache Nation
Mescalero Apache Tribe
Southern Pueblo
Southern Pueblo
Northern Pueblo
Northern Pueblo
Urban Indians
Urban Indians
Urban Indians
Bureau of Indian Affairs – At-Large
Head Start – At-Large
Non-Tribal – General Public – At-Large
Public Education Commissioner

ADVISEMENT MODEL 2018-2019

The following is a suggested advisement cycle structure. This structure ensures the continuity of advisement(s), work, and collaboration with the Public Education Department and local Tribes. The IEAC may modify this structure to meet their collective needs.

Stakeholder Feedback	Research Workshop (Morning)	Design Workshop (Afternoon)	Draft Advisement Package Produced and Shared with SOE/ASIE/TRIBAL LEADERS	Advisement Formally Presented to Tribal Leadership and NMPED	NMPED Integration of Advisement(s)	NMPED Shares current work aligned to requirements in the Indian Education Act
Action/work outside of meeting schedule	IEAC Workshop Meeting		IEAC Meeting/G2G	IEAC Meeting/G2G	Action/work outside of meeting schedule	IEAC Meeting
<p>IEAC will share ideas and proposed advisements with stakeholders and collect feedback.</p> <p>Stakeholders include but not limited to:</p> <ul style="list-style-type: none"> • Tribes/Pueblos • Education Leaders • Parents & Families • IED Colleagues & Experts 	<p>IEAC will review:</p> <ul style="list-style-type: none"> • Previous legislative actions, • NMPED rule-making, • Student Achievement Data, • IE Reports, and • Any other pertinent information. <p>Based on research and data review, IEAC will choose 3-4 advisement topics.</p>	<p>IEAC will design advisement(s)</p> <ul style="list-style-type: none"> • Specific, measurable requests • Detailed budget implications • Who, how, what, when, etc. 	<p>IEAC</p> <ul style="list-style-type: none"> • Shares stakeholder input and feedback and draft package • SOE, Assistant Secretary of Indian Education and Tribal Leaders give feedback • IEAC collects and incorporates feedback. 	<p>IEAC presents final advisement package to Tribal Leaders, Indian Affairs, BIE, PEC, SOE, Deputy Secretary of Education, Assistant Secretary of Indian Education. Both Tribal leadership and NMPED provide feedback and create dialogue.</p> <p>Package is posted on IED/NMPED website.</p>	<p>IED/NMPED integrates viable advisements into their yearly work plan, and into legislative package (when appropriate)</p>	<p>NMPED Secretary of Education, Deputy Secretary of Education, Assistant Secretary of Indian Education, and Higher Education Liaison share HOW current work is focused on improving Native/Tribal student outcomes.</p>

IEAC MEMBERS PRESENTING ADVISEMENT	James Lujan Sr. Northern Pueblo	Pauletta White Navajo Nation
ADVISEMENT 1: Tribal Consultation and Collaboration		
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	Ensure input at the local tribal level to address the education of American Indian students	
ALIGNMENT WITH INDIAN EDUCATION ACT	Sections: F, H and I	
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	Should be constant collaborative relationships and discussion between American Indian tribes, pueblos and Nation of New Mexico and the Public Education Department regarding Titles I, II, III, IV, VI, and VII. Formal semi-annual G2G meetings of tribal leaders to provide input on the education of American Indian students. More frequent meetings with tribal leaders as warranted	
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	Greater Input from tribal leaders on the education of their students.	
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Tribal consultation to ensure the 3 initiatives are being addressed. Annual status reports of its progress	
RESEARCH		
DATA	Documentation of the implementation of feedback from formal meeting with tribal leaders. The number of tribal consultation verification forms submitted with the district budgets. Data of student achievement as documented in TESR Survey results	
BUDGET IMPLICATIONS FOR NMPED	Trips to meetings with tribal leaders	
PERSONNEL IMPLICATIONS FOR NMPED	Advisement of IED In all title programs that impact American Indian students Dedicated time from key personnel who will facilitate meetings between the tribal leaders and PED program managers	
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	Scheduled time with program managers of Title I, II, III, IV, V, VI and VII and the tribes for discussion and feedback for such programs.	
OUTCOMES OF THE ADVISEMENT	Authentic feedback from tribal leaders on how the different title programs can help increase student achievement	
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	Periodic meetings with tribal leaders on the title programs on the current year's plan and gathering feedback for next year's plans. Starting with January, 2019, schedule monthly meetings with tribal leaders. Formal approval of recommended suggestions at G2G	
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	Availability of members for the meeting with tribal leaders. Knowledge of title programs to provide feedback Schedule meetings between tribal leaders and IED/PED for feedback sessions	
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	Initially, this will be very time-consuming, but once the process is implemented, it'll become routine.	

IEAC MEMBERS PRESENTING ADVISEMENT	Audrey Simplicio Southern Pueblo	Lena Benally-Smith Urban Indians-Farmington	Marsha Leno Head Start
ADVISEMENT 2: Cultural Competency Training for Decision and Policy Makers			
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	<p>Cultural Competency Training</p> <ul style="list-style-type: none"> -Superintendents -LESC, LFGT, School boards, etc., -Indian Education Act <p>Advisement: To continue and expand NMPED CCT to include policy makers, decision makers, school board members, Superintendents, Legislators, Federal Programs Directors, Bilingual/Coordinators in conjunction with the support of the Indian Education Act under section 635.2.10 (j) and (m). Define: Cultural Competency "is the ability to interact effectively with people of different cultures"-Could be amended</p>		
ALIGNMENT WITH INDIAN EDUCATION ACT	Professional Development.		
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	Collaboration component.		
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	Professional Development		
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Generally Aligned		
RESEARCH			
DATA	Survey results		
BUDGET IMPLICATIONS FOR NMPED	TBD		
PERSONNEL IMPLICATIONS FOR NMPED	TBD		
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	TBD		
OUTCOMES OF THE ADVISEMENT	Improved family engagement which leads to improved student achievement.		
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	To receive training by first quarter.		

HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	TBD
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	

IEAC MEMBERS PRESENTING ADVISMENT	DR. TIFFANY LEE ALBUQUERQUE URBAN INDIANS	PATRICIA "PAT" SANDOVAL SOUTHERN PUEBLO
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ADVISEMENT 3: Create NMPED Indian Education Division Staff Positions

WHAT IS THE PURPOSE OF THIS ADVISEMENT?	<p>Prioritize the staffing needs of the IED and create those positions through the Rule-Making process of the Indian Education Act</p> <p>NM IEAC recommend 2 staffing positions:</p> <ol style="list-style-type: none"> 1. Equity Specialist: The Equity Specialist would work across all PED Divisions and Programs to address inequities defined in Yazzie/Martinez specific to Native American students, Hispanic students, Special Education students, and students from low socioeconomic backgrounds. 2. Policy Analyst: The Policy Analyst would work within the IED to ensure that policies and rules are reviewed for alignment and in support of the IEA at all levels
ALIGNMENT WITH INDIAN EDUCATION ACT	<p>This advisement is to align with the first purpose of the Act: "Ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools"</p>
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY	<p>It is generally aligned to the state-tribal collaboration act and NMPED collaboration and communication policy. It is also aligned with and in support of the Civil Rights Act and the Martinez/Yazzie vs NM PED findings</p>

ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	<p>Meaningful and timely tribal consultation on various rule making initiatives and curriculum development.</p> <p>Continuity of state Indian education initiatives, rule making tribal consultation, and various projects during changes in leadership.</p> <p>Tribal consultation and side-by-side review, analysis, and compliance of NM PED rule making and NM PED State-Tribal Collaboration Act Collaboration and Communication Policy.</p> <p>Invite and involve the NM Indian Affairs Department in NM PED tribal consultation and rule making meetings and processes.</p>
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Positions will support all three areas of focus: Native Language & Culture Programs, Student Data Collection & Reporting, and Educator Pipelines.
RESEARCH	Create Rule-Making process for staffing needs of IED
DATA	Survey results
BUDGET IMPLICATIONS FOR NMPED	FTE positions for the 2 recommended by the IEAC and any that arise from the rule-making process. The salary will depend on the level of experience needed for the positions
PERSONNEL IMPLICATIONS FOR NMPED	TBD by NMPED
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	Defer to process recommended for Rule-Making of IEA 22-23A-2 & E, ADVISEMENT 4
OUTCOMES OF THE ADVISEMENT	Title and number of recommended positions, in addition to the 2 recommended by the IEAC
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	July 1, 2019
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	Select members could participate in hiring committee

IEAC MEMBERS PRESENTING ADVISEMENT	Jeremy Oyenque Northern Pueblo	Teri Fraizer Urban Indian-Gallup
ADVISEMENT 4: Rules 22-23A Justification: Implementation of the Indian Education Act		
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	Assistant Secretary and IEAC involvement in creating and or advising on proposed rule changes.	
ALIGNMENT WITH INDIAN EDUCATION ACT	<p>22-23A 1978- Rule Making</p> <p>A. The PED Secretary shall ensure that the duties prescribed In the Indian Education Act are carried out and that each division within the department Is COLLABORATING to fulfill Its responsibilities to tribal students</p> <p>B. The Secretary shall consult on proposed rules Implementing the Indian Education Act with the Indian Education Advisory Council, and shall present rules</p>	

	for review and comment at the next semi-annual G2G pursuant to Section 22-23A-5 NMSA 1978
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	Purpose and Objectives 1-4 Background-Section 1 (A, B, C, D, E, F (1-4), G Section II-Purpose Section III-A, B, C, D, E, F, G, I, J (2) Section IV-2,3,4,5,13,14,15,17,18(B), 21(work groups) Section V- A/Collaboration and Communication 1, 2 B/Cultural and Linguistic Competence 1-A,B,C,D C/Consultation 1,2,3,4,5 Attachment A,B,C,E (2A)(2B)(2C)
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	1,2,5,7,12,18,21
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Student Achievement Data
RESEARCH	Survey results
DATA	Tribes are currently not actively engaged in the process for recommendation, understanding and delivery of rule changes
BUDGET IMPLICATIONS FOR NMPED	Spend some money on summits, presentations, travel, lodging, etc. for presentations/collaborations Jaime Gonzales's Office Tech Person to make sure all info is available
PERSONNEL IMPLICATIONS FOR NMPED	IEAC Members Education Administrators Jaime's Office
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	By involving the IED Assistant Secretary and Advisory Council in discussion and outreach for rule changes
OUTCOMES OF THE ADVISEMENT	A more informed New Mexico American Indian Community who can transparently
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	Immediately And Would depend on when rules are to be addressed
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	By ensuring that all constituents are aware and Informed Presentations could be a responsibility of IEAC to stakeholders.
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	

IEAC MEMBERS PRESENTING ADVISEMENT	Berdine Largo Mescalero Apache Tribe	Pandora Mike Navajo Nation	Sylvia Andrew Non-Tribal
ADVISEMENT 5: Culturally and Linguistic Responsive Education Opportunities/Access			
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	To advise and ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools with "the use of cultural knowledge, prior experiences, frames of reference, and performance styles... to make learning encounters more relevant to and effective for them" (Gay, 2010, p. 31)		
ALIGNMENT WITH INDIAN EDUCATION ACT	22-23A-2.A-K NMSA (1978)		
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION Gay, G. Culturally Responsive Teaching: Theory, Research, and Practice, 2nd ed.; Teachers College Press: New York, NY, USA, 2010. AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	STCA Sections 1.A-G, 2, 3.A-K, 4.A-C, 6, 9		
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	G2G Summit Tribal Recommendations (2017): 1, 2, 6, 10, 18		
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Native Language and Culture Programs, Student Data Collection and Reporting, Educator Pipelines		
RESEARCH	<p>Merriam Report (1928) Indian Education Act (1978) Indian Reorganization Act (1934) National Tragedy: A National Challenge Report on Labor and Public Affair (1969) US Indian Education Act (1972) Tribal Education Status Report (2017 and previous years) Tribal Collaboration Act NMPED Reports for American Indian Students NMSA Report Yazzie vs. State of New Mexico (2018)</p> <p>Gay, G. <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>, 2nd ed.; Teachers College Press: New York, NY, USA, 2010.</p> <p>Garrett, M. (Fall, 1996). Two people: an American indian narrative of bicultural identity. <i>Journal of American Indian Education</i>, 36(1). Retrieved from http://jaie.asu.edu/v36/V36S1pt1.htm</p>		

	<p>Tatum, A. W. (2011). The legitimacy of culturally relevant pedagogy: resolved or unresolved. In Scherff, L. and Spector, K (Eds.), <i>Culture, relevance, and schooling: exploring uncommon ground</i> (pp. v-xi). Lanham, Maryland: Rowman & Lifflefield Education.</p> <p>Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., . . . & Zhang, J. (2012). <i>The condition of education 2012</i> (NCES 2012-045, pp. 1-24). Washington, DC: U. S. Department of Education, National Center for Education Statistics.</p> <p>Banks. J., & McGee Banks, C. (2010). Culture in society and in educational practices. In F. Erickson (Ed.), <i>Multicultural education: Issues and perspectives</i> (7th ed., pp. 33-56). Hoboken, NJ: John Wiley & Sons.</p> <p>Bennett, C. I. (1990). <i>Comprehensive multicultural education: Theory and practice</i> (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p> <p>Bode, P. (December 23, 2009). <i>Multicultural education</i>. Retrieved from http://www.education.com/reference/article/multicultural-education/</p> <p>Brophy, W. A., & Aberle, S. D. (1967). <i>The Indian, America's unfinished business: Report of the Commission on the Rights, Liberties and Responsibilities of the American Indian</i>. Norman, OK: University of Oklahoma Press.</p> <p>Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. <i>Review of Educational Research, 78</i>(4), 941-993. Retrieved from http://search.proquest.com/docview/214136461?accountid=1086</p> <p>Coffey, H. (2008). Culturally relevant teaching: Learn NC: K-12 Teaching and Learning from the UNC School of Education/Best Practices. Retrieved from http://www.learnnc.org/lp/pages/4474#note</p> <p>Ladson-Billings, G. (Fall, 1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal, 32</i>(3), 465-491. Retrieved from http://www.jstor.org/stable/1163320</p> <p>McCarty, T., & Lee, T. S. (2014, Spring). Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. <i>Harvard Educational Review, 84</i>(1), 101-136. Retrieved from http://163.14.136.65/toc/edu/201404/edupdf/edue10.pdf</p>
DATA	<p>See Yazzie vs. New Mexico State "Yazzie Proposed Remedies Platform, TESR, Bilingual data</p> <p>Survey results</p>
BUDGET IMPLICATIONS FOR NMPED	<p>Funds to support training, research, instructional materials, expansion of Grow Your Own Educators Pipeline, Curriculum Instruction Pedagogy aligned Culturally and Linguistic Responsive Education Opportunities/Access</p>

PERSONNEL IMPLICATIONS FOR NMPED	
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	Develop and Implement fully-funded programs; Require training for policy makers at all levels and all school personnel; Review/Revise/Evaluate all Instructional Materials for Culturally and Linguistic Responsive access; Develop and promote action research that Is Culturally and Linguistic Responsive Pedagogy; Build on existing teacher recruitment pipeline and retain teachers; Host Culturally and Linguistic Responsive parent education and Involvement opportunities; and provide funding to ensure Culturally and Linguistic Responsive opportunities/access.
OUTCOMES OF THE ADVISEMENT	All outcomes of advisement will be consistent with the Yazzie Proposed Remedies Platform case.
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	Be a voice (Advocate/Testify) at all state/tribal functions related to funding and Initiatives for American Indian Education.
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	