

INDIAN EDUCATION ADVISORY COUNCIL

2018-2019

ADVISEMENT PACKAGE

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

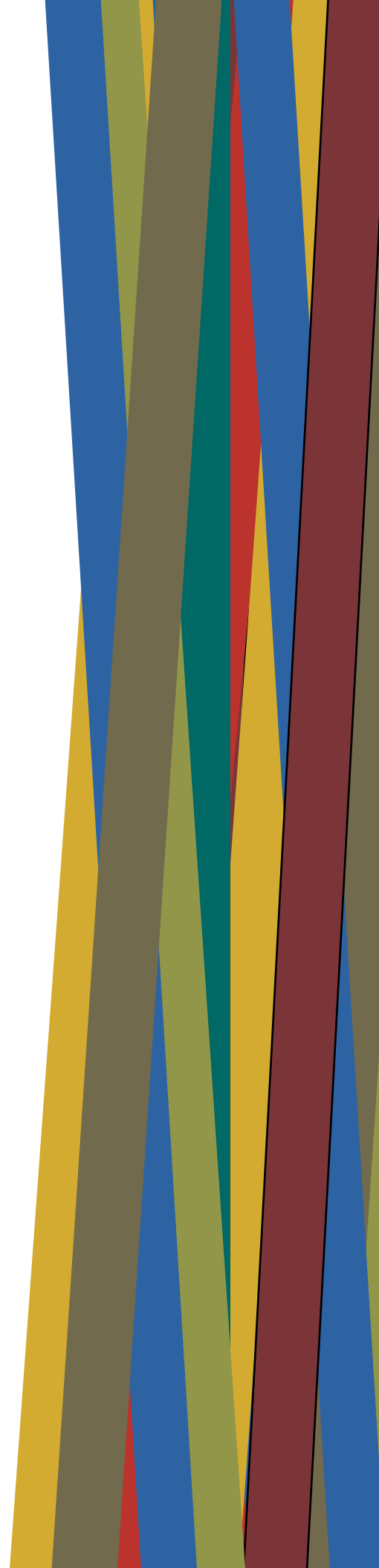


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Indian Education Advisory Council

Name	Nation
Vacant	Navajo Nation
Vacant	Navajo Nation
Dr. Pauletta White	Navajo Nation
Dr. Pandora Mike	Navajo Nation
Claudia Vigil-Muniz	Jicarilla Apache Nation
Berdine Largo	Mescalero Apache Tribe
Audrey Simplicio	Southern Pueblo
Patricia "Pat" Sandoval	Southern Pueblo
James Lujan Sr.	Northern Pueblo
Jeremy Oyenque	Northern Pueblo
Dr. Tiffany Lee – Albuquerque	Urban Indians
Theresa Frazier – Gallup	Urban Indians
Lena Benally-Smith – Farmington	Urban Indians
Casey Sovo	Bureau of Indian Affairs – At-Large
Marsha Leno	Head Start – At-Large
Dr. Sylvia Rodriguez	Non-Tribal – General Public – At-Large
James Conyers	Public Education Commissioner

ADVISEMENT METHODOLOGY

As required by New Mexico state statute, the Indian Education Advisory Council (IEAC) shall advise the Secretary of Education on the implementation of the Indian Education Act (IEA). In order to facilitate and formalize the advisement process, the New Mexico Public Education Department (NMPED) proposed a structured advisement cycle to support the IEAC in producing an official advisement package. The IEAC accepted the proposed process and used it to successfully present the Secretary of Education and Tribal Leaders with the advisements in this package at the December 2018 Government-to-Government meeting.

The IEAC committed to using the Advisement Cycle in February of 2018. At each meeting listed below, the IEAC focused on narrowing their advisements on the implementation of the IEA to the five¹ advisements in this package.

The process in 2018 was as follows:

February	Approval by vote to use the NMPED proposed advisement cycle
April	Preliminary research on student achievement data, legislation including the IEA, and previous recommendations by tribal leaders
July	Continued work from April
October	Draft recommendations finalized and Indian education survey data collection link shared with stakeholders
December	Survey data incorporated into advisements, presentation finalized, and official draft presentation of recommendations made to Secretary of Education and tribal leaders at the annual Government-to-Government meeting

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.

¹ In January of 2019, the IEAC voted to add an advisement to extend the 30-day comment period in the NMPED's rule-making process for rules that directly impact Native American students. The advisement is included in this package.

ADVISEMENT MODEL & PROCESS 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
IEAC will share ideas and proposed advisements with stakeholders and collect feedback. Stakeholders include but not limited to: <ul style="list-style-type: none"> • Tribes/Pueblos • Education Leaders • Parents & Families • IED Colleagues & Experts 	IEAC will review: <ul style="list-style-type: none"> • Previous legislative actions, • NMPED rule-making, • Student Achievement Data, • IE Reports, and • Any other pertinent information. Based on research and data review, IEAC will choose 3-4 advisement topics.	IEAC will design advisement(s) <ul style="list-style-type: none"> • Specific, measurable requests • Detailed budget implications • Who, how, what, when, etc. 	IEAC <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. 	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. Package is posted on IED/NMPED website.	IED/NMPED integrates viable advisements into their yearly work plan, and into legislative package (when appropriate)	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.

IEAC MEMBERS PRESENTING ADVISEMENT	James Lujan Sr. Northern Pueblo	Pauletta White Navajo Nation
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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).</p> <p>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	

<p>IEAC MEMBERS PRESENTING ADVISEMENT</p>	<p>DR. TIFFANY LEE ALBUQUERQUE URBAN INDIANS</p>	<p>PATRICIA "PAT" SANDOVAL SOUTHERN PUEBLO</p>
<p>ADVISEMENT 3: Create NMPED Indian Education Division Staff Positions</p>		
<p>WHAT IS THE PURPOSE OF THIS ADVISEMENT?</p>	<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 	
<p>ALIGNMENT WITH INDIAN EDUCATION ACT</p>	<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>	
<p>ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY</p>	<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>	
<p>ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS</p>	<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 ADVISMENT	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 for review and comment at the next semi-annual G2G pursuant to Section 22-23A-5 NMSA 1978</p>	
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	<p>Purpose and Objectives 1-4</p> <p>Background-Section 1 (A, B, C, D, E, F (1-4), G</p> <p>Section II-Purpose</p> <p>Section III-A, B, C, D, E, F, G, I, J (2)</p> <p>Section IV-2,3,4,5,13,14,15,17,18(B), 21(work groups)</p> <p>Section V-</p> <p>A/Collaboration and Communication 1, 2</p> <p>B/Cultural and Linguistic Competence 1-A,B,C,D</p> <p>C/Consultation 1,2,3,4,5</p> <p>Attachment A,B,C,E (2A)(2B)(2C)</p>	
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
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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	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)

Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*, 2nd ed.; Teachers College Press: New York, NY, USA, 2010.

Garrett, M. (Fall, 1996). Two people: an American indian narrative of bicultural identity. *Journal of American Indian Education*, *36(1)*. Retrieved from <http://jaie.asu.edu/v36/V36S1pt1.htm>

Tatum, A. W. (2011). The legitimacy of culturally relevant pedagogy: resolved or unresolved. In Scherff, L. and Spector, K (Eds.), *Culture, relevance, and schooling: exploring uncommon ground* (pp. v-xi). Lanham, Maryland: Rowman & Lifflefield Education.

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Banks. J., & McGee Banks, C. (2010). Culture in society and in educational practices. In F. Erickson (Ed.), *Multicultural education: Issues and perspectives* (7th ed., pp. 33-56). Hoboken, NJ: John Wiley & Sons.

Bennett, C. I. (1990). *Comprehensive multicultural education: Theory and practice* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Bode, P. (December 23, 2009). *Multicultural education*. Retrieved from <http://www.education.com/reference/article/multicultural-education/>

Brophy, W. A., & Aberle, S. D. (1967). *The Indian, America's unfinished business: Report of the Commission on the Rights, Liberties and Responsibilities of the American Indian*. Norman, OK: University of Oklahoma Press.

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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>Ladson-Billings, G. (Fall, 1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i>, 32(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</i>, 84(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	<p>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.</p>
OUTCOMES OF THE ADVISEMENT	<p>All outcomes of advisement will be consistent with the Yazzie Proposed Remedies Platform case.</p>
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	<p>Be a voice (Advocate/Testify) at all state/tribal functions related to funding and Initiatives for American Indian Education.</p>
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	

IEAC ADVISEMENT ADDENDUM 2018-2019

The addition of this advisement was agreed upon by the IEAC on Saturday January 12, 2019

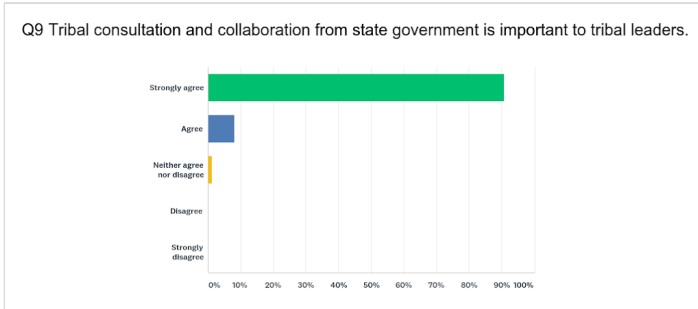
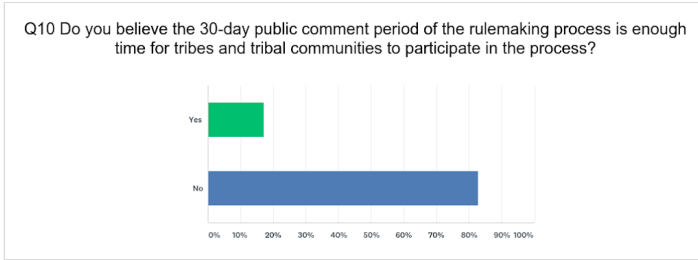
NAME OF ADVISEMENT	Extend 30-day rulemaking comment period to 60 days for bills that directly impact Native American students, teachers, and parents/families.
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	To ensure that Tribal Leaders have sufficient time to provide comment. To adhere to the New Mexico State-Tribal Collaboration Act To adhere to the NMPED Tribal Communication and Collaboration Policy
ALIGNMENT WITH INDIAN EDUCATION ACT	<p>22-23A-2.D. ensure that the department of education [public education department] partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities;</p> <p>22-23A-2.F. provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;</p> <p>22-23A-2.G. provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;</p> <p>22-23A-2.I. ensure that tribes are notified of all curricula development for their approval and support;</p>
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY	Meets the requirements of the State-Tribal Collaboration Act and the NMPED Collaboration and Communication Policy
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	<p>12. Continuity of state Indian education initiatives, rulemaking tribal consultation, and various projects during changes in leadership.</p> <p>15. Tribal consultation on PARCC to address tribal concerns related to appropriateness of the test within tribal education, and understanding impacts on Native American student dropout rates.</p> <p>22. 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>
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	The anchor of the three areas of focus is Tribal Collaboration
RESEARCH	

	N/A
DATA	N/A
BUDGET IMPLICATIONS FOR NMPED	No budget implications
PERSONNEL IMPLICATIONS FOR NMPED	No personnel implications
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	The IEAC will advise the Secretary of Education and the Assistant Secretary of Indian Education on how the NMPED could implement this advisement.
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	N/A

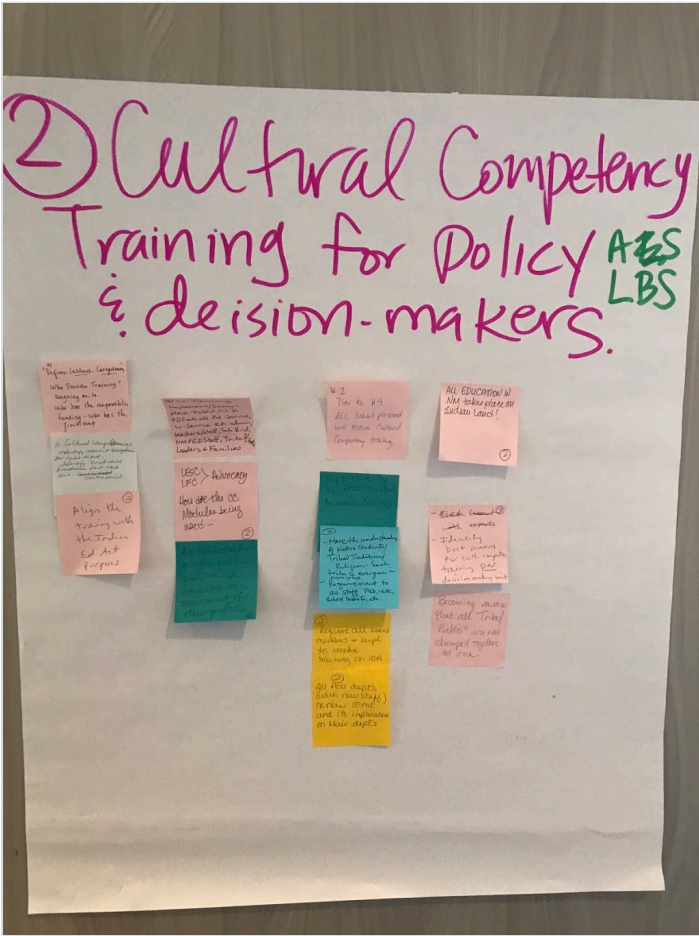
On-Line IEAC Workspace

COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	G2G Summit Tribal Recommendations (2017): 1, 6, 10, 18, 19, 20
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	Native Language and Culture Programs, Student Data Collection and Reporting, Educator Pipelines
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS RESEARCH	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) Gay, G. Culturally Responsive Teaching: Theory, Research, and Practice, 2nd ed.; Teachers College Press: New York, NY, USA, 2010. 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 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. x-xi). Lanham, Maryland: Rowman & Littlefield.

Tribal Consultation and Collaboration ONE PAGER
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Cultural Competency Training for Policy-Makers and Decision-Makers (Lena Benally-Smith, Audrey Simplicio)



1. Cultural Competency Training
- Superintendents
 - LESC, LFGT, School boards, etc.,
 - Indian Education Act

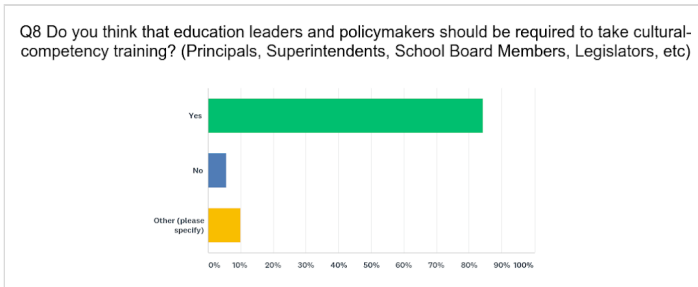
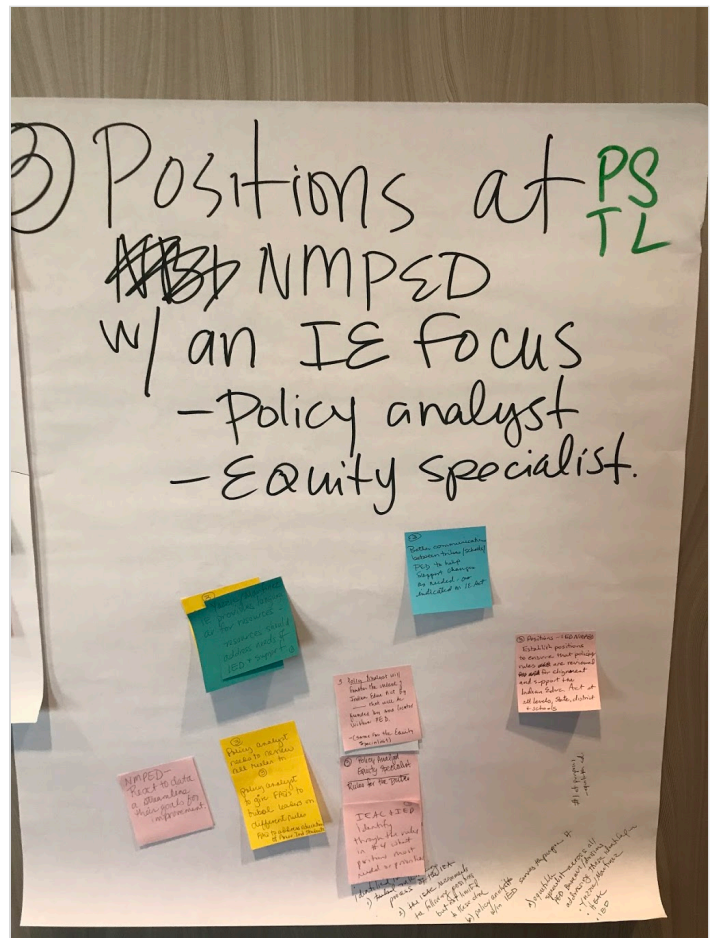
Advisement: To continue and expand NMPED CCT to include policy makers, decision makers, school board members, Superintendents, Legislators, Federal Programs Directors, Bilingual/Coordinators in conjunction with the support of the Indian Education Act under section 635.2.10 (j) and (m).
Define: Cultural Competency "is the ability to interact effectively with people of different cultures"-Could be amended
Timeline: To receive training by 1st quarter
Budget:

	22-23A-2 Purpose of act.	22-23A-3 Definitions.	22-23A-4 Rulemaking.	22-23A-4.1 Post-secondary education.	22-23A-5. Indian education division; secretary, assistant secretary, duties.	22-23A-6. Advisory council.	22-23A-7. Report.	22-23A-8. Fund created.
QUESTIONS / COMMENTS ABOUT THE LAW	Under C, it has "educational systems." Define what an educational system is in relation to the Act. People have varying ideas of this concept.		Revisit the act: how's, why's, advise? To deliver a measurable accountability system aligned to the Act deliverables.		What are the specifics for "Transition Efforts?" -allocations -programs -updates (22-23A-5.A) This in itself is HUGE but seems buried. (22-23A-5.E.4) What do these agreements entail? What does "transition efforts" include?	Has the # of urban communities changed? Is this the G2G? (22-23A-6.D) Clarify "assist in evaluating, consolidating..." (22-23A-6.D)	Where are community priorities in the report? What actually "needs" to be reported?	Who is accountable for \$ being completely spent? (22-23A-8.A) Current rules are missing to support method. (22-23A-8.C) Funding is grant awarded? (22-23A-8.A) How might we generate funds from Bilingual Multicultural Education Programs? (22-23A-8.A)
PROCESS, PROCEDURE, POLICY, AND NON-REGULATORY GUIDANCE	Website is extremely out-of-date and that is a huge communication barrier to the	How are urban Natives and / or non-tribal members	Do the various departments in PED know / expect / want to work with IED?	Higher Ed should be at the table. Is there still HED commission or board?	Preschool and Headstart seems absent in a lot of conversations. (22-23A-5.A)	How can we ensure seamless transitions between IEAC members?	Prevent deficit-oriented reports (22-23A-7.C.(6))	

IEAC and IED Gallery Walk 1.31.18

PDF document

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DRAFT ADVISEMENT

Recommended Positions for NMPED with an IEA Focus (Patricia Sandoval, Tiffany Lee)

Brainstorming by whole group.

3. NMPED Positions with an Indian Education focus

Given the first purpose of the IEA, "Ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools" and consistent with the Civil Rights Act and the recent Yazzie/Martinez ruling, it is the recommendation of the IEAC that:

- 1) The NMPED create through the rule-making process of the IEA staff positions that reflect the prioritized needs of the IED.
- 2) The positions of Equity Specialist and Policy Analyst
 - a. 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.
 - b. 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.
- 3) The positions recommended are not limited to the ones described above, but should include those identified through the rule-making process of the IEA and resources should be allocated to create and sustain those positions.

NM IEAC Advisement_Positions

Word document

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IEAC G2G Advisement Package

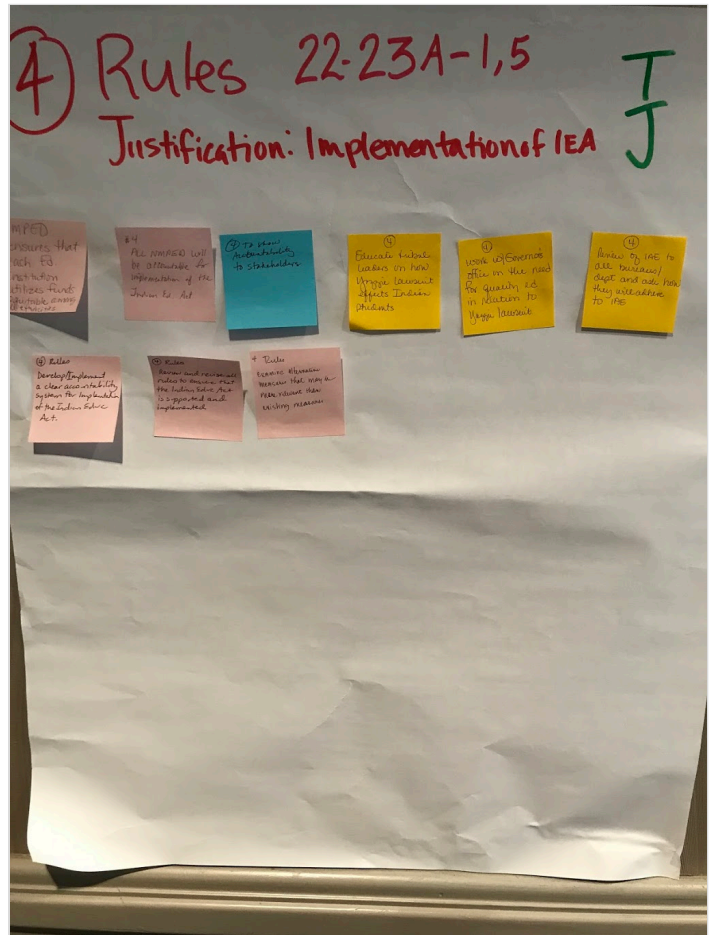
Patricia Sandoval & Tiffany S. Lee

Pat Tiffany Staff Position IEAC ADVISEMENT PACKAGE 2018

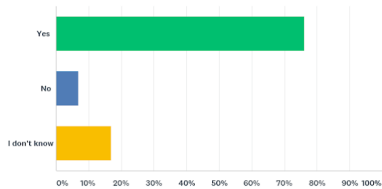
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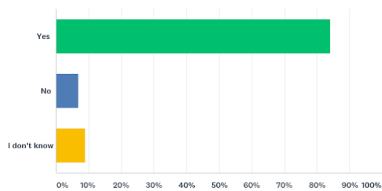
Rulemaking for the IEA 22-23A-2 & E (Teri Fraizer, Jeremy Oyenque)



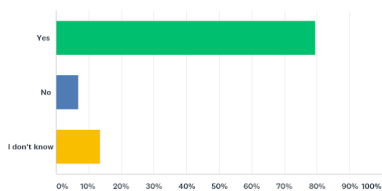
Q2 Would you support an increase in staffing positions in the Indian Education Division at the Public Education Department?



Q4 Would you support another position to work across the NMPED to address equity and inclusion for all NM students, with a focus on low-income, students of color, including Native American, English-language learners, and students with disabilities?



Q3 Would you support one of those positions to analyze policies for NMPED and the Indian Education Division?



Rules Teri and Jeremy

Rules 22-23A-1.5 Justification –Implementation of IEA Advisements:

- Initiate the rule making process for accountability and clarificatioc, and ability to enfore, of duties within PED Bureaus
- Advanced notice of proposed rule changes-
- Administrative access to rule changes (and access to new rules proposed)
- Control of advisement around Rule Making
- Insuring maintenance of languages- IED shall provide NA Assessment, Oral, Written (What is MONL) The Assistant

As it pertains to the IEA:

(22-23A-5):

- A. Advises the Secretary on development of policy regarding the education of tribal students

B. The Assistant secretary shall coordinate with appropriate administrators and divisions to ensure that department administrators make implementation of the IEA a priority

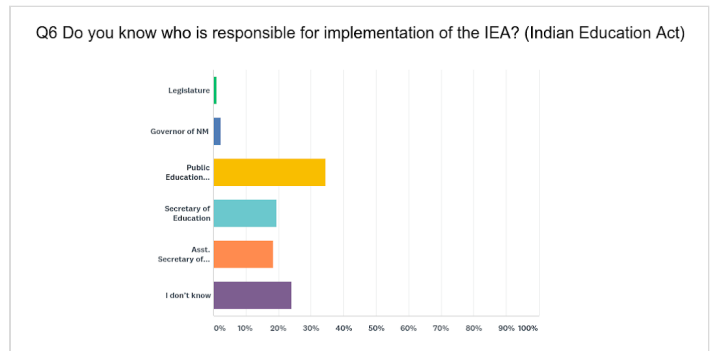
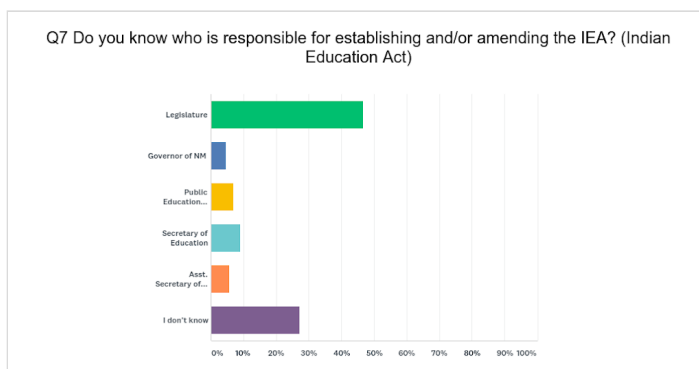
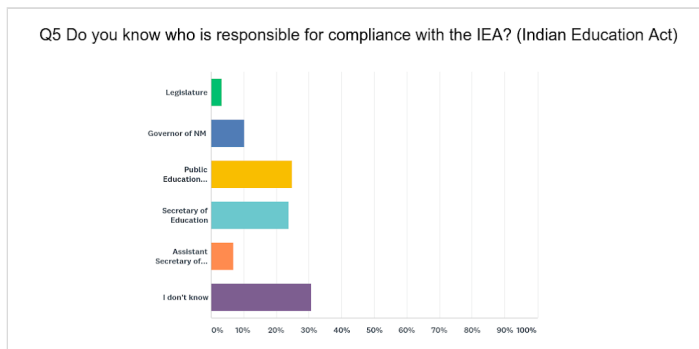
C. Allocation of resources

SUGGESTED IEAC ADVISEMENT 2018-2019 TEMPLATE (Fill in all areas that are applicable to your advisement).	
NAME OF ADVISEMENT	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	22-23A 1978- Rule Making 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 B. The Secretary shall consult on proposed rules implementing the Indian Education Act with the Indian Education Advisory Council, and shall present rules 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	1. 2. 5. 7. 12. 18. 21

Rules 22-23A Justification- Implementation of the Indian Education Act ONE PAGER

Word document

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Culturally and Linguistically Responsive Education (Berdine Largo, Pandora Mike, Sylvia Andrew)

⑤ Culturally & Linguistic Responsive Education Opportunities/Access

Def.) "The use of cultural knowledge, prior experiences, frames of ref., and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them." It teaches to/thru the strengths of these students. It is culturally validating and affirming." - Geneva Gray

Recommendation:

Develop and implement fully-funded programs; require training for policy makers at all levels and all school personnel; Review/Renew/evaluate all instructional materials for CLR access; Develop and promote action research that is CLR Pedagogy; Build on existing teacher recruitment pipeline and retain teachers; Host CLR Parent Education and Involvement opportunities; and provide funding to ensure CLR opportunities/access.

Sylvia, Berdine, Pandora

Culturally and Linguistically Responsive Education (CLR)

5 - Culturally_Linguistically Roesponsive Education

Powerpoint presentation

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My only suggestion is to separate out the budget implications for NMPED from the budget implications for local districts.

— JULIA ROSA EMSLIE

Advisement Cycle

ADVISEMENT CYCLE 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)	NMPED Shares current work aligned to requirements in the Indian Education Act	Official Advisement Package Produced and Shared with SOE/ NMPED	Advisement Formally Presented to Tribal Leadership and NMPED	NMPED Integration of Advisements
Action/work outside of meeting schedule	IEAC Workshop Meeting		IEAC Meeting/ G2G	IEAC Meeting	IEAC Meeting/G2G	Action/work outside of meeting schedule
IEAC will share ideas and proposed advisements with stakeholders and collect feedback. Stakeholders include but not limited to: <ul style="list-style-type: none"> • Tribes/ Pueblos • Education Leaders • Parents & Families • IED Colleagues & Experts 	IEAC will review: <ul style="list-style-type: none"> • Previous legislative actions, • NMPED rule-making • Student Achievement Data, • IE Reports, and • Any other pertinent information. Based on research and data review, IEAC will choose 3-4 advisement topics.	IEAC will design advisements(s) <ul style="list-style-type: none"> • Specific, measurable requests • Detailed budget implications • Who, how, what, when, etc. 	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.	IEAC <ul style="list-style-type: none"> • Shares stakeholder input and feedback with each other • Decides which stakeholder feedback and input to incorporate • Drafts final advisement package • Shares official advisement with SOE and key NMPED staff 	IEAC formally presents final advisement package to Tribal Leaders, Indian Affairs, BE, REC, SOE, Deputy Secretary of Education, Assistant Secretary of Indian Education, Assistant Secretary of Indian Both Tribal leadership and NMPED provide feedback and create dialogue. Package is posted on IED/NMPED website.	IED/NMPED integrates viable advisements into their yearly work plan, and into legislative package (when appropriate)

IEAC ADVISEMENT CYCLE 2018-2019

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INDIAN EDUCATION ACT / State-Tribal Collaboration and Communication Policy

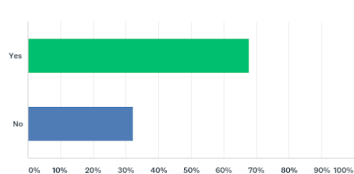
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	To advise and ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools with "the use of cultural knowledge, prior experiences, 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 RESEARCH	Native Language and Culture Programs, Student Data Collection and Reporting, Educator Pipelines Merriam Report (1928) Indian Education Act (1978) Indian Reorganization Act (1934)

Culturally and Linguistically Responsive Education Opportunities: Access ONE PAGER

Word document

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Q1 Are you familiar with a cultural and linguistic response to education?



22-23A-3 NMSA 1978. Definitions.

As used in the Indian Education Act:

- A. "assistant secretary" means the assistant secretary for Indian education;
- B. "government-to-government" means the relationship between a New Mexico tribe and a state government;
- C. "indigenous" means native or tribal groups of the Americas that maintain a cultural identity separate from the surrounding dominant cultures;
- D. "tribal" means pertaining to urban Indians who are residents of New Mexico or to an Indian nation, tribe or pueblo located within New Mexico;
- E. "New Mexico tribe" means an Indian nation, tribe or pueblo located within New Mexico; and
- F. "urban Indian" means a member of a federally recognized tribe or an Alaskan native who lives in an off-reservation urban area and is a New Mexico resident.
History: Laws 2003, ch. 151, § 3; 2007, ch. 295, § 2; 2007, ch. 296, § 2.

IEA for RETREAT

PDF document

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**State of New Mexico
Public Education Department
State-Tribal Collaboration Act Collaboration and Communication Policy**

The State-Tribal Collaboration Act ("STCA") reflects the commitment of the New Mexico Higher Education Department to work with tribal leaders on a true government-to-government basis. The STCA signifies a milestone achievement that the state and the 22 sovereign Nations, Tribes, and Pueblos accomplished together and will pave the way for the future benefit and longevity of cooperative and productive state-tribal relationships. The STCA institutionalizes the intergovernmental relationship through several interdependent components and provides a basis on which the New Mexico Higher Education Department and the Tribes can work together to better collaborate and communicate on educational issues of mutual concern.

**The Importance of Promoting Positive Government-to-Government
Relations Between the Tribes and the State**

Under both federal and common law, American Indian Tribes are sovereign nations with recognized powers of self-government. The status of Tribes as sovereign nations means that Tribes possess the inherent right to develop their own forms of government, to determine their own citizenship and to make their own laws, civil and criminal, and to be governed by them in their own judicial systems. Tribal governments also have the power to tax, license and regulate, and to create governmental entities. Thus tribal nations deal with a broad spectrum of rights, obligations and responsibilities, which include providing numerous services and benefits to their members and residents.

American Indians are citizens of their respective nations and are also citizens of the state in which they reside. This makes them eligible for state services and programs just as other state citizens are eligible for these benefits. As such, states and tribal governments have a shared interest in providing mutually beneficial and efficient services.

Successful state-tribal relations require mutual respect, communication and cooperation. As the state-tribal relationship grows both state and tribal governments become sensitized to the interests, needs and limitations of one another. Increased dialogue can also eliminate or reduce unintended consequences of specific governmental action by providing an opportunity for exchange of concerns regarding potential impacts of such action. Additionally, by working together both states and Tribes can find better ways to provide services in such a manner that use resources more effectively and efficiently.

The STCA recognizes the unique sovereign status of the 22 Indian Nations, Tribes and Pueblos within the state and represents the ongoing efforts and commitment by the state and the Tribes to strengthen and increase state-tribal collaboration and communication to better serve the Native population. Relationship building and cooperation between both parties will promote the early and integral involvement of tribal governments in the

PED State_Tribal Collaboration and Communication Policy

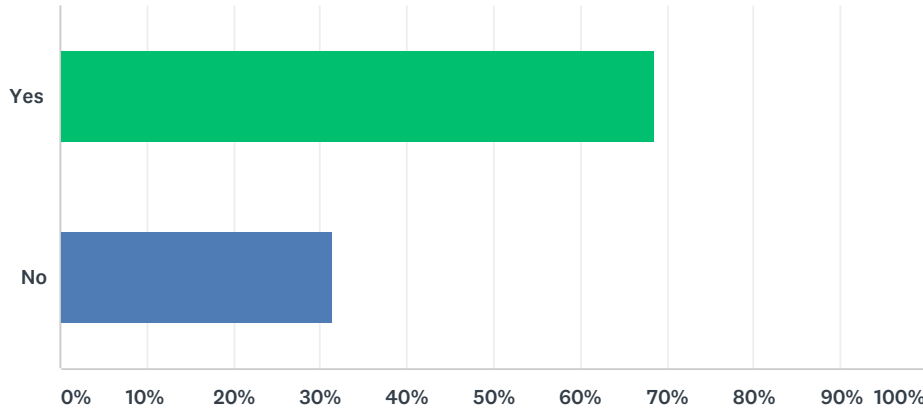
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STAKEHOLDER SURVEY RESPONSES / DATA

Q1 Are you familiar with a cultural and linguistic response to education?

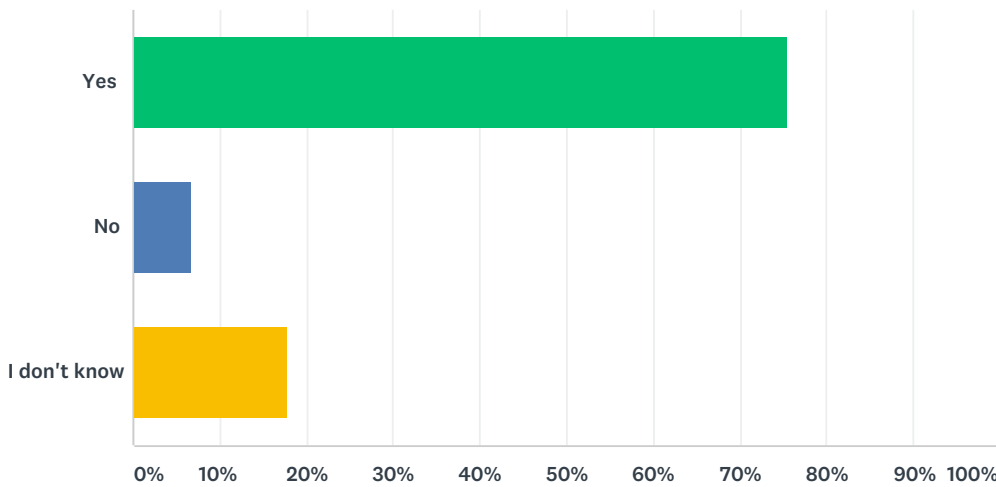
Answered: 89 Skipped: 86



ANSWER CHOICES	RESPONSES	
Yes	68.54%	61
No	31.46%	28
TOTAL		89

Q2 Would you support an increase in staffing positions in the Indian Education Division at the Public Education Department?

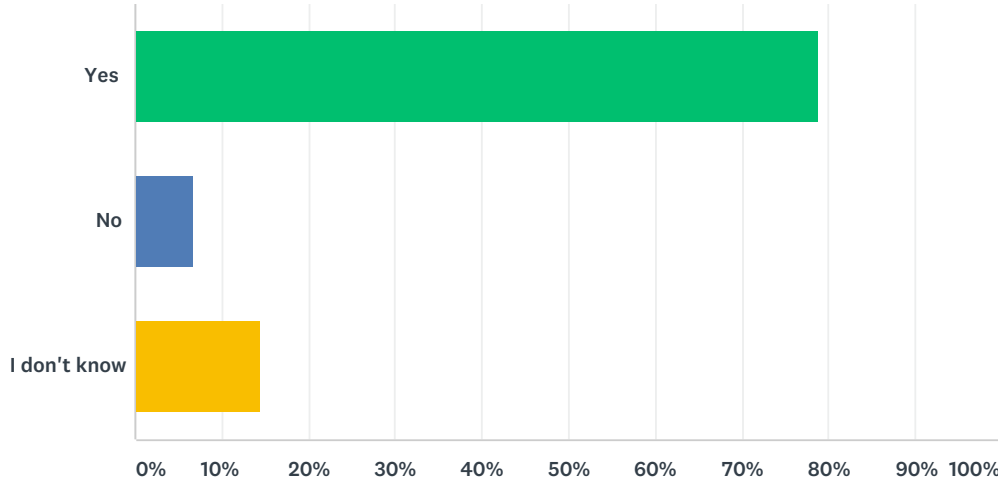
Answered: 90 Skipped: 85



ANSWER CHOICES	RESPONSES	
Yes	75.56%	68
No	6.67%	6
I don't know	17.78%	16

Q3 Would you support one of those positions to analyze policies for NMPED and the Indian Education Division?

Answered: 90 Skipped: 85

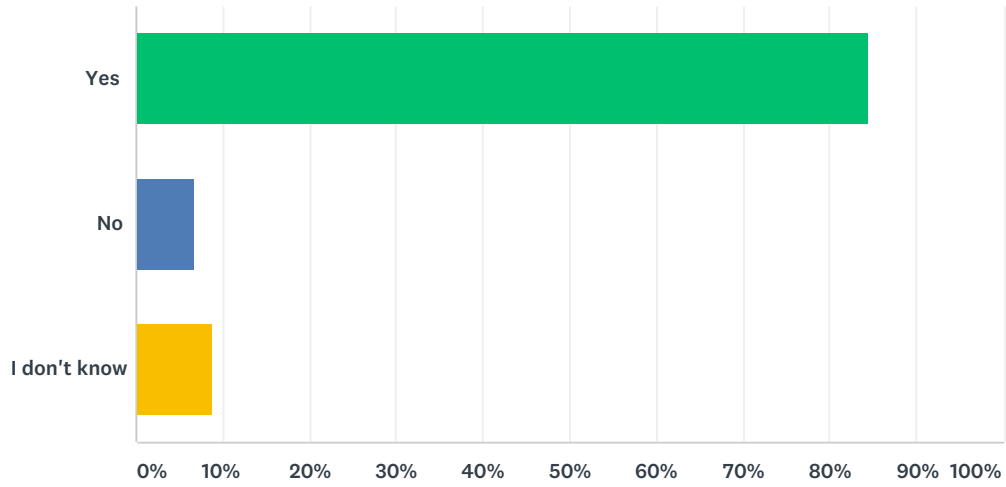


ANSWER CHOICES	RESPONSES	
Yes	78.89%	71
No	6.67%	6
I don't know	14.44%	13
TOTAL		90

Q4 Would you support another position to work across the NMPED to address equity and inclusion for all NM students, with a focus on low-income, students of color, including Native American, English-language learners, and students with disabilities?

Answered: 90 Skipped: 85

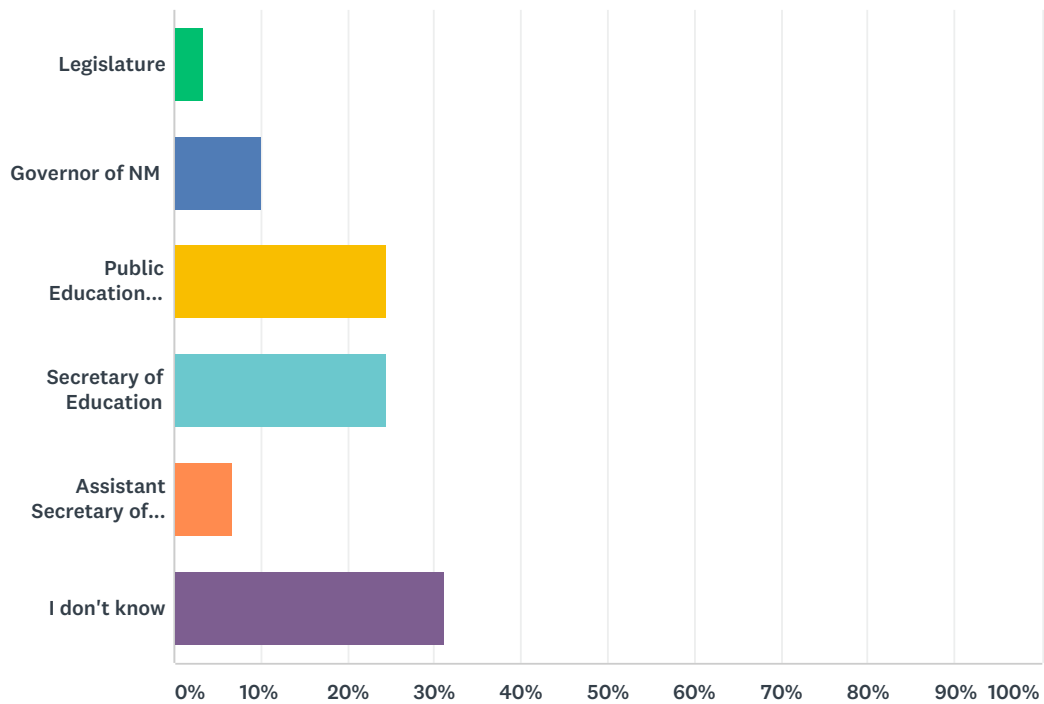
Indian Education Advisory Council Stakeholder Survey



ANSWER CHOICES	RESPONSES
Yes	84.44% 76
No	6.67% 6
I don't know	8.89% 8
TOTAL	90

Q5 Do you know who is responsible for compliance with the IEA? (Indian Education Act)

Answered: 90 Skipped: 85



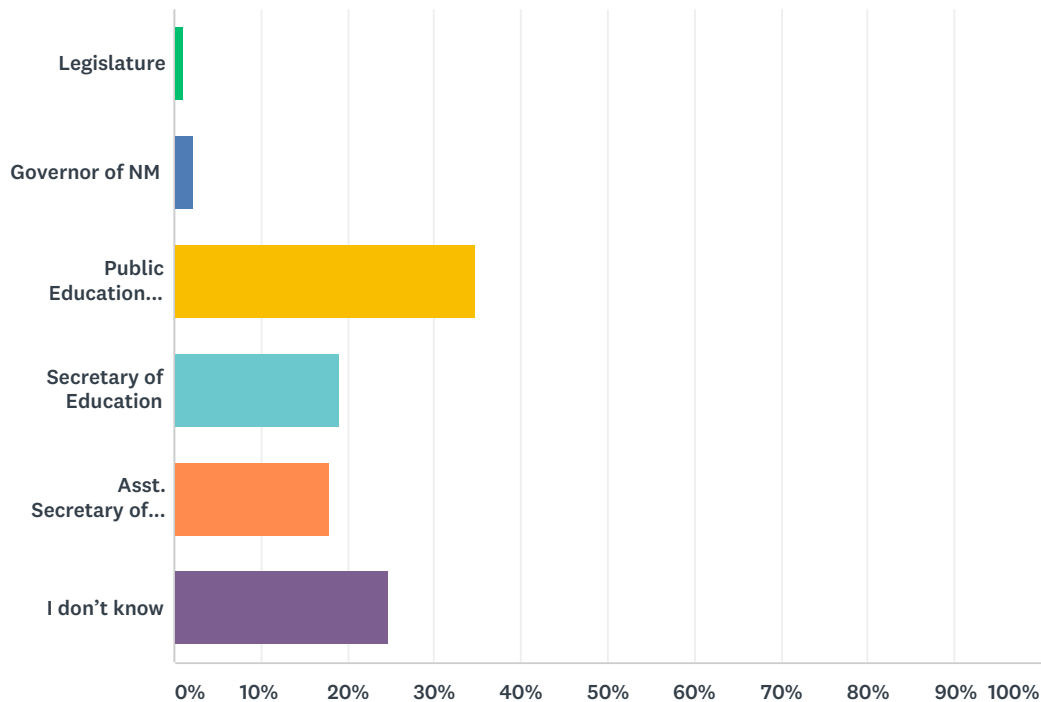
ANSWER CHOICES	RESPONSES
Legislature	3.33% 3

Indian Education Advisory Council Stakeholder Survey

Governor of NM	10.00%	9
Public Education Department	24.44%	22
Secretary of Education	24.44%	22
Assistant Secretary of Indian Education	6.67%	6
I don't know	31.11%	28
TOTAL		90

Q6 Do you know who is responsible for implementation of the IEA? (Indian Education Act)

Answered: 89 Skipped: 86

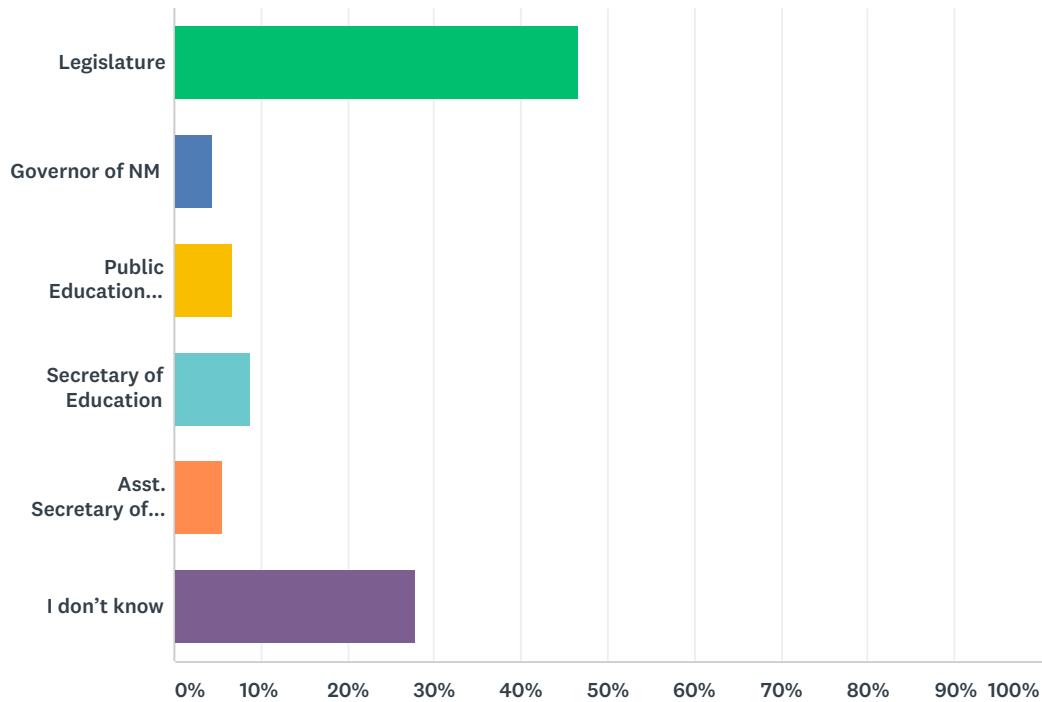


ANSWER CHOICES	RESPONSES	
Legislature	1.12%	1
Governor of NM	2.25%	2
Public Education Department	34.83%	31
Secretary of Education	19.10%	17
Asst. Secretary of Indian Education	17.98%	16
I don't know	24.72%	22
TOTAL		89

Q7 Do you know who is responsible for establishing and/or amending the IEA? (Indian Education Act)

Indian Education Advisory Council Stakeholder Survey

Answered: 90 Skipped: 85

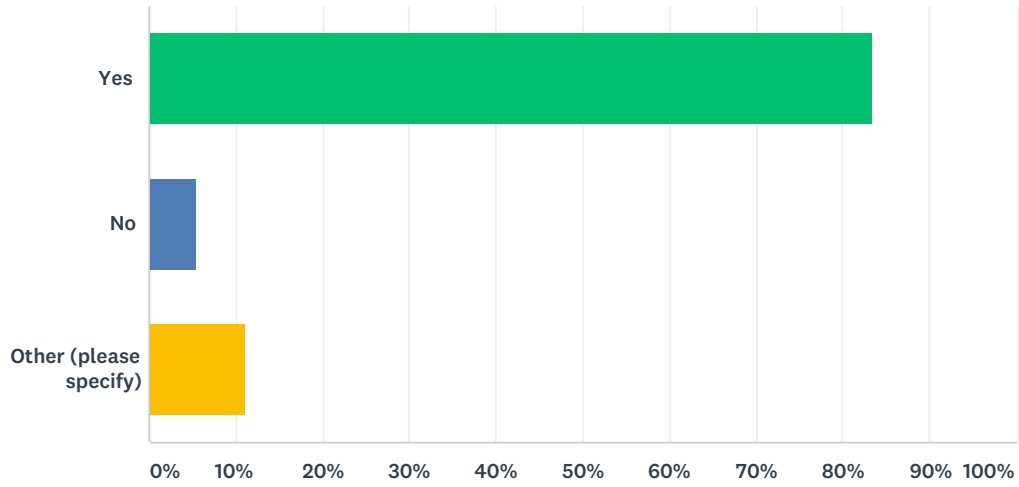


ANSWER CHOICES	RESPONSES	
Legislature	46.67%	42
Governor of NM	4.44%	4
Public Education Department	6.67%	6
Secretary of Education	8.89%	8
Asst. Secretary of Indian Education	5.56%	5
I don't know	27.78%	25
TOTAL		90

Q8 Do you think that education leaders and policymakers should be required to take cultural-competency training? (Principals, Superintendents, School Board Members, Legislators, etc)

Answered: 91 Skipped: 84

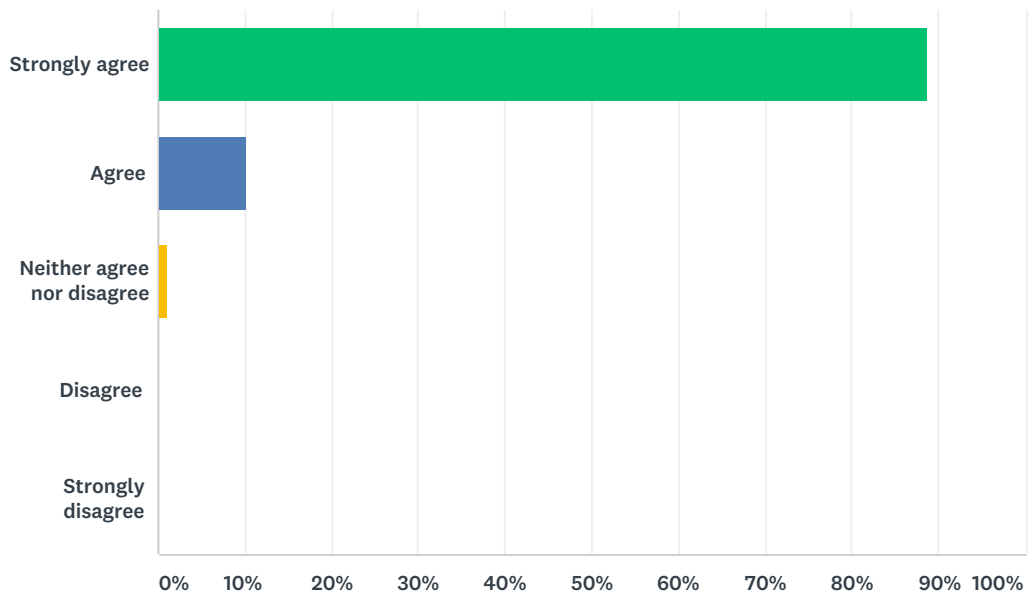
Indian Education Advisory Council Stakeholder Survey



ANSWER CHOICES	RESPONSES	
Yes	83.52%	76
No	5.49%	5
Other (please specify)	10.99%	10
TOTAL		91

Q9 Tribal consultation and collaboration from state government is important to tribal leaders.

Answered: 88 Skipped: 87



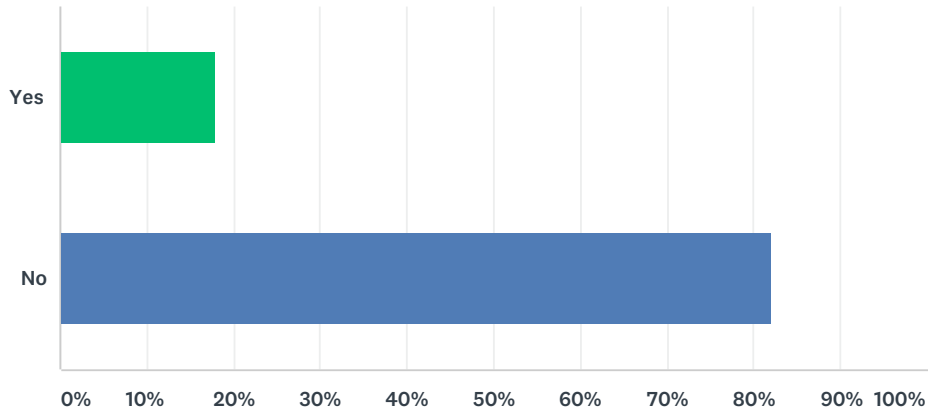
ANSWER CHOICES	RESPONSES	
Strongly agree	88.64%	78
Agree	10.23%	9
Neither agree nor disagree	1.14%	1

Indian Education Advisory Council Stakeholder Survey

Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		88

Q10 Do you believe the 30-day public comment period of the rulemaking process is enough time for tribes and tribal communities to participate in the process?

Answered: 89 Skipped: 86



ANSWER CHOICES	RESPONSES	
Yes	17.98%	16
No	82.02%	73
TOTAL		89