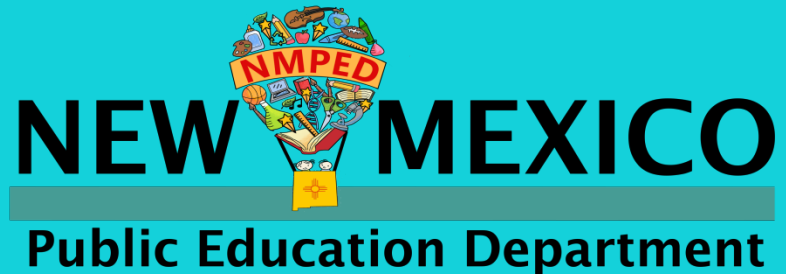


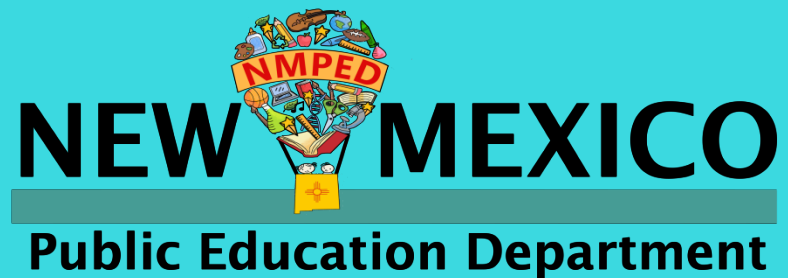
NMPED INDIAN EDUCATION DIVISION

# Indian Education Summit

November 21, 2019



# INDIAN EDUCATION DIVISION UPDATES



# MISSION, CORE VALUES AND GOALS

## Mission

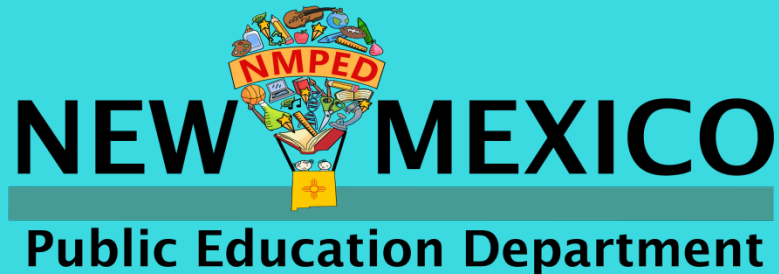
- Equity, Excellence, and Relevance · The NMPED partners with educators, communities, and families to ensure that ALL students are holistically prepared for college, career, and life; secure in their identity; and healthy.

## Core Values

- Student Centered · Responsive · Collaborative · Transformative · Innovative · Reflective

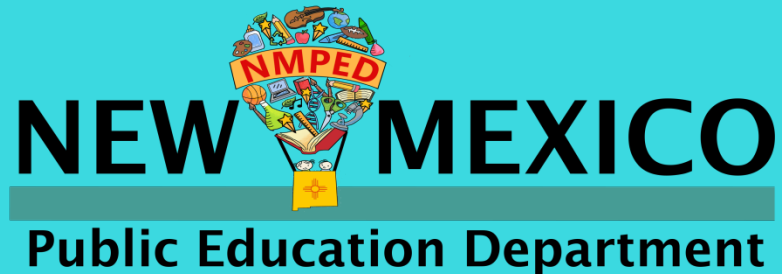
## Goals

- An Educational System that Benefits the Whole Child · A Vibrant Educator Ecosystem · Equitable Access to Educational Opportunities for Students and Families · College and Career Pathways Aligned with the Profile of a NM Graduate



# CULTURALLY AND LINGUISTICALLY RESPONSIVE

VALIDATING AND AFFIRMING AN INDIVIDUAL'S HOME CULTURE AND LANGUAGE TO CREATE CONNECTIONS WITH OTHER CULTURES AND LANGUAGES IN VARIOUS SOCIAL CONTEXTS.

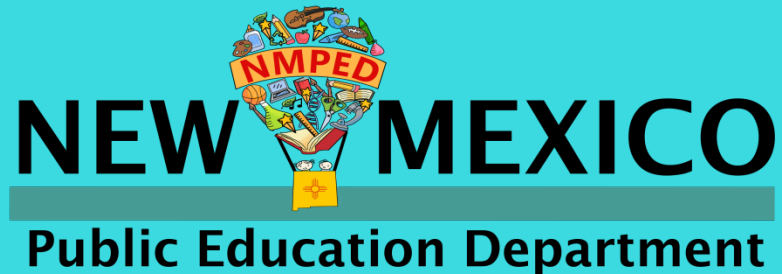


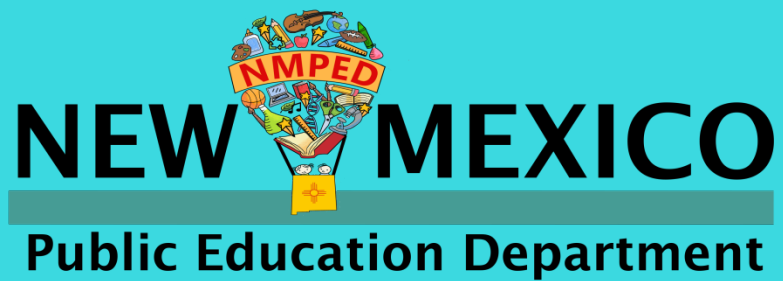
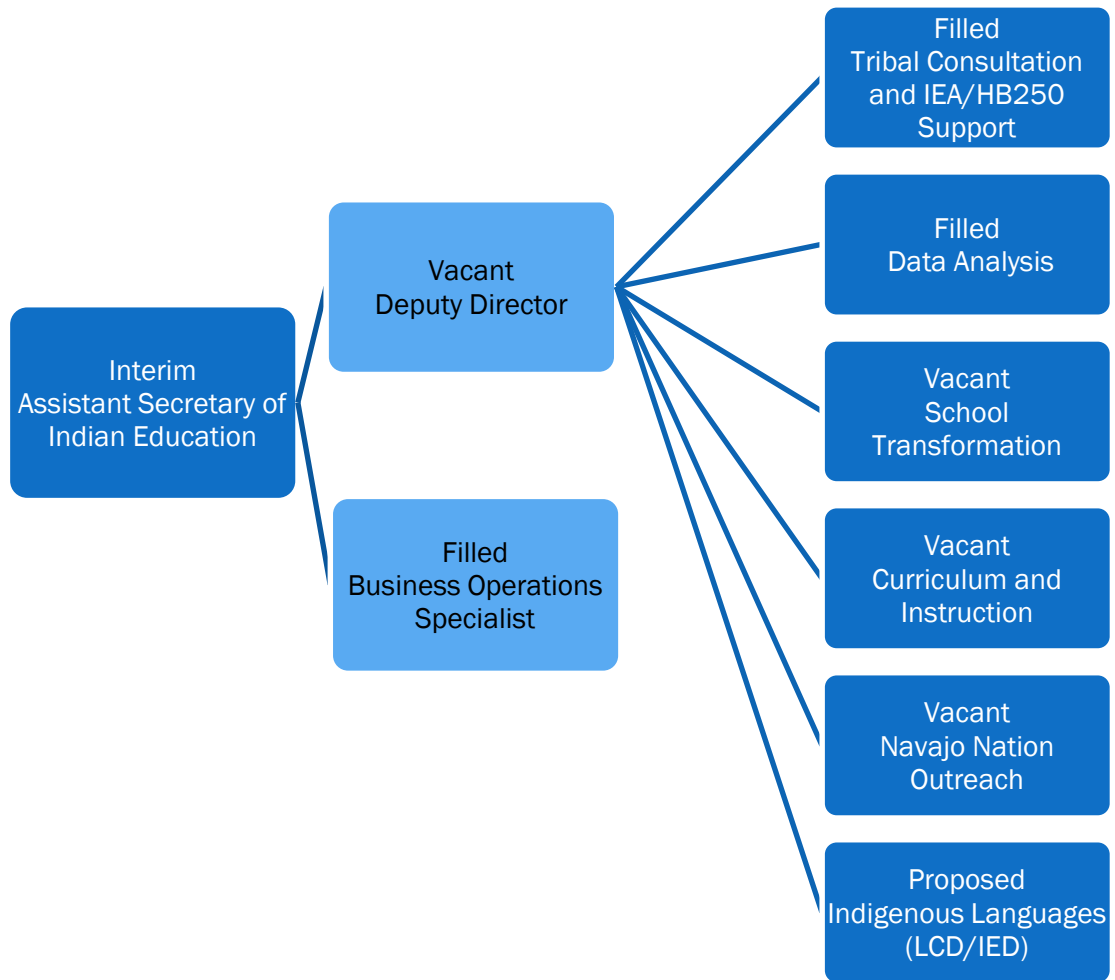
# NMPED – IDENTITY, EQUITY AND TRANSFORMATION

**Our team: Charter Schools, Indian Education Division, Language & Culture, and Special Education**

## **Guiding Philosophy**

- Each New Mexico school will be a leader in culturally and linguistically responsive learner/community centered education, integrating personal health, cultural identity, and academic equity, excellence and relevance so that every student is academically prepared for college/career, holistically well (intellectual, physical, social/emotional, relationships/community), secure in their identity, and ready to lead in and contribute to their communities



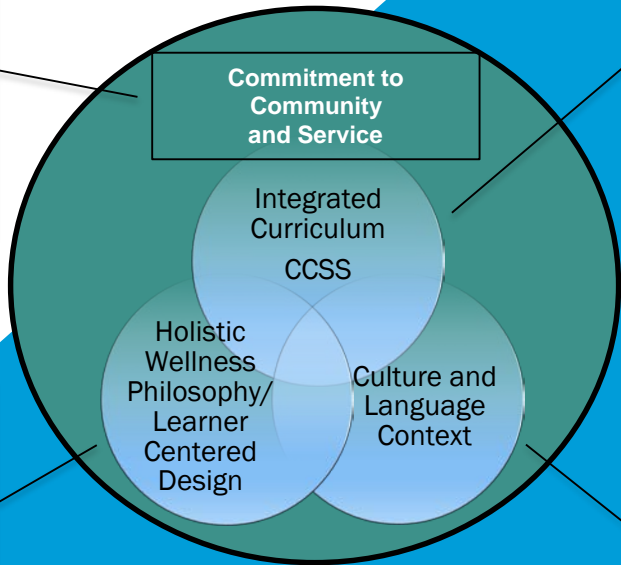


# CLR Framework

- ❖ Integrated Curriculum
- ❖ Cultural Relevancy
- ❖ Collaborative Community Relationships

Aligned to the Common Core State Standards and College and Career (CC) Readiness Assessments, current and future, will be aligned to CCSS and Framework

Addresses student growth and development from early learning to adulthood and allows for assessment in authentic ways  
Learner Centered Design or Personalized Learning is a key strategy to address the needs of Students with Disabilities and Students with Learning Differences

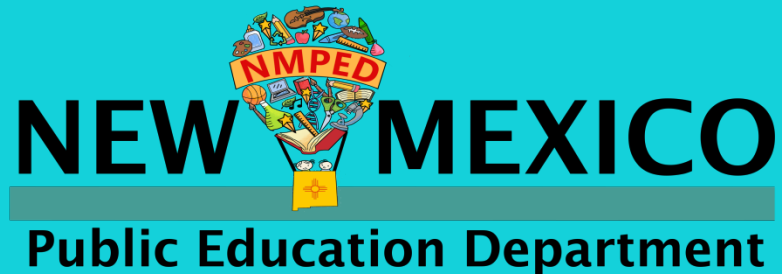


- ❖ Holistic Wellness Philosophy
- ❖ Language Revitalization
- ❖ Enrichment & CC Preparatory Focus

District budget approvals ensure that the key areas identified in the framework and NMPED professional learning and evaluation include these framework elements 100% of the time.

Brings CLR education to the core of School Development and Learning - flexible for student interest and identity development  
Provides a lens for teams to create policy, protocols, RFPs and assess impact of program design of professional learning from NMPED

# Framework to Ensure Students are Engaged in a Culturally and Linguistically Responsive Educational System







STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-6800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

RYAN STEWART, Ed.L.D.  
SECRETARY-DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

October 22, 2019

[Via Email and First-Class Mail](#)

Re: *Martinez* and *Yazzie* Consolidated Lawsuit

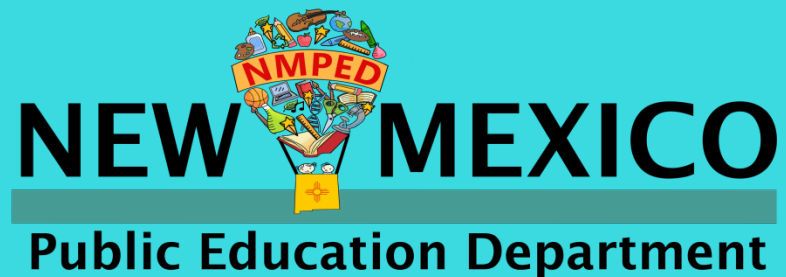
Dear Colleagues:

We are excited to connect with you at this time regarding our collective work to address the needs of New Mexico's students, families and communities. We recognize that there is a lot of energy and commitment to the transformation of our education system which begins with shared leadership and focus.

The purpose of this letter is to provide information about select changes that will be required as a result of the recent school funding lawsuits, *Martinez v. State of New Mexico* and *Yazzie v. State of New Mexico*<sup>1</sup>. The New Mexico Constitution instructs the State to develop a uniform system of public schools sufficient for the education of New Mexico students. The Court's decision and order in the *Martinez* and *Yazzie* consolidated lawsuit held that New Mexico has not met its duty to provide an education to the state's "at-risk" students, including those who are economically disadvantaged, Native American, English learners, or students with disabilities. The Court further found the Indian Education Act (IEA), the Hispanic Education Act (HEA), and the Bilingual Multicultural Education Act (BMEA), which were enacted to help many of these students succeed, were not being fully implemented.

The New Mexico Public Education Department (NMPED) agrees with the Court that "no education system can be sufficient for the education of all children unless it is founded on the

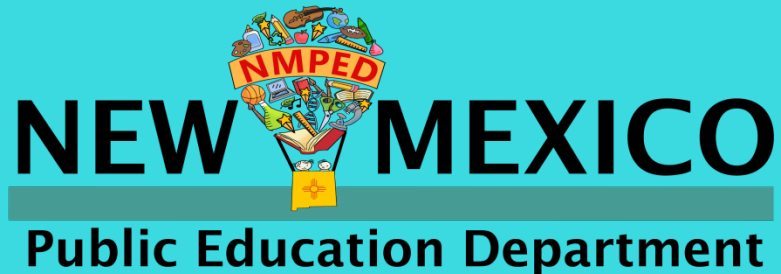
<sup>1</sup>No. D-101-CV-2014-00793



# INDIAN EDUCATION ACT - 2003, 2007, 2019

## Indian Education Division

- Implementation of the Indian Education Act
- Assistant Secretary of Indian Education
- Government-to-government meetings
- Rule making
- Division focus areas in support of tribal students
- Indian Education Act Funding-Grants
- Tribal Education Status Report
- Indian Education Advisory Council
- Student Needs Analysis

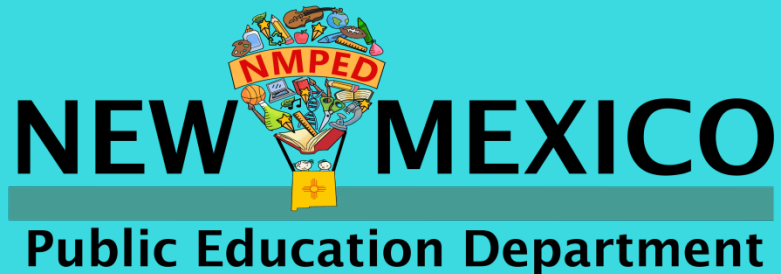


# PURPOSE OF THE ACT

## 22-23A-2. Purpose of act.

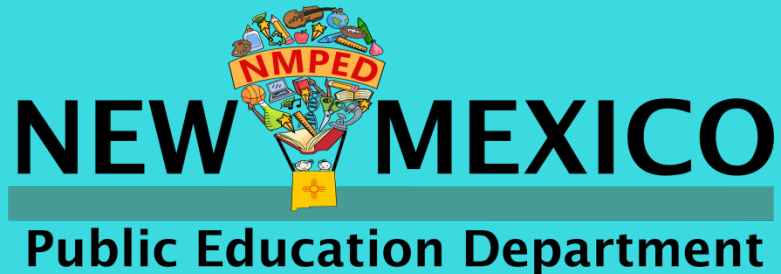
The purpose of the Indian Education Act [22-23A-1 to 22-23A-8 NMSA 1978] is to:

- A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
- B. ensure maintenance of native languages;
- C. provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
- D. ensure that the department of education partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities;
- E. encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states;



# PURPOSE OF THE ACT

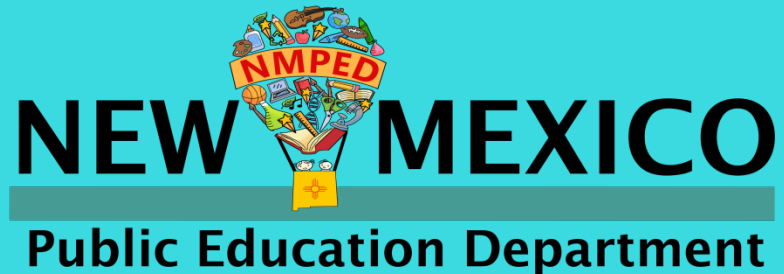
- New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;
- G. provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;
- H. ensure that parents; tribal departments of education; community-based organizations; the department of education; universities; and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students;
- I. ensure that tribes are notified of all curricula development for their approval and support;
- J. encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes; and
- K. encourage and foster parental involvement in the education of Indian students.



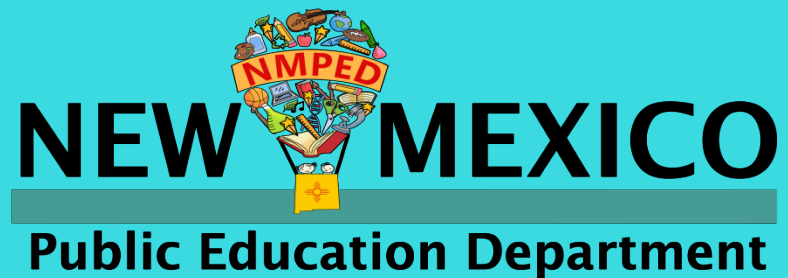
# STUDENT-CENTERED PROGRAMS AND SERVICES

What is your context? Who are your Native American students?  
What are their home cultures? What are their home languages?  
What programs and services are you already providing for them?

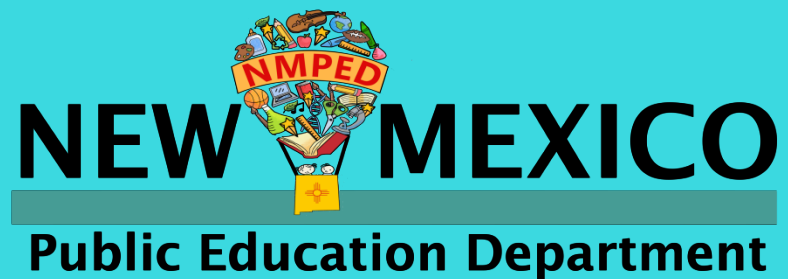
Take two minutes to think. Share.



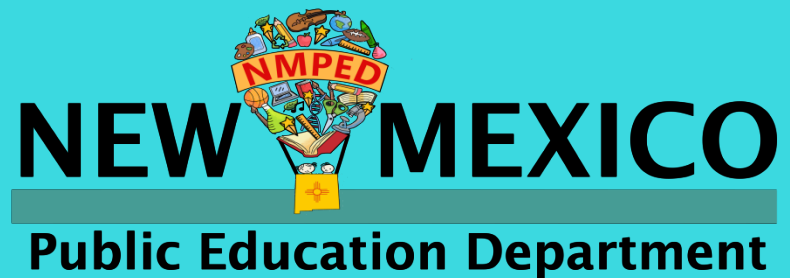
# INDIAN EDUCATION ACT – HOUSE BILL 250



# HB 250 ACTIVITY – EXPLORING THE ACT



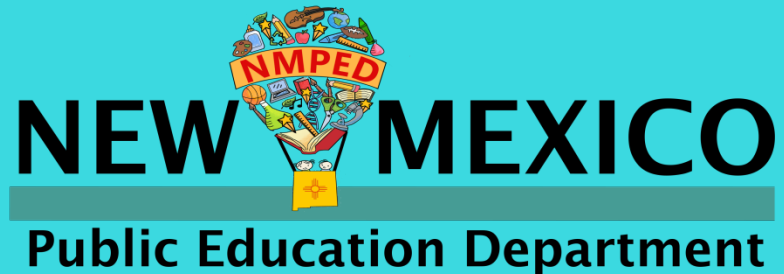
# DRAFTING OF GUIDANCE FOR HB 250 NEEDS ASSESSMENT





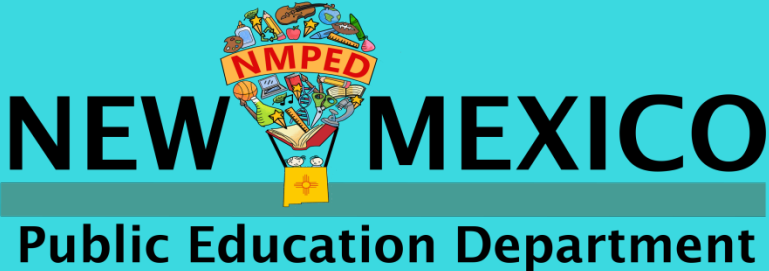
# DRAFT - HISTORICALLY DEFINED INDIAN IMPACTED SCHOOLS

REGION I		REGION II		REGION III	
<i>School District</i>	<i>Pueblo/Tribe/Nation</i>	<i>School District</i>	<i>Pueblo/Tribe/Nation</i>	<i>School District</i>	<i>Pueblo/Tribe/Nation</i>
<b>Bloomfield</b>	Navajo Nation	<b>Zuni</b>	Zuni	<b>Bernalillo</b>	Cochiti, Santo Domingo, San Felipe, Sandia, and Santa Ana
<b>Farmington Central</b>	Urban Navajo Nation	<b>Magdalena Gallup</b>	Navajo Nation Navajo Nation & Zuni	<b>Albuquerque Espanola</b>	Urban Ohkay Owingeh and Santa Clara
<b>Cuba</b>	Navajo Nation	<b>Grants-Cibola</b>	Laguna, Acoma, Navajo Nation	<b>Pojoaque</b>	San Ildefonso, Nambe, Pojoaque, Santa Clara, Ohkay Owingeh, Tesuque
<b>Aztec</b>	Navajo Nation	<b>Los Lunas</b>	Isleta	<b>Peñasco</b>	Picuris
<b>Jemez Valley</b>	Zia and Jemez	<b>Ruidoso</b>	Mescalero Apache	<b>Taos</b>	Taos
<b>Jemez Mountain</b>	Navajo Nation	<b>Tularosa</b>	Mescalero Apache	<b>Rio Rancho</b>	Urban
				<b>Santa Fe</b>	Urban
				<b>Dulce</b>	Jicarilla Apache



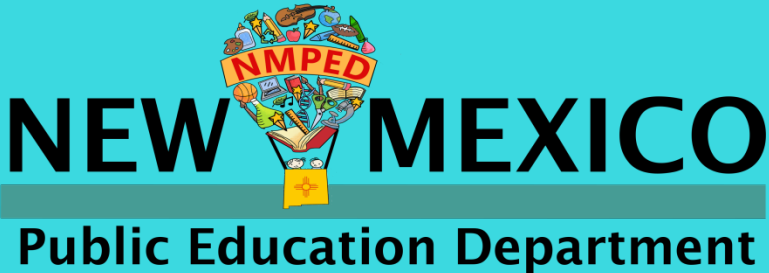
# DRAFT - NEEDS ASSESSMENT

Current status/work	Statewide Data and School District Data	Data Analysis	Gap Analysis	Needs Assessment	Prioritize Needs	Strategic Framework utilizing recommended elements	Accountability tool
Tribal Education Status Report							
ESSA Tribal Consultation - Covered Programs							
District and School Staff							
Early Childhood							
Post-Secondary							
Career Technical							



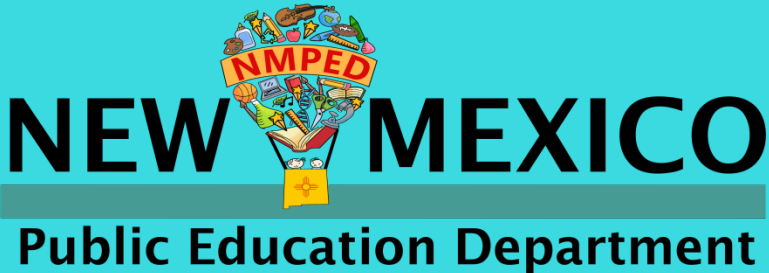
# DRAFT - NEEDS ASSESSMENT

Community Resource Mapping	Analysis of Resources	Gap Analysis	Needs Assessment	Prioritize Needs	Potential Collaborations
Tribal Education Departments					
Native Language and Culture Programs					
Tribal Library					
Access to internet or WI-FI services					
Health Services					
Wellness Center					
Social Services					
Restorative Justice Services					
Food Banks Community Fields/Garden					
Elderly Program					



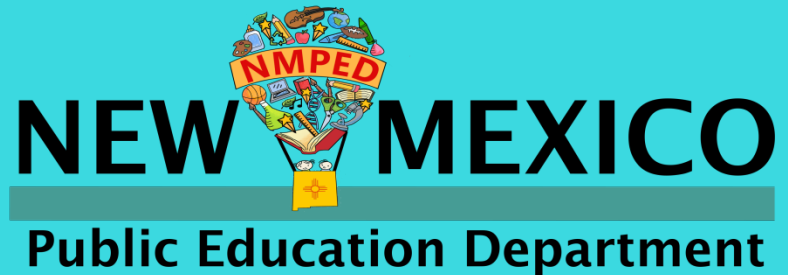
# DRAFT - NEEDS ASSESSMENT

Home resource mapping	Self Reported Information by Home	Gap Analysis	Needs Assessment	Prioritize Needs	Implementing Home Supports



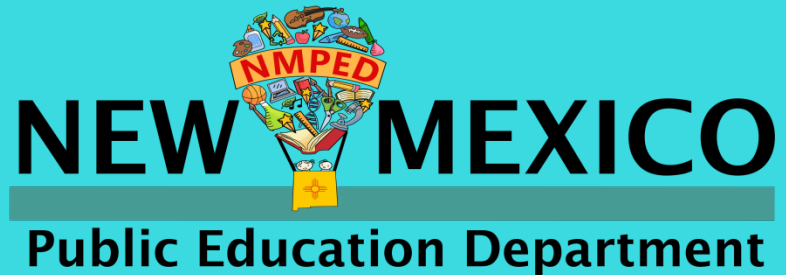
# DRAFT - SCHOOL BUDGET

Programs	Funding Source	Description of Work	Budget Allocated	Impacted Students	Impacted Teachers	Impacted School Staff	Impacted School Administrators
Total			\$				



# DRAFT - ACCOUNTABILITY TOOL

Goals of Accountability	Theory of Action	Inputs	Observed Outcomes	Program Measures	Evaluation of Programs	Data Sharing Student Growth



# ANY QUESTIONS?

DAPHNE LITTLEBEAR, EDUCATION ADMINISTRATOR

(505) 827-5871

[DAPHNE.LITTLEBEAR2@STATE.NM.US](mailto:DAPHNE.LITTLEBEAR2@STATE.NM.US)

## THANK YOU

