



## RULE 6.35.2.1 INDIAN EDUCATION IMPLEMENTING THE INDIAN EDUCATION ACT

- Final adoption of the rule will be submitted to the New Mexico Register on June 11
- Published on June 23 and
- Effective on July 1, 2020

# Reporting Dates

- TESR- Due September 30
- Student Needs Assessment- Due October 15
- Systemic Framework- Due January 15
- Accountability Tool-no due date (determined by LEA)
- Mid Year Report for IEA Grant FY21-January 15
- Annual Report for IEA Grant FY21-July 15

# STARs Reports Completed by Districts/Charters

- 40 day sometime in September
  - 80 day sometime in December
  - 120 day sometime in February
  - EOY is coming up at the end of May
- Class Roster for Staff with 520 Native Language and Culture License
  - Class Roster of Native American Students
  - Native American Staff by District Location Assignment includes FTE
  - Students by Ethnicity and Tribal Affiliation
  - Sum FTE by District, Assignment Category and Ethnicity

# Required to complete a TESR

- Albuquerque Public Schools
- Aztec Municipal Schools
- Bernalillo Public Schools
- Bloomfield School District
- Central Consolidated Schools
- Cuba Independent Schools
- Dulce Independent Schools
- Espanola Public Schools
- Farmington Public Schools
- Gallup-McKinley County Schools
- Grants/Cibola County Schools
- Jemez Valley Public Schools
- Jemez Mountain Public Schools
- Los Lunas Public Schools
- Magdalena Municipal Schools
- Penasco Independent Schools
- Pojoaque Valley Schools
- Rio Rancho Public Schools
- Ruidoso Municipal Schools
- Santa Fe Public Schools
- Taos Municipal Schools
- Tularosa Municipal Schools
- Zuni Public Schools

The following charter schools have tribal lands located within their boundaries and are requested to submit a districtwide TESR:

- Dream Diné
- DEAP
- NACA
- San Diego Riverside
- Walatowa

The following charter schools are not required to submit a districtwide TESR, but may submit a districtwide TESR:

- Hozho Academy
- Six Directions

# 22-23A-7. Report

A. The Indian education division in collaboration with the education division of the bureau of Indian affairs and other entities that serve American Indian students shall submit an annual statewide American Indian education status report to all tribes.

B. A school district with tribal lands located within its boundaries shall provide a districtwide American Indian education status report to all tribes represented within the school district boundaries.

C. The status reports shall be written in a brief format and shall include the following information, through which public school performance is measured and reported to the tribes:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) the graduation rate;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.



# Profiles will be created by IED Data Analyst Specialist to Include the following:

- Student achievement as measured by a statewide test approved by the state board, with results disaggregated by ethnicity; (wont have for 19-20) will have for 16-17, 17-18 and 18-19
- the graduation rate;
- Drop out rate
- attendance;

# Data that will need to be collected at the District and or Charter School Level:

- school safety;
- parent and community involvement
- educational programs targeting American Indian students;
- financial reports;
- current status of federal Indian education policies and procedures;
- school district initiatives to decrease the number of student dropouts and increase attendance;
- public school use of variable school calendars;
- school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- indigenous research and evaluation measures and results for effective curricula for tribal students

# Required to Complete a Student Needs Assessments, Systemic Framework and Accountability Tool

- Albuquerque
- Aztec
- Bernalillo
- Bloomfield
- Central Cons.
- Cuba
- Dulce
- Espanola
- Farmington
- Gallup
- Grants
- Jemez Mountain
- Jemez Valley
- Los Lunas
- Magdalena
- Penasco
- Pojoaque
- Rio Rancho
- Ruidoso
- Santa Fe
- Taos
- Tularosa
- Zuni

# Required to Complete a Student Needs Assessments, Systemic Framework and Accountability Tool

- DEAP
- HOZHO
- La Tierra Montessori
- Middle College
- NACA
- Dream Dine
- San Diego Riverside
- Six Directions
- Walatowa



# Requirements of Grant

Required for any district, charter school or Tribe that applies for and is awarded a grant.

# Purpose of the Grant

---

Improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act.

# The purpose of the Indian Education Act (IEA) is to

- Ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools.
- Ensure maintenance of Native languages.
- Provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students.
- 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.
- 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.
- 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.
- 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.
- 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.
- Ensure that tribes are notified of all curricula development for their approval and support.
- 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.
- Encourage and foster parental involvement in the education of Indian students.



# Levels of Funding

- \$75,000 - \$100,000 for New Mexico Tribal and Pueblo Departments of Education
- \$50,000 - \$90,000 for LEAs and Charters that enroll a significant number of Native American students, as previously determined by the NMPED

# Award

- Awards from the fund shall be used to support and advance the purposes of the act.
- All activities must be completed no later than June 30 of the fiscal year for which the award is made available.
- RFR should be submitted monthly (please do not submit one large invoice at the end of the fiscal year)
- The grant agreements shall include provisions for periodic expenditure reports to the division, including a final expenditure report, and for reports measuring the effectiveness of the programs supported by the grants.
- Recipients must submit requests for reimbursement or invoices for accounts payable no later than July 7 following the close of the fiscal year for which the award is made available.

# Expectations for Reporting

- Mid-year report for FY21 need to be submitted by January 15, 2021
- Expenditures should be turned in by June 30<sup>th</sup> , 2021
- End of year report FY21 should be sent by July 15, 2021

**Reports are to be used to show progress, success, and areas of growth**

