

NMPED and IED Fall 2020 G2G Tribal Priorities Responses November 18, 2020

Tribal Priorities	Responses	Top Tribal Priorities	Responses
COVID-19 Response and Recovery			
<p>1. Tribal Public Health Orders vs Local Education Agencies (School District) Response</p> <p>a. Legal precedence in relation to COVID-19</p>	<p>Executive Orders were issued by the Office of the Governor, a more recent one being Executive Order 2021-044 renewing the state of public health emergency initially declared in executive order 2020-004, other powers invoked in that order, and all other orders and directives contained in executive orders tied to the ongoing public health emergency. Public health orders were also issued by the Department of Health, such as the one issued on March 12, 2021. NMSA 1978, § 12-10-10 Enforcement of executive orders and rules, and related federal provisions, may generally apply.</p> <p>In accordance with the New Mexico State-Tribal Collaboration Act, and the New Mexico Indian Education Act, local educational agencies must respect tribal sovereignty and adhere to the requirements of Tribal Public Health Orders and emergency declarations related to COVID-19. The State of New Mexico's health data provided by the New Mexico Department of Health may differ from the health data provided by the Tribal Health Departments, Indian Health Services, and 638 Health Care Facilities. The differing health data should be taken into consideration by LEAs in the implementation of the expanded in-person learning for schools. A memo was previously issued by the PED, on January 29, 2021, providing tribal consultation guidance to ensure local education agencies are working with tribal nations and pueblos.</p>	<p>1. Digital Divide/ IT Infrastructure Gap: lack of reliable and quality broadband; FCC requirements, hardware accessibility, training for caregivers on technology (adults and grandparents).</p>	<p>There have been continued efforts for the development, execution, and continued support for emergency internet connectivity. This has included efforts to collect and analyze data on students and teachers, engage with LEAs and Internet Service Providers to arrange broadband service and modem for hotspot for student connectivity, ideally through federal funds for related programs, engaging educational entities and suppliers to deliver devices, including laptops or tablets to students lacking connectivity, ideally through federal funds for related programs.</p> <p>Gabe Baca - Director, Student, School and Family Support Bureau This has been an allowable use of CARES funds for Districts and State-chartered Charter Schools. PED awarded GEER funds to Districts and State-chartered Charter Schools for obtaining student connectivity.</p>
<p>2. Food service program quality and consistency</p>	<p>Mike Chavez-The Student Success and Wellness Bureau has been working with 45 tribal schools that participate in NSLP. We have made sure they have option of having meals set up on site or delivered to students at home. We are providing several meal flexibilities for our tribal partners.</p>	<p>2. Improve planning on bus transportation given restrictions and limited access to tribal communities</p>	<p>Pursuant to 22-16-4 NMSA 1978, school bus routes shall be established by the local school district. Therefore, it is the responsibility of each local school district to work and partner with their tribal communities to plan for transportation in the event that there are any restrictions.</p>

<p>3. Utilization of CARES Act funds to cover the installation and setup costs of wi-fi/internet access for families living on tribal lands.</p>	<p><i>Gabe Baca - Director, Student, School and Family Support Bureau</i> <i>This has been an allowable use of CARES funds for Districts and State-chartered Charter Schools.</i></p>	<p>3. Develop a strategy to address the learning loss that has been accelerated in tribal communities due to COVID-19.</p>	<p>PED is providing support four ways to address potential learning gaps due to the pandemic. First, at \$16 Million, PED is offering a suite of supports in accelerated learning and multi-layered systems of support for any district or school. This leverages the guidance and tools already established such as the New Mexico Instructional Guide and High Quality Instructional Materials rubric. Second, PED is funding training and professional development for elementary teachers in the science of reading, including addressing reading struggles or issues such as dyslexia. Third, PED is funding educator fellows for any district or school, by providing their salary, a stipend for school, and professional development, so that these educational assistants might provide support inside elementary classrooms. Fourth, PED is funding summer internships and out-of-school programs that are enrichment-based and target specific skills development.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2021 Legislative Changes

<p>1. Funding eligibility for tribes. In a 2006 LFC Report on the Indian Education Act there was a recommendation to “Make tribal/pueblo education departments Local Education Agencies eligible for state funding as a foundational step in increasing tribal capacity, involvement and control over the education of their students.</p> <ul style="list-style-type: none"> • K to 5+ • Scholarships for teachers • Communities Schools Act 	<p>Marangellie Trujillo- The community school and site-based leadership team definitions on the Community Schools Act are inclusive of tribal partners and the “statewide coalition” is inclusive of tribal leaders who advocate for and support the development of community schools across New Mexico in alignment with an evidence-based community school framework.</p> <p>Tribal Education Departments (TEDs) do not fall under local education agencies because they are “political subdivisions or agencies of sovereign nations and cannot be directly under the control of a state entity.” However, NM PED Community Schools is doing an intentional effort of increasing tribal capacity by adding a priority area and a strategy to the SY2022-24 Community Schools Strategic Plan:</p> <ul style="list-style-type: none"> • Goal: Expansion, Representation, and Robust Implementation: Expand the network of community schools to a critical mass that is representative of all parts of New Mexico and its diverse populations, responsive to the needs of local communities, and guided by the four pillars of community schools. • Prioritized Strategy: Connect with networks of tribal communities (Government to Government Convening) and provide additional structures for supporting tribal communities to apply for community school funding. <p>In order for Tribal Education Departments (TEDs) to be treated like LEAs and have access to state funds for K5+ and Community Schools, this would require legislative action.</p>		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Tribal Priorities	Responses	Top Tribal Priorities	Responses
--------------------------	------------------	------------------------------	------------------

Fall 2019 Tribal Education Priorities with prior /updated responses

<p>1. Fill statutorily required positions which include: PED Assistant Secretary for Education, Early Childhood and Care Assistant Secretary, and the Tribal Liaison for the Higher Education Department.</p>	<p>Kara Bobroff Deputy Secretary is Acting as Assistant Secretary</p> <p>Carmen Lopez-Wilson, Deputy Cabinet Secretary at the Higher Education Department, reported 12/13/19 (conference call with TEDs), HED recruited potential candidate for tribal liaison position.</p> <p><i>As of October 2020, All positions have been filled: Lashawna Tso, PED Assistant Secretary for Education Jovanna Archuleta, ECECD Nathan Moquino, Tribal Liaison HED</i></p>	<p>2. Support the IEAC tribal advisement by requiring tribal consent to remove committee members.</p>	<p><i>The Indian Education Division is working internally with the Secretary of Education and the policy bureau on procedures that would grant the removal of a member.</i></p>
<p>1. Fill staff vacancies in the Indian Education Departments with New Mexico and Arizona professionals.</p>	<p>IED positions are currently posted with the State Personnel Office</p> <ul style="list-style-type: none"> • Deputy Director • Navajo Nation Specialist • Curriculum and Instruction Specialist <p><i>Currently all positions are filled within the IED with the exception of the School Design Specialist. This position is currently posted with the State Personnel Office, and Interviews have and will continue until a candidate is selected.</i></p>	<p>4. A plan from New Mexico State Governor on the process for the IEAC to advise the PED Secretary and Early Childhood Secretary.</p>	<p><i>In 2019 SB22 passed that the Indian Education Advisory Committee would advise the Early Childhood Secretary/Assistant Secretary, in December and January the IEAC's sub-committee has revised the bylaws to include both sister agencies which will be presented in February 2020 to the IEAC to be finalized.</i></p>
<p>5. Tribally defined assessments be included as a part of state student assessments.</p> <p>HB250 went into effect in 2020; guidance from PED needed.</p>	<p><u>There are currently no content assessments available in Native American Languages.</u></p> <p><u>Native American Language Proficiency Assessments are determined by the Nation, Tribe and Pueblo and would only be used in Public Schools if there is a state-funded Bilingual Multicultural Education Program (BMEP) in accordance with the Bilingual Multicultural Education Act and 6.32.2 NMAC, Guidelines for Implementing BMEPs.</u></p> <p><u>6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:</u></p> <p><u>A. Trained personnel shall administer state-approved language proficiency assessments in English and the home or heritage language annually until proficiency in each language is achieved; public schools providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall obtain approval for language proficiency assessments from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension.</u></p> <p><u>B. Public school districts shall comply with federal assessment requirements.</u></p> <p><u>C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.</u></p> <p><u>D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.</u></p>	<p>6. Status of language assessments by PED.</p>	<p>IEA Request for Funding supports for Native Language Programs.</p> <p>Native language proficiency assessments are required in accordance with the Bilingual Multicultural Education Act and 6.32.2 NMAC, Guidelines for Implementing BMEPs. The Tribe, Nation or Pueblo oversees the assessment used and its administration by Native American Language and Culture certified teachers and only an analysis of the results are reported to the NMPED's Language and Culture Division annually.</p> <p>6.32.2.15 PROGRAM EVALUATION:</p> <p>A. Bilingual multicultural education programs shall be evaluated by the department annually for effectiveness and for the appropriate use of funds generated by the bilingual cost differential in the funding formula. For the purposes of such evaluation, each district shall maintain academic achievement and language proficiency data for each school year of each program, which shall be updated annually. This data shall be provided to the department in an annual progress report submitted to the department by September 30 of the following school year. The annual report shall include the following, by school and by model(s):</p> <p>(1) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home or heritage language) and academic achievement;</p> <p>(2) a current analysis of language and academic</p>

[6.32.2.14 NMAC - Rp, 6.32.2.14 NMAC, 7/1/2018]

Contact(s):

Dr. Vickie Bannerman, Deputy Secretary Identity Equity and transformation

Valtierrez, Mayra, Director of Language and Culture Division

Lynn Vasquez, Director of Assessment

Training on the Student Needs Assessment was completed on May 11th and 12th, 2020 LEAs and TEDs were both invited. Training on the Accountability tool and systematic framework was held on August 9th and 11th 2020. LEAs and TEDs were both invited.

All resources are on the website: <https://webnew.ped.state.nm.us/bureaus/indian-education/webinars-and-training/>

Further trainings and guidance will be provided through IED for LEAs and TEDs regarding the status of Accountability tools provided by historically defined impacted school districts.

assessment results demonstrating that participating students have made measurably significant growth toward meeting the state targets for language and academic proficiency;

(3) specific and measurable goals for the following school year, based on Paragraph (2) of Subsection A of 6.32.2.15 NMAC;

(4) verification that teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers have participated in the districts professional development plan for the program;

(5) an expenditure report from the general ledger on the use of funds generated by the bilingual cost differential in the funding formula for the program; and

(6) districts providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall provide the annual progress report submitted to the department to tribal councils or other appropriate tribal entities with authority to make education decisions on behalf of Native American children.

B. The department shall compile and analyze the data submitted by public school districts and shall report annually to the appropriate interim legislative committee.

[6.32.2.15 NMAC - Rp, 6.32.2.15 NMAC, 7/1/2018]

Assessments for the Seal of Bilingualism-Biliteracy are also administered by the Nation, Tribe or Pueblo in accordance with the New Mexico Diploma of Excellence; State Seal for Bilingual and Biliterate graduates Act and 6.32.3 NMAC, Seal of Bilingualism-Biliteracy on New Mexico Diploma of Excellence. Students that are proficient in the language as deemed by the Tribe, Nation or Pueblo are awarded the State Seal of Bilingualism and Biliteracy and this is noted on the graduate's transcript.

The NMPED's IED and LCD have reached out to the Navajo Nation, Lakota Language Consortium and Mescalero Apache Tribe to support with the development of a Language Assessment that would be funded by the NMPED, would belong to the Nation, Tribe or Pueblo for use as they deem appropriate and allowable, and would be created in collaboration with Avant Assessment LLC. At this point only Mescalero is interested in learning more about the opportunity.

			<p>6.32.3.8 PROFICIENCY REQUIREMENTS: A. To earn the bilingualism-biliteracy seal on the diploma of excellence, students must meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC, and demonstrate proficiency in a language other than English, through one of the following methods: (1) certification by an individual tribe; (2) units of credit and an assessment; (3) units of credit and an alternative process portfolio; or (4) an assessment and an alternative process portfolio. B. Certification by an individual tribe. A tribe may certify that a student is proficient in the tribal language. Tribes will develop the methods and processes for determining proficiency in their respective tribal languages. [6.32.3.8 NMAC - N, 09-15-15]</p> <p>Contact(s):</p> <p>Dr. Vickie Bannerman, Deputy Secretary Identity Equity and transformation</p> <p>Valtierrez, Mayra, Director of Language and Culture Division</p>
<p>7. Invite Bureau of Indian Education Director or designee to attend Government-to-Government meetings.</p>	<p>Ventura Lovato, At Large Representative for Bureau of Indian Education on IEAC.</p> <p>Contact(s):</p> <p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>NMPED will request an additional BIE point of contact.</p> <p><i>An invite was extended to the Bureau of Indian Education Director and will continue moving forward</i></p>		

<p>8. Tribal Consultation:</p> <p>a. Face-to-face consultation with the Governor of the State of New Mexico and Tribal Leadership</p> <p>b. Amend the Indian Education Act to include quarterly government-to-government meetings with face-to-face consultation with the Governor of the State of New Mexico and Tribal Leadership at least twice in a year to monitor progress.</p> <p>c. Tribal consultation must take place with sovereign entities.</p> <p>d. Feedback from the Indian Education Advisory Committee in the form of minutes from each meeting.</p> <p>e. Analysis of the points where consultation within the Act must take place.</p> <p>f. State leadership attendance at NM PED government-to-government meetings, mutual respect for the consultation process, and scheduling meetings mindful of the cultural calendar.</p> <p>g. Timely and meaningful tribal consultation must take place as mandated by Federal and State law.</p> <p>h. Implement and support formal tribal consultation with LEAs.</p> <p>i. Support enhanced communication and follow up. Example: Tribal Consultation Survey.</p> <p>j. Consultation on rulemaking for retention.</p> <p>k. During leadership transitions ensure continuity of projects and commitments.</p> <p>l. Formal LEA Consultation on Impact Aide funding.</p> <p>m. Consultation on State legislative developments impacting tribal education interests before and after State legislative sessions.</p>	<p>Coordinate with Office of the Governor of the State of New Mexico. The Indian Education Division sends formal invitations to the Office of the Governor and State Legislators.</p> <p>Consultation is held with the Department of Indian Affairs – Tribal Leaders Summit (May/June).</p> <p>Consultation is held with NM Public Education Department at the Bi-annual Government to Government meetings (Fall and Spring) and for updates regarding programs, policy and ruling making. Additional consultation is held upon Tribal, Pueblo or Nation request.</p> <p>Deputy Secretary Kara Bobroff works directly with Pandora Mike is current the Interim Chair for the Indian Education Advisory Council.</p> <p>Deputy Secretary Kara Bobroff held consultations with NM Pueblos, tribes and Nation regarding Impact Aid Funding at tribal offices.</p> <p>The Indian Education Division coordinates efforts to have the bi-annual Government to Government meetings scheduled on tribal lands with tribal businesses. The location is contingent on available facilities.</p> <p>The Indian Education Division’s website has a tribal consultation resource page: DRAFT: Tribal Consultation Guidance Document.</p> <p>The Indian Education Division offers technical assistant to school districts regarding tribal consultation requirements.</p> <p>Contact(s):</p> <p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p>		<p>Updated Responses</p> <p>a. Face-to-face consultation with the Governor and Tribal leadership, this Administration is committed to collaborating with our Tribal partners and conducting meaningful consultation as needed.</p> <p>b. The PED does not have the authority to amend the Indian Education Act to require quarterly G2G meetings. This would have to take place through an amendment passed by the House and the Senate and signed into law by the Governor. The administrative rule, 6.35.2 NMAC, cannot be stricter than the Indian Education Act itself. The department is limited in what it can require, as outlined in the Act. Please note this administration will be setting up meetings/consultation with Governors and Tribal Leadership to go over any progress.</p> <p>e. Analysis of the points where consultation within the Act must take place, the Indian Education Division will be completing a briefing document of implementing the Indian Education Act 6.35.2.1 prior to the next Government to Government meeting that provides all areas as to where consultation must take place to provide to all Tribal Leaders and Tribal Education Directors.</p> <p>f. The Indian Education Division is working with internal divisions and bureaus on participation in consultation with sovereign nations, along with processes and procedures for all activities are in development.</p> <p>h. Implement and support formal tribal consultation with LEAs.</p> <ul style="list-style-type: none"> • By mid-February, a draft will be completed for how formal Tribal consultation shall be completed. • In March Tribal Leadership will be presented with this draft to provide feedback, comments and additions to be added. • Goal of formal document to have by end of April beginning of May <p>i. This administration along with our sister agencies is committed to supporting clear communication with Tribal Leaders, Tribal Education Directors, and other pertinent partners along with providing follow-up as required.</p> <p>j. The policy team holds an informal tribal input session prior to the final adoption/public hearing of proposed administrative rulemaking</p> <p>k. A request that during leadership transitions, to ensure continuity of projects and commitments. The Indian Education Division is working on processes and procedures for all activities that have and will be completed moving forward this will assist when leadership or IED employees leave.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>l. Formal LEA Consultation on Impact Aid funding, Tribes and parents can provide formal comments to the needs of their children through the Indian Policy and Procedures (IPP), at a duly called formal parent organization meeting, public hearings, and written comments and ultimately, be endorsed by the school board of education. The input can and should be based on their children’s progress, lack of progress, student direct needs as well as to be educated in a healthy and safe learning environment. The formal and signed IPP must be included in the annual application for Impact Aid. (this is through the Local Education Agency, School District)</p> <p>m. Consultation on State legislative developments impacting tribal education interests before and after State legislative sessions, this Administration agrees and is committed to post legislative session consultation regarding the development of impacting tribal education interest.</p> <p>Contact:</p> <p>Lashawna Tso, Assistance Secretary of Indian Education</p>
<p>9. School Safety and Mental/Behavioral Health:</p> <p>a. School safety plan development and review, and sharing of plans among community and parents.</p> <p>b. Coordination between Tribal, Federal, and State law enforcement and emergency responders.</p> <p>c. Coordination with counselors and behavioral/mental health providers.</p>	<p>NM Safe and Healthy Schools Division oversee the current work.</p> <p>Contact(s):</p> <p>Dean Hopper, Director of Safe and Healthy Schools</p>		<p><i>Updated Response</i></p> <p>The School District Wellness Policy, under New Mexico Administrative Code (NMAC) 6.12.6, requires local school boards, school districts and charter schools to develop and implement a policy that addresses student and school employee wellness through a coordinated school health approach. Within this policy is the requirement for “school-level safety plans at each school building focused on supporting healthy and safe learning environments.” Safe Schools Plans (SSP) need to be customized plans that meet their unique needs and requirements based upon the information provided in NMPED’s Safe Schools Guidance Document. SSPs are submitted to NMPED every three years, and schools are assigned to a Year 1, Year 2, Year 3 cycle. NMPED will review over 300 plans a year that follow the FEMA preparedness framework. Schools are to coordinate efforts with all first responders and emergency managers assigned to their area. An assurance is submitted along with their SSP outlining partners who they have revised, reviewed and shared the plan with. In addition, first responders and emergency</p>

			<p>managers should be invited to all emergency drills to coordinate response, and provide guidance to school officials. (Please see Emergency Drill Assurance attached.) In addition, counselors, behavior/mental health professionals should be included on the School Safety Committee providing input on all aspects of the Preparedness Cycle. https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/safe-schools/ Contact(s): Greg Frostad, Director of Safe and Healthy Schools</p>
<p>10. Native Languages: a. Classification of Native language teachers and salary scales. b. Identifying and highlighting Native language programs for schools and tribes to learn from and to develop for their own schools and communities. c. IGA funding award to occur in a timely manner with ongoing communication on funding process and decision making. d. Supporting transition efforts across different school systems from early childhood through high school.</p>	<p>Indian Education Act – Request for Application provides funding for Native Language programs.</p> <p>Contact(s):</p> <p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>Rebecca Reyes, Director of Professional Licensure Bureau</p> <p>Valtierrez, Mayra, Director of Language and Culture Division</p> <p>Early Childhood Education and Care Department.</p>		<p>Updated Response</p> <p><i>Seana Flanagan, Division Director Educator Quality and Ethics: DS Warniment and I are working on next steps for salary for our Native Language educators. This requires input as well from the School Budget Bureau, as well as partnership from the legislature to provide sufficient funding. PED is partnering with ECECD to provide better systems of support across public and private Pre-K, headstart and elementary schools by working with a school readiness committee.</i></p>

<p>11. Culturally Responsive Learning:</p> <p>a. Develop and implement culturally responsive training for New Mexico's 23 school districts serving tribal communities and in schools with large tribal student populations.</p> <p>b. Develop a timeline for full implementation by PED (Summer 2020 not realistic timeline) due to lack of communication.</p> <p>c. Issue directive for cultural sensitivity/competency training to occur at Cibola High School.</p> <p>d. Cultural sensitivity/competency training to be mandated for all schools and school districts, particularly in reservation border towns. No exemptions.</p> <p>e. Require cultural sensitivity/competency training as part of teacher certification.</p> <p>f. Developing and creating mechanisms for accountability on cultural sensitivity lessons/history/historical facts directed towards teachers</p>	<p>Indian Education Division has piloted culturally responsive training in June 2018.</p> <p>Indian Education Division offers technical assistance to school district regarding cultural responsiveness.</p> <p>Indian Education Division providing training to the Albuquerque Public Schools in March 2019 and is still continuing to work with the district.</p> <p>Contact(s):</p> <p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>Valtierrez, Mayra, Director of Language and Culture Division</p> <p>Rebecca Reyes, Director of Professional Licensure Bureau</p>		<p>Updated Response</p> <p><i>Seana Flanagan Division Director Educator Quality and Ethics: The EQ Division continues to work with preparation programs on updates. Additionally we are working internally to develop department delivered trainings for all educators.</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>12. Budget and Finances:</p> <p>a. Transparency on SEA and LEA education budgets and finances, particularly in the use of Impact Aide funding.</p> <p>b. Trainings for school boards regarding the responsible and ethical use of education funds.</p> <p>c. Consultation on funding cuts.</p> <p>d. Offer competitive teacher salaries, mindful of funding parity with BIE teacher salaries.</p> <p>e. Regularly scheduled presentations and training on Impact Aide for tribal leadership and education directors.</p>	<p>Deputy Secretary Kara Bobroff held consultations with NM Pueblos, tribes and Nation regarding Impact Aid Funding at tribal offices.</p> <p>Deputy Secretary Kara Bobroff and Hipolito J. Aguilar, Educational Consultant provided a presentation at the Fall 2019 Government to Government: Public School Finance – Impact Aid.</p> <p>Contact(s):</p> <p>Dr. Vickie Bannerman, Deputy Secretary of Identity, Equity, and Transformation</p> <p>Scott Wright, Director of Operations</p> <p>Eileen Marrujo, Director of School Budget</p> <p>Reiner Martens, Education Finance Analysis Director</p>		<p>Updated Response</p> <p><i>Dr. Vickie Bannerman, Deputy Secretary Identity Equity and Transformation</i></p>
<p>13. College and Career Readiness, and Life Skills:</p> <p>a. Higher Education Department participation in government-to-government meetings.</p> <p>b. Support college and career, and life skills readiness.</p>	<p>Carmen Lopez-Wilson, Deputy Cabinet Secretary at the Higher Education Department has attended Spring 2019 and Fall 2019 Government to Government meetings. The Deputy Cabinet Secretary has also implemented Tribal Education Department meetings.</p> <p>Contact(s):</p> <p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>Carmen Lopez-Wilson, Deputy Cabinet Secretary at the Higher Education Department</p> <p>Elaine Perea, Ph.D., Director of College and Career Readiness</p>		<p>Updated Response</p> <p><i>Stephanie Rodriguez, Cabinet Secretary at the Higher Education Department</i></p> <p><i>Dr. Vickie Bannerman, Deputy Secretary Identity Equity and Transformation</i></p> <p><i>PED's College and Career Readiness Bureau offers a variety of initiatives to support employability skills. In fall and winter of 2021, a series of regional meetings will take place to establish priorities for the upcoming two year CTE funding cycle. Regional meetings include educators, employers, and community members, including tribal leaders. Tribal members who are interested in being part of CTE conversations should reach out to Dr. Perea to be invited to these meetings.</i></p> <p><i>Careers2Communities is a new PED initiative that embeds career exploration into the standard math sequence for grades 8-12. In addition to relevant course content, the initiative features videos of New Mexicans discussing their careers and how they use math. To see the videos or learn more about the curricula, visit www.Careers2Communities.com.</i></p>

<p>14. NM PED Strategic Plan:</p> <ul style="list-style-type: none"> a. NM PED providing strategic plan to tribal education leadership. b. Consultation on the development of the NM PED strategic plan. c. Support increased tribal leadership participation. d. Include Early Childhood in the process. e. Incorporate Yazzie/Martinez findings into the strategic plan 	<p>Contact(s): Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>The Indian Education Division's website has a tribal consultation resource page.</p>		<p>Updated Response</p> <p><i>Strategic plan has been shared along with feedback requested.</i></p> <p><i>Meeting held with tribal leaders in January 2021 to go over the Strategic Plan and Yazzie/Martinez</i></p> <p>Contact(s):</p> <p><i>Lashawna Tso, Assistance Secretary of Indian Education</i></p> <p><i>Dr. Vickie Bannerman, Deputy Secretary Identity Equity and Transformation Careers</i></p>
<p>15. Education Infrastructure Support:</p> <ul style="list-style-type: none"> a. Teacher housing: <ul style="list-style-type: none"> i. Increased funding coordination with state funding allocation entities ii. Goal of increased recruitment and retention of teachers b. School bus routes. Stops should include overall safety enhancements (such as shelter and lighting) and be designed as information hubs (including wi-fi). c. Broadband internet access. 	<p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>Lynn A. Trujillo, Cabinet Secretary of Indian Affairs Department</p> <p>John Chadwick, NM Educational Technology, E-Rate Coordinator</p> <p>Antonio Ortiz, Director of PED Capital Outlay and Transportation</p>		
<p>7. Additional Items:</p> <ul style="list-style-type: none"> a. Continued updates on Yazzie v. New Mexico <ul style="list-style-type: none"> i. Updates on NM PED actions to be taken ii. Reorganization and stability of NM PED Indian Education Division b. Support and establish Deputy Secretary for Indian Education c. Elevate the IEAC to a Commission status <ul style="list-style-type: none"> a. Request Pre-K data similar to Tribal Education Status Report (TESR). 	<p>Contact(s):</p> <p>Kara Bobroff, Deputy Secretary and Acting Assistance Secretary of Indian Education</p> <p>Valtierrez, Mayra, Director of Language and Culture Division</p>		