

New Mexico Public Education Department- Executive Team



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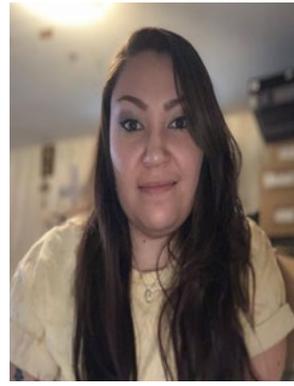
New Mexico Public Education Department- Indian Education Division



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Overview

- What is the Indian Education Act?
- What is Tribal Sovereignty?
- IEDs work ahead





Indian Education Act (IEA)

The Indian Education Act [22-23A-2 Purpose of Act](#) was passed to address the growing educational disparities impacting American Indian students. The Act is an imperative statutory requirement that ensures equitable, culturally relevant learning environments along with ensuring parents, tribal education departments, tribal leaders and policy makers work together to find ways to improve educational opportunities for American Indian Students. The annual Government to Government Summit is a time-honored, statutorily required tradition that ensures meaningful tribal consultation with the Governor of NM, Cabinet Secretaries, and with the 23 tribes, pueblos and nations to discuss educational needs from cradle to career.

There are 11 priorities outlined within the Indian Education Act that support and address American Indian students' academic and cultural achievement.

Indian Education Act

Provides for:

- The study, development and implementation of educational systems that positively affect academic success of Indian students
- Formal government to government relationship between NM and NM tribes and other entities that serve Native American Students
- The means for a relationship between state and urban American Indian communities' members to participate in initiatives and educational decisions related to American Indian students residing in urban areas





Indian Education Act

Ensures:

- Equitable, culturally relevant learning environments and culturally relevant instructional materials for Native American students
- The maintenance of Native languages
- Partnerships to increase tribal involvement and control over schools
- Tribes are notified of the development and final approval and support of all curricula
- Collaboration among relevant organizations and parents to improve educational opportunities for Indian students

Encourages:

- Agreement regarding alignment of Bureau of Indian affairs and state assessment programs
- Cooperation among Navajo communities across AZ, UT, NM
- Parental involvement

Districts and Charter Schools required to complete a Student Needs Assessment, Systemic Framework and Accountability

Historically defined “Indian impacted school district” means a school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria:

- (1) serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
- (2) identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
- (3) identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.



Amendments made to the IEA-Student Needs Assessment

1. Prioritize in its school district budget the needs of American Indian/Alaska Native (AI/AN) students and closing the achievement gap between AI/AN students and all other student groups by state and federal funding for AI/AN students, at-risk students, or economically disadvantaged students
2. Hold public meetings, once by November 30th, and once by April 30th
3. Conduct Tribal Consultation to prioritize and address the needs identified in AI/AN student needs assessment

The student needs assessments provides direction for programs, projects, and activities:

- Allows staff to determine priorities and allocate limited resources to activities that will have the greatest impact;
- Creates cohesion through the alignment of goals, strategies, professional development, and desired outcomes;
- Enables benchmarking and monitoring of implementation and impact; and
- Assists with continuous improvement activities by helping staff:
 - a) identify student progress and decline;
 - b) determine which instructional and other practices are working; and
 - c) to employ the educational strategies associated with the greatest success

Amendments made to the IEA-Systematic Framework

1. Based on the priorities developed through the AI/AN student needs assessment and the priorities established in the HDII school district's budget for the school year, the systemic framework may include any of the following elements:
 - a) academic and other programs within the context of the Indian education division's development or selection of culturally relevant curricula and instructional materials as provided in Subsection E of Section 22-23A-5 NMSA 1978:
 - b) culturally related activities that: (a-f)
 - c) additional educational services focused on the holistic well-being of the whole child, including: (a-f)
2. Conduct Tribal Consultation on the development and implementation of the systemic framework for improving educational outcomes for AI/AN student
3. Conduct, submit to the department, and publish on your website an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.

Amendments made to the IEA-Systematic Framework

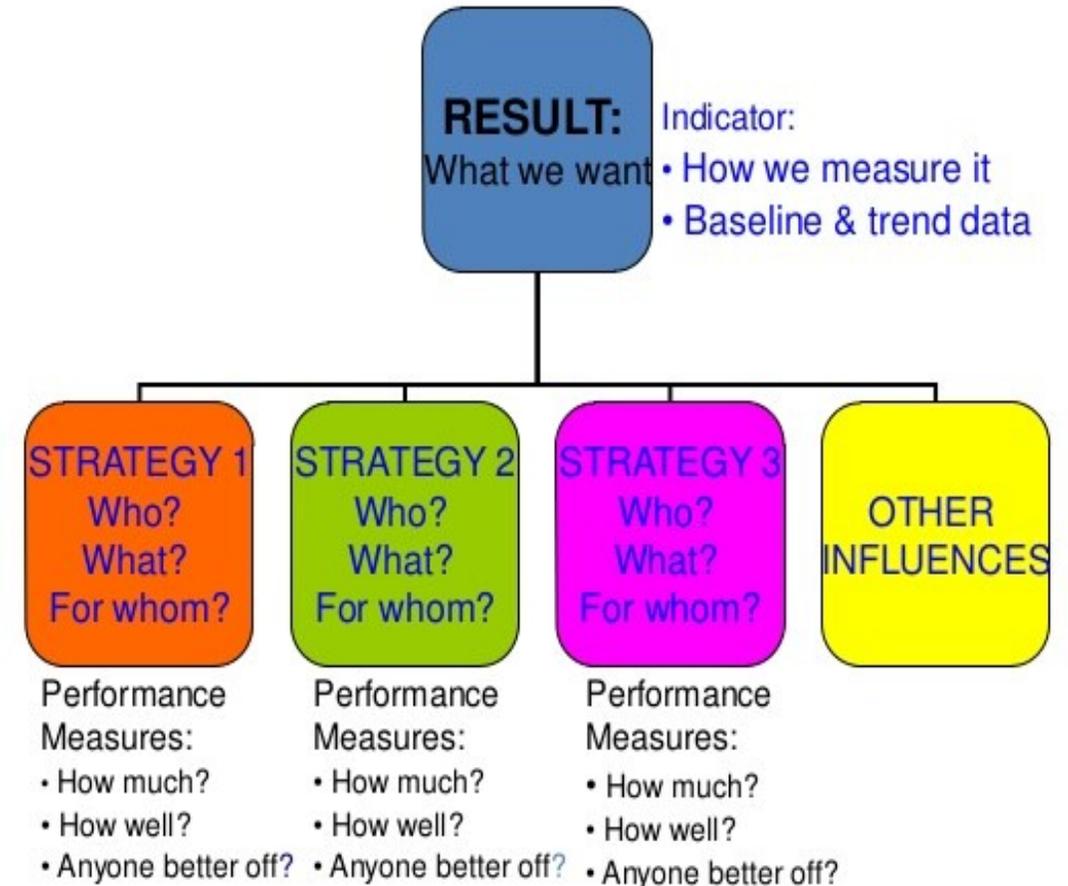
After identifying areas for improvement school districts will work with key stakeholders to set priorities and allocate resources, including deciding how to implement specific interventions or programs.

Implementing and monitoring the plan; an example some districts may use is the Logic Model:

1. Identify the Situation
2. Identify Priorities
3. what are the Inputs
4. what are the Outputs (activities/participation)
5. Outcomes (short term, medium term, and long term)

Amendments made to the IEA- Accountability Tool

- A school district or charter school shall develop an accountability tool, which shall be reevaluated annually, that measures the success or failure of a public school's efforts pursuant to the systemic framework



Annual Requirements of a historically defined Indian impacted school district

1. historically defined Indian impacted school district to submit a written statement to the department, which will be published on the department's website, detailing the ways in which the historically defined Indian impacted school district's budget successfully met or failed to meet the prioritized needs from the most recent AI/NA student needs assessment.

a) Prior to April 15 of each year, the historically defined Indian impacted school district shall submit to the department the written statement, along with its operating budget, for the ensuing fiscal year 2.

2. The historically defined Indian impacted school district shall also submit the written statement to any Indian nation, tribe, or pueblo located within the exterior boundaries of the historically defined Indian impacted school district.

3. A historically defined Indian impacted school district shall hold a public meeting with members of the district's AI/NA students' tribal leadership, parents, and the Indian education division at least twice during each school year, once by November 30 and once by April 30, to report on the AI/NA student needs assessment and the historically defined Indian impacted school district's evaluation of progress

4. A historically defined Indian impacted school district shall develop an accountability tool, which shall be reevaluated annually, that measures the success or failure of a public school's efforts pursuant to the systemic framework provided for in 6.35.2.12 NMAC

5. A historically defined Indian impacted school district shall conduct, submit to the department, and publish on its website an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.



Tribal Sovereignty

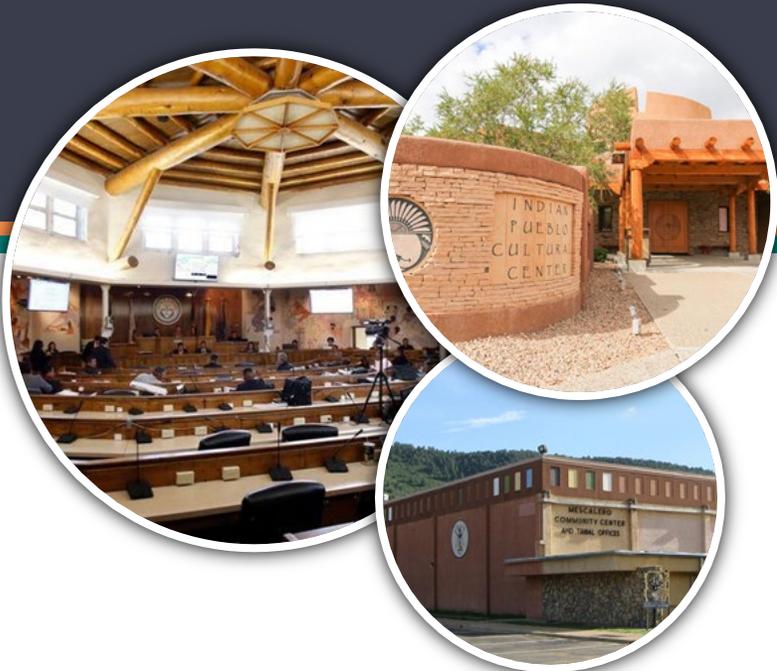
The United States is made up of three sovereign entities:

- Federal government,
- State governments, and
- Tribal governments.

The tribe's authority to self-govern has been reaffirmed by the Supreme Court, Congress, and U.S. Presidents, and supported by numerous Treaties; the Supreme Court acknowledged that it is the oldest sovereign on the continent.

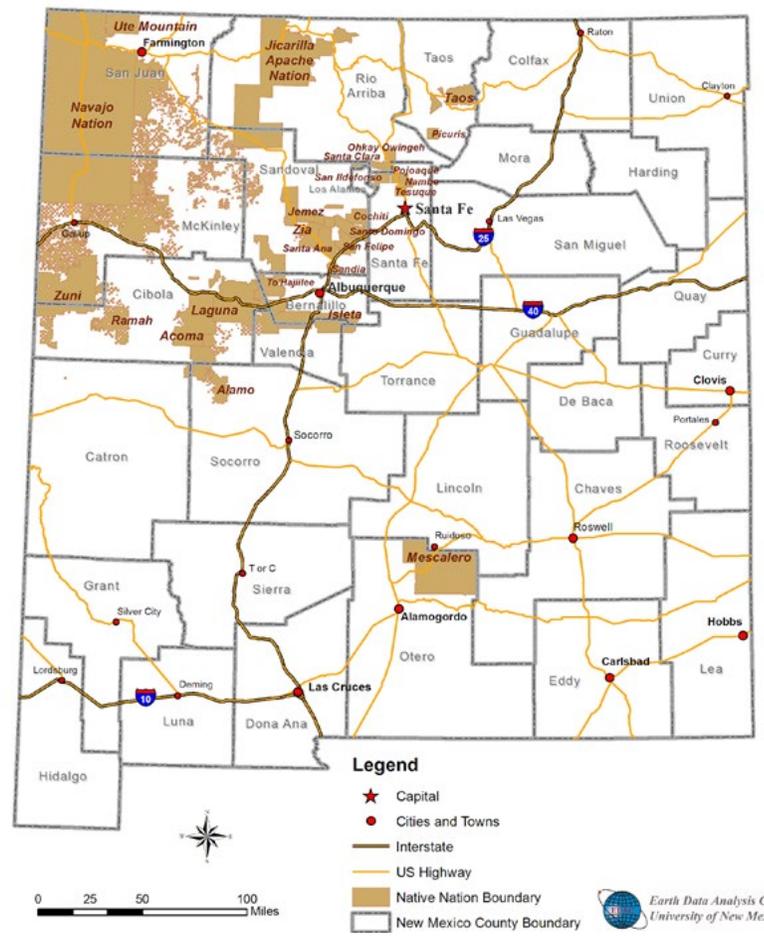
Tribal sovereignty includes the right to govern one's community, the ability to preserve one's culture, and the right to control one's own economy. The Presidents/Governors of the Pueblos/Tribes/Nations are in the same authority of the Governor of NM.

23 Sovereign Nations



Acoma Pueblo
Cochiti Pueblo
Fort Sill Apache Nation
Isleta Pueblo
Jemez Pueblo
Jicarilla Apache Nation
Laguna Pueblo
Mescalero Apache Tribe
Nambe Pueblo

Navajo Nation
Ohkay Owingeh
Picuris Pueblo
Pojoaque Pueblo
Sandia Pueblo
San Felipe Pueblo
San Ildefonso Pueblo
Santa Ana Pueblo
Santa Clara Pueblo
Santo Domingo Pueblo
Taos Pueblo
Tesuque Pueblo
Zia Pueblo
Zuni Pueblo



The Authority to Self -Govern

Today, tribal governments maintain the power to determine their own governance structures, pass legislation, and to enforce laws for its citizens.

New Mexico and its 23 Sovereign Nations maintain a mutual relationship that honors the **tribal consultation process** regarding a variety of issue areas like education, health and human services, infrastructure development, law enforcement, and many other topics.

Self-government is essential if tribal communities are to continue to protect their language, history, and culture.

For centuries, New Mexico's Tribes, Pueblos, and Nations fought to assert and maintain their rights to land, water and self-determination.

The history of sovereignty on tribal lands describes how each fought to sustain their way of life, their songs and ceremonies, languages, and to maintain their agricultural base through legal means and land acquisition.



Indian Education Advisory Council

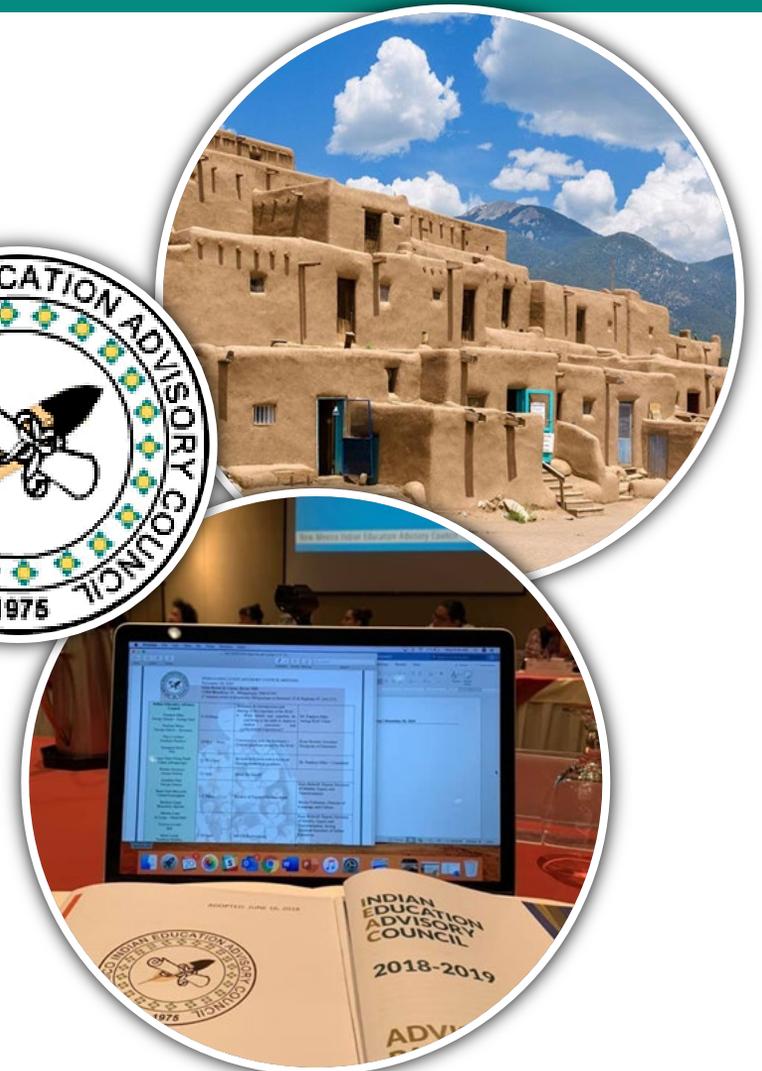
(IEAC)

Pursuant to the Indian Education Act, the Indian Education Advisory Council (IEAC) is created and shall advise the Secretary and Assistant Secretary on implementation of the Indian Education Act provisions.

- Chad Pfeiffer, Navajo Nation Representative
- Jonathan Hale, Navajo Nation Representative
- Vacant, Jicarilla Apache Representative
- Jeremy Oyenque, Northern Pueblos Representative
- Michael J. Martinez, Northern Pueblos Representative
- Dr. Wendy Greyeyes, Navajo Nation Representative
- Kim Lanoy-Sandoval, Chairwoman Navajo Nation Representative
- Berline Largo, Mescalero Apache Representative
- Patricia Sandoval, Southern Pueblos Representative
- Tracey Cordero, Southern Pueblos Representative
- Duta Flying Earth, Urban - Albuquerque Representative
- Vacant, Urban – Gallup Representative
- Shawl Iron Moccasin, Secretary, Urban - Farmington Representative
- Ventura Lovato, Bureau of Education
- Vacant, At Large Representative-Non-Indian Education
- Marsha Leno, Vice Chairman At Large Representative, Head Start
 - Melissa Armijo, Public Education Commission (Non-Voting Member)
 - Nathan Moquino, Higher Education Department (Non-Voting Member)



In addition, the Council is required to consult with the ECECD Secretary and Assistant Secretary of Native American Early Childhood Education.



Government to Government Summits

Pursuant to the Indian Education Act, the state must provide the means for a formal government-to-government (G2G) relationship between New Mexico, its tribes and engage in the development, partnership, collaboration and communication with the Bureau of Indian Affairs and other entities that serve American Indian students:

New Mexico Public Education Department
Virtual Semi-Annual Government to Government
2020 Fall Summit

Time	AGENDA
Wednesday, November 18, 2020 8:00 AM-3:00 PM	
8:00-9:20AM (1hr, 20 min)	Open General Session – Lashawna Tso, Assistant Secretary of Indian Education Division (2 min) • Welcome participants to Virtual G2G Opening Prayer (5 min) • Acoma Pueblo – Governor Brian Vallo Office of the Governor Introduction – Governor Michelle Lujan Grisham (10 min) Introductions: (2 mins) • Ryan Stewart, Ed.L.D., Cabinet Secretary NM Public Education Department o Deputy Secretaries o Lynn Trujillo, Cabinet Secretary Indian Affairs Department o Stephanie Rodriguez, Acting Cabinet Secretary NM Higher Education Department o Elizabeth Groginsky, Cabinet Secretary Early Childhood Education & Care Department o Jovanna Archuleta, Assistant Secretary for Native American Early Childhood Education & Care Department o Dr. Pandora Mike, Chair Indian Education Advisory Committee Tribal Leader Introductions through Roll Call (15 mins) Tribal Priorities (30 min) • Apache – President Gabriel Aguilar (10 min) • Navajo – President Jonathan Nez (10 min) • Pueblo – APCG Chair Governor Willard Herrera, Jr. (10 min) NM PED Indian Education Division Introduction- Lashawna Tso, Assistant Secretary of Indian Education Division (5 min). Break (10 min.)
9:20 – 9:30AM	Break (10 min.)

New Mexico Public Education Department
Virtual Semi-Annual Government to Government
2020 Fall Summit

9:30-10:40AM (1hr, 20min)	Session on Martinez/Yazzie A. Martinez/Yazzie Presentation- PED (20 min) Sec. Ryan Stewart, and Assist. Sec. Lashawna Tso B. Martinez/Yazzie Discussion- Facilitated by Stephine Poston (1hr)
10:40-10:50AM	Break (10 min.)
10:50-12:25AM (1hr, 35min)	Session on Impact Aid A. Impact Aid Presentation – PED (20 min) Sec. Ryan Stewart, and Assist. Sec. Lashawna Tso B. Impact Aid Discussion- Facilitated by Stephine Poston (1hr) Recapping Collective Visions and Next Steps Lashawna Tso, Assistant Secretary of Indian Education Division (15 min) • Next Steps
12:25PM -12:55PM (30 mins)	Lunch (Performance by: Loud Eagles Drum Group - Nambé Owingeh)
1:0PM - 2:30PM (1hr 30 mins)	• Stephanie Rodriguez, Acting Cabinet Secretary NM Higher Education Department (15 mins) o College and Career Readiness Initiatives o Communications with Tribal Institutions and Other Public Higher Education Institutions o Adult Education o Financial Aid • Elizabeth Groginsky, Cabinet Secretary ECECD and Jovanna Archuleta, Asst. Secretary for Native American Early Education & Care (15 mins) o Early Childhood Education and Care o Workforce Development o Social and Emotional Support Open Discussion and Questions Facilitated by Stephine Poston (1hr)
2:30PM – 2:40PM (10 mins)	Closing Statements (5 min) Office of the Governor– Governor Michelle Lujan Grisham
	Closing Prayer (5 min) • Tesuque Pueblo – Governor Robert Mora, Sr.



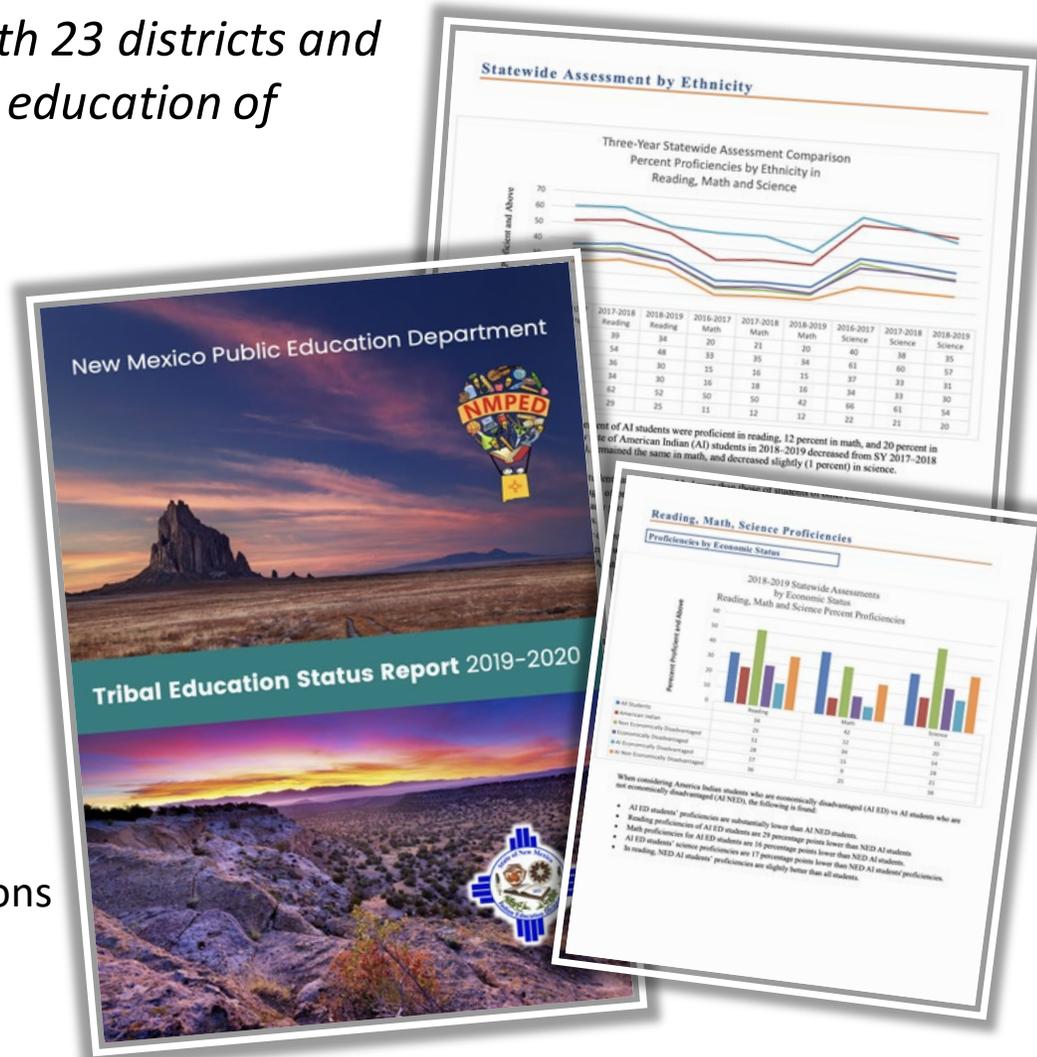
Tribal Education Status Report

(TESR)

Pursuant to the Indian Education Act, the State collaborates with 23 districts and 5 charter schools to provide a yearly status report regarding the education of American Indian students.

To Include:

- Student Achievement
- School Safety
- Graduation Rates
- Attendance
- Parent/Community Involvement
- Education Programs targeting Native students
- Financial Reports
- Current Status of Federal Indian Policies and Procedures
- Public School use of Variable Calendars
- School District Plans: decreasing dropouts/ increasing attendance
- School District Consultation: Indian Education Committees
- School-Site Parent Advisory Councils, Tribal, Municipal, Native Organizations
- Indigenous Research and Evaluation + Results for effective Curricula
- Access to Native Language Programs



Indian Education Act Grants

-FY23

INDIGENOUS EDUCATION INITIATIVE
\$1,500,000

Goals:

- Transformation through a community-led culturally and linguistically responsive curriculum
- Workforce development
- Community engagement

NA LANGUAGE & CULTURE EDUCATOR PATHWAY
\$692,961

Goals:

- Create a more effective and relevant teacher preparation program for Native American language instruction
- Strategic plan and curriculum and increasing the number of Native American language teachers
- Implement and imbed professional development

INDIAN EDUCATION ACT GRANTS
\$5,555,506

Goals:

- College, Career, and Life Readiness
- Whole child and culturally responsive education
- Culture and identity development
- Asset-based supports and opportunities

IE BLUEPRINTS & GOVERNANCE STRUCTURES & NATIVE AMERICAN LANGUAGE PROGRAMS
\$4.5M/1.6M (FY22-FY23)

Goals: (blueprints)

- Develop a strategic plan from PreK to post-secondary
- community-based education programs and or Social Support Services for Native Students

Goals: (Native Language)

- Provide instruction in tribal language, language activities, assessment instruments, recruit, train and certify language teachers

RECRUIT AND RETAIN HIGH QUALITY INDIGENOUS TEACHERS AND ADMINISTRATORS
\$974,022

Goals:

- Increase access to the teaching profession by providing a variety of incentives that will recruit and retain prospective teachers/administrators

INDIGENOUS LANGUAGE FELLOWS
\$287,522.01

Goals:

- Establish or support an existing Mentor Apprentice Indigenous Language program that increases the number of fluent speakers within a specific community

NATIVE AMERICAN LANGUAGE PROGRAMS
\$247,494

Goals:

- Supporting innovative, effective instruction in tribally-based Native American language programs
- includes curriculum development and assessments
- recruitment and training of teachers and program evaluation

COMMUNITY-BASED IMMERSION SCHOOL PREK-12
\$954,754

Goals:

- Establish or expand an immersion school to serve Native American students
- Can include creating school design plans and outcomes, best practices of immersion methodology, and culturally responsive and sustaining education

Our Work Ahead

- Training to Districts and Charter Schools on the Indian Education Act and Tribal Consultation, which includes the new handbook
- Working with Districts and Charter Schools in collaboration with the Language and Culture Division to ensure the bilingual seal is following statute and follows Tribal Sovereignty
- Putting a workgroup together of two Superintendents, two Tribal Leaders and two Tribal Education Directors to develop the Open Books Integration page for Revenue and Expenses for Districts and Charter schools to provide student outcomes for revenues and to document tribal consultation
- Ensure districts and charter schools within tribal boundaries submit an annual report (*Tribal Education Status Report*) on its impact and successes.
- Creating internal opportunities for agency-wide trainings on the Indian Education Act and tribal sovereignty
- The University of New Mexico's Institute for American Indian Education and Native American Studies Department will present three professional development sessions next week on behalf of the Public Education Department's Indian Education Division. Click on the links to register for any of the virtual sessions:
 - Thursday, **July 28**, 10-11:30 a.m.: [Sustained Learning: Anti-racism](#)
 - Friday, **July 29**, 9-10:30 a.m.: [Sustained Learning: History of Indigenous Peoples](#)
 - Wednesday, **Aug. 3**, 10-11:30 a.m.: [What is the linguistic landscape and its importance for our New Mexico students?](#)

Our Work Ahead

- Hold Quarterly Meetings with all Programs/Initiatives to include:
 - At least two presentations from grant recipients to provide an overview of their program/ Initiatives
 - ✓ What is working
 - ✓ Any barriers they are hitting
 - ✓ Student successes
 - ✓ Goals/projected outcomes
 - ✓ Open it up for questions
- Work with Pueblos, Tribes and Nations to complete the following MOU/MOA:
 - Data Sharing Agreement between the IED and Tribal Leaders
 - Agreement where PED-IED recognizes Tribal Sovereignty between the Pueblo, Tribe or Nation in establishing standards and criteria in determining competency for language and culture
- Update the Tribal Consultation Form, along with providing Districts and Charter Schools with new procedures to follow for SY23. An updated memo will also follow with updated guidance



Contact Us:

Indian Education Division

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