

STATE TRIBAL COLLABORATION ACT

2022 AGENCY REPORT NEW MEXICO PUBLIC EDUCATION DEPARTMENT



K-6 Immersion Pilot-Multi Disciplinary Lesson at Pueblo of Jemez



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Executive Summary

The New Mexico Public Education Department's (NMPED) mission is to ensure all students in New Mexico receive the education they deserve and that students are prepared for college, careers, and lifelong learning. To do this, the department is focusing on supports, sustained learning and outreach to districts, charter schools, tribal education departments, parents, students, and communities, while also focusing on leadership, productivity, building capacity, accountability, communication internally, and externally and fiscal responsibility.

The State-Tribal Collaboration Act (STCA) reflects the commitment of the NMPED to work with tribal leaders on government-to-government basis and provide guidance for the implementation of Indian Education Act. The STCA signifies a milestone achievement that the State and the 23 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 NMPED and the tribes can work together to better collaborate and communicate on educational issues of mutual concern.

The State-Tribal Collaboration Act supports positive and productive state and tribal government-to-government relations, effective communication, and collaboration, and addresses cultural competency training.

NMPED adopted a "Tribal Collaboration and Communication Policy" that establishes a process for consultation with Tribal governments when developing programs, policies, and activities that affect New Mexico's Native American students.

Agency Overview and Background

Mission Statement: Equity, Excellence and Relevance

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

Vision: Rooted in Our Strengths

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

Statutory Requirement

The State-Tribal Collaboration Act (STCA) is a regulatory requirement located at Subsection C of Section 18.11.1 NMSA 1978 and requires that the NMPED issue this report. This section describes the laws and rules that apply to the STCA in relevant part as follows:

No later than July 31 of every year, a State agency shall submit a report to the Indian Affairs Department on the activities of the State agency pursuant to the State-Tribal Collaboration Act, and the Indian Affairs Department shall compile all such reports for submittal to the governor and to the legislature. The report shall include:

- (1) the policy the state agency adopted pursuant to the State-Tribal Collaboration Act;
- (2) the names of, and contact information for, the individuals in the state agency who are responsible for developing and implementing programs of the state agency that directly affect American Indians or Alaska Natives;
- (3) the current and planned efforts of the state agency to implement the policy set forth in Subsection A of Section 3 of the State-Tribal Collaboration Act;
- (4) a certification by the state personnel office of the number of managers and employees of each state agency who have completed the training required by Subsection B of this section;
- (5) a description of current and planned programs and services provided to, or directly affecting, American Indians or Alaska Natives and the amount of funding for each program; and
- (6) the method the state agency established for notifying employees of the state agency of the provisions of the State-Tribal Collaboration Act.

Policy NMPED Adopted Pursuant to the State-Tribal Collaboration Act

On July 8, 2016, the NMPED approved and adopted its Collaboration and Communication Policy in compliance with the State-Tribal Collaboration Policy. Implementation of the policy requires a constant and ongoing government-to-government relationship between the tribes, pueblos, and nations of New Mexico, and the NMPED. The many collaborative outreach activities with tribes and pueblos are a reflection of the NMPED's commitment to engage in meaningful dialogue, and they improve the opportunities for American Indian students to succeed both academically and culturally. Collaborative outreach activities stemming from the policy include the following:

1. Formalize the requirement of the STCA to implement a collaboration and communication policy that seeks collaboration and participation by Indian

- nations, tribes, and pueblos in the policy development and program activities or services related to education.
2. Establish a minimum set of requirements and expectations with respect to a government-to-government relationship to increase educational attainment.
 3. Promote the development of innovative methods of obtaining collaboration on issues from tribal governments and involving tribal governments in agency decision-making processes that affect education policy.
 4. Establish a process that can assist in resolving potential conflicts, maximizing inter-governmental relations, and enhancing an exchange of ideas and resources between the entities for the greater good of all New Mexico's citizens.

The complete policy may be accessed [here](#).

Current and Planned Implementation STCA Efforts

In accordance with the State-Tribal Collaboration Act, the NMPED policy follows guidelines set forth in Subsection A of Section 3 of the State-Tribal Collaboration Act as shown below:

Subsection A of Section 3 STCA states:

- A. By December 31, 2009, every state agency shall develop and implement a policy that:
 - (1) promotes effective communication and collaboration between the state agency and Indian nations, tribes, or pueblos;
 - (2) promotes positive government-to-government relations between the State and Indian nations, tribes, or pueblos;
 - (3) promotes cultural competency in providing effective services to American Indians or Alaska Natives; and
 - (4) establishes a method for notifying employees of the state agency of the provisions of the State- Tribal Collaboration Act and the policy that the state agency adopts pursuant to this section.

Promotes effective communication and collaboration between the state agency and Indian nations, tribes, or pueblos.

The NMPED and the Indian Education Division (IED) have been engaged in the following conferences, workshops, information sessions, activities, and formal

collaboration and communication meetings to improve education achievement of and accountability for Native American students in New Mexico.

Meetings with the Secretary of Education

Monthly Tribal Education meetings with Secretary Kurt Steinhaus, along with prior Assistant Secretary of Indian Education Lashawna Tso, and Deputy Director Rebecca Reyes, and as of April 2022 Rebecca Reyes, who took over as Interim Assistant Secretary for IED.

During the 2021-2022 school year, Secretary Steinhaus and Assistant Secretary Tso were hosted by tribal governing boards throughout the year. These visits include those to:

Acoma Pueblo and Laguna Pueblo – Friday, September 24, 2021

Zuni Pueblo – Friday, October 1, 2021 (all day)

Picuris Pueblo - Friday, October 8, 2021; 10 a.m.-11:30 a.m.

POA meeting with Secretary Steinhaus and Secretary Stephanie Rodriguez (NM Higher Ed) – Monday, September 27, 2021

Meetings with the Assistant Secretary of Indian Education

Assistant Secretary Tso of Indian Education and Secretary Steinhaus chaired all the Tribal Education Director (TED) monthly check-in meetings. Assistant Secretary Tso had the following interactions with tribes from July 2021–April 2022.

Date, 2021	Event
July 19	Kewa Pueblo (Santo Domingo)
July 19	Isleta Pueblo
July 20	Acoma Pueblo Visit
July 26	Zuni Pueblo Impact Aid
July 22	Indian Education- Tesuque Pueblo
July 22	Indian Education- Santa Clara Pueblo
August 9	Indian Education- Tesuque Pueblo
August 9	Indian Education State Agencies- Zia Pueblo
August 11	Indian Education State Agencies- Ohkay Owingeh
August 13	Indian Education-Pueblo of Pojoaque
August 27	State Indian Education Debrief- San Felipe Pueblo
September 30	Navajo Nation Site visit
October 18	Navajo Nation Visit

October 27	Mescalero Apache Tribe Site Visit
November 12	Invitation: Picuris Pueblo Education Department Zoom Meeting
November 18	Meeting-Navajo Nation HEHSC
Date, 2022	Event
January 5	IED FY22 grant expenditure meeting- Sandia Pueblo
January 5	IED FY22 grant expenditure meeting- Acoma Pueblo
January 5	IED FY22 grant expenditure meeting- Picuris Pueblo
January 5	IED FY22 grant expenditure meeting- Mescalero Apache
January 5	IED FY22 grant expenditure meeting- Jemez Pueblo
January 12	IED FY22 grant expenditure meeting- Nambe Pueblo
January 12	IED FY22 grant expenditure meeting- Cochiti Pueblo
January 12	IED FY22 grant expenditure meeting- San Felipe Pueblo
January 12	IED FY22 grant expenditure meeting- Santa Ana Pueblo
January 12	IED FY22 grant expenditure meeting- Santa Clara Pueblo
January 12	IED FY22 grant expenditure meeting- Santo Domingo Pueblo
January 12	IED FY22 grant expenditure meeting- Taos Pueblo
January 12	IED FY22 grant expenditure meeting- Tesuque Pueblo
January 13	2022 Virtual Tribal Leader Welcome and Policy Briefing
January 13	IED FY22 grant expenditure meeting- Pojoaque Pueblo
January 13	IED FY22 grant expenditure meeting- Jicarilla Apache
January 13	IED FY22 grant expenditure meeting- Laguna Pueblo
January 13	IED FY22 grant expenditure meeting- Zia Pueblo
January 13	IED FY22 grant expenditure meeting- Zuni Pueblo
January 13	IED FY22 grant expenditure meeting- Navajo Nation
January 13	IED FY22 grant expenditure meeting- Ohkay Owingeh
January 14	IED FY22 grant expenditure meeting- Isleta Pueblo
January 18	IED FY22 grant expenditure meeting- San Ildefonso Pueblo
January 26	IAD Tribal Leader Legislative Briefings
January 28	Pueblo of Jemez – Governors Visit
February 2	IAD Tribal Leader Legislative Briefings
February 14	NMPED/IED - IEA grant quarterly meeting
February 16	NMPED/IED - SB377 Ed. Blueprints grant quarterly meeting
February 17	NMPED/IED - SB377 Native Lang. Programs grant quarterly meeting
March 14	DODE- NM PED GRANT
March 15	2022 Tribal Leader Legislative Debrief

March 17	Ground Breaking Ceremony Walatowa Early Childhood Learning Center, Jemez Pueblo
March 30	Discuss the New Mexico State Highway 491 – Highway Street Lighting
March 31	KCLC Site Visit
April 4	NMPED/IED FY22-23 Funding Opportunities
April 18	Sandia Pueblo - State Ed. Agencies

Meetings with Interim Assistant Secretary of Indian Education

Interim Assistant Secretary Reyes of Indian Education and Secretary Steinhaus chaired the Tribal Education Director (TED) monthly check-in meetings April 2022-June 2022. Interim Assistant Secretary Reyes had the following interactions with tribes from April 2022-July 2022.

Date, 2022	Event
May 4	Mescalero Apache
May 11	All Pueblo Council of Governors Education Committee Meeting
May 13	Governors and Presidents who attended the Tribal Education Alliance and Leadership Institute at Santa Ana Star Hotel
May 26	APCG Regular Meeting
May 26	Acoma Pueblo
June 3	1 st Virtual session held for Discussion Draft Action Plan Decisions about Martinez/ Yazzie V. State of New Mexico- Session 1 (TEDs and Tribal Leaders)
June 6	2nd Virtual session held for Discussion Draft Action Plan Decisions about Martinez/Yazzie V. State of New Mexico- Session 1 (TEDs and Tribal Leaders)
June 8	Tesuque Pueblo
June 8	All Pueblo Council of Governors Education Committee Meeting
July 6	All Pueblo Council of Governors Education Committee Meeting
July 20 and 21	Semi-Annual Government to Government Indian Education Summit with Tribal Leaders, Lt. Governors, Tribal Councilman, and Tribal Secretaries
July 28 and 29	Acoma Pueblo

Development & Implementation of Programs for Native American and Alaskan Native Students

Assessments: State and federally required assessments, the Assessment Bureau will be using the spring 2022 results, PED will establish achievement levels for MSSA (grades 3-8 math/ELA), SAT (grade 11 high school), and ASR (grades 5, 8, 11 science), to determine performance for all subgroups, including American Indians/Alaska Natives.

Funding/Programs to Support Native American Students

Funding				
	FY20	FY21	FY22	FY23
Indian Education Act	\$6 million	\$6 million	\$5.25 million	\$15 million
Special Program Appropriations				
Indigenous, multilingual, multicultural, and special education	\$1 million (IEI) \$7 million (Bilingual & Multi Ed.)	\$5.5 million (IED-receives \$1 million)	\$5.07 million (IED-receives \$1 million)	\$5.1 million (IED-receives \$1 million)

Other Appropriations		
	FY21	FY22
Educ. Blueprints		\$4.5 million
Native Amer. Lang Programs		\$1.6 million
Tribal Libraries-CLR Programs		\$4.5 million
Tribal and Rural Community Based Ex. Learning		\$13,310,300 million
Salary parity-NALC		\$1.25 million
Tribal Libraries-Capital		\$10 million (special session)
Tribal Libraries-Capital		\$2 million

Indian Education Division – Senate Bill 377 FY21-23: \$4.5M was allocated for Tribal Education Departments – to implement educational blueprints and governance structures, to engage in collaboration with school districts, and plan and deliver community-based education programs and social support services for Native American students. \$1.6M was also allocated to Tribal Education Departments for Native Language programs, providing instruction in tribal language, language activities, including but not limited, to curriculum and instructional material development; assessment instruments that are culturally and linguistically appropriate for students, teachers, and programming. Recruiting, training, and certifying language teachers. Engagement in collaboration with school districts. Instructional delivery and program evaluation and \$4.5M for tribal libraries to develop and staff culturally and linguistically

relevant afterschool student services and community-based summer programs. NMPED entered an MOU with DCA to administer funds to tribal libraries. DCA had these funds available to libraries, instead of on a reimbursement basis.

Indian Education Act Funding is issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act. Grants are made available to tribal departments of education, local education agencies (LEAs), including state-chartered charter schools, and locally chartered charter schools, serving a significant number of Native American students through programs and services aligned to NMSA 1978, Sections 22-23A-1 through 22-23A-11, which included programs, services, culturally relevant activities, and professional development. For FY2022, \$50,000-\$90,000 was available for LEAs and charter schools to apply for, and \$75,000-\$100,000 for New Mexico Tribes, Pueblos, and Nations Departments of Education to apply for.

Indian Education Division-Tribal Consultation Guide: On October 28, November 9, and November 30, the Indian Education Division held virtual sessions with Tribal Leaders and Tribal Education Directors to go over the Tribal Consultation Guide. Same sessions held with school leaders and Indian Education Directors, the same week of those dates. The Tribal Consultation Guide was updated based on the feedback, and the final guide was released in 2022.

The Tribal Consultation Guide will serve as a resource for Local Education Agencies to guide them in understanding the history of Indian education, understand what Tribal Sovereignty is, and that Tribal Consultation is not about checking off a box, it's about developing a trusting relationship that fosters transparent dialogue to meet the needs of Native American students, families, and tribes. With having timely and meaningful consultation, Federal and State funding is explained as to how that funding is being used to impact Native American students and what exactly that funding is being used for. An example of an MOU is provided in order to be proactive in sharing student level data so students are not becoming truant, both the LEA and tribal entity can assist prior to the student needing credit recovery and assist the student prior to the possibility of not graduating. Tribal Leaders, Tribal Education Departments, school districts working together to meet the needs of the students and working together to create their own agreements and processes on consultation.

Indigenous Education Initiative: Grants to Indigenous Education, through school transformation, a community-led culturally and linguistically responsive curriculum, workforce development, and community engagement.

Instructional Materials: Completed a review of comprehensive, full-course of study instructional materials to provide a list of high-quality instructional materials to provide a menu of options for Local Education Agencies (LEAs) to make adoption decisions. They recruited Native American teachers to participate as reviewers and Indian Education Advisory Council members to be observers at the Instructional Material Summer Review Institute. Reviewers received multiple trainings on reviewing instructional materials using the criteria for cultural and linguistic relevance. The Bureau facilitated a review of English Language Development

instructional materials for alignment with WIDA standards and Navajo Language instructional materials for alignment with WIDA standards.

Literacy and Humanities: With the adoption of the new Social Studies Standards, the division sought tribal consultation via focus groups under the direction of former Assistant Secretary Tso.

Martinez-Yazzie Consolidated Lawsuit – Technology Motion: On April 30, 2021, the First Judicial Court issued a ruling ordering the state to provide digital devices and high-speed internet access for at-risk students who lack these tools necessary to access remote learning.

The NMPED believes it is incumbent upon the state to provide the support and resources to these students and ensure a quality education for all New Mexico children. The NMPED, in conjunction with school districts, other state and federal agencies, have already completed a significant amount of work to address technology gaps across the state, including ensuring districts and charter schools have the funding needed to provide digital devices and internet access for Native American students.

Furthermore, NMPED is committed to respecting tribal sovereignty and to working with all Tribes, Pueblos, and Nations to ensure the health and safety of Native American communities. We recognize that there is still work to be accomplished to do what's right by our students.

Multi-Layered System of Support (MLSS): Provides coaching supports available to all BIE, BIA, TED, Pueblo and Tribally controlled schools.

Safe and Healthy Schools: COVID-Safe Practices, mental health awareness, and services to students at two Santa Fe Public School (SFPS) high schools via Project AWARE. COVID-Safe Practices implemented in schools per the NMPED toolkit and per tribal requirements: SFPS AWARE project has offered a milieu setting to provide a safe space for Native American youth at each high school. Students have come to connect with services that support their mental well-being, which also in turn supports their academics. Providing case management and skill-building services as well as events to increase mental health awareness to Native American populations at each site. Students are also being referred to individual therapy by family, school staff, and themselves. A summer bridge program with these same intentions is being hosted for eighth graders entering these high schools to start services early, allowing them to continue with them throughout the school year.

Secretary of Education: Key supports include staff at the Public Education Department, school districts and charter school employees, and education partners across the state. Current and planned programs and services include \$15 million to implement the Indian Education Act, distributing funds appropriated by the New Mexico Legislature for tribal libraries, indigenous education programs, partnerships with higher education, and regular communications with Tribal Education Departments.

Special Education: The Special Education Division (SED) of the NMPED provides information to all New Mexico local education agencies (LEAs), to include Charter LEAs and to tribal entities in support of ensuring that all students with disabilities as identified through the Individuals with Disabilities Education Act Part B (IDEA-B) receive free and appropriate public education (FAPE) in the least restrictive environment (LRE). The Special Education Division partners with Education for Parents of Indian Children with Special Needs (EPICS). EPICS is one of two parent information centers that receives IDEA-B funds via the SED. The partnership with EPICS is in keeping with the federal requirements to fund parent information centers involved in the cause of sustaining federal special education requirements per IDEA-B. The SED provides funding to EPICS annually to support a parent summit to ensure parents of Native American students with disabilities have the opportunity to provide feedback to the Special Education Division (SED). The SED has revised its sampling plan to ensure that parents with Native American students are equally represented in the survey sample and thus have the opportunity for their input to be included in future planning and supports for students with disabilities.

Student Success and Wellness: The Student Success and Wellness Bureau (SSWB) of NMPED supports all BIE entities and gathers all data to ensure all students are eating free meals under the community eligibility provision (CEP). The division currently supports in assisting 37 Bureau of Indian Education entities with feeding their students who are on CEP and another school on Provision 2. All the students in these entities eat for free in our program.

In 2020, a goal was placed to **track every dollar in every school district**. This goal has been accomplished and as of October 2022, school districts and charter schools will report on all federal, local, and state revenue as to how each revenue impacted student outcomes (which programs or services). Next Steps: Work with a few districts, tribal leaders, and internally to build this portion of the system: <https://openbooks.ped.nm.gov/districts/>

Trainings to Promote Communication and Collaboration

Assessment Bureau: Native American educators are recruited to establish achievement levels and ongoing assessment development, including content review, bias, and sensitivity review, and data review.

College and Career Readiness: Careers2Community summer professional development is offering stipends to educators to learn best practices in math and career exploration.

Community Engagement: Our annual Inspire conference (June 22-24) includes representatives from tribal schools and Native teachers who work in public schools.

Education Finance Analysis Bureau: Training during Spring Budget Workshop on how the at-risk funding calculation is performed per state statute. This training was NOT specific for American Indians/Alaska Natives, as all budget entities receive at-risk funding. However, due to the YM lawsuit, this training helps to understand the status quo of at-risk index calculation impacting the SEG funding.

Educator Evaluation System, Elevate NM: All teachers, administrators, LEA course managers, and representatives from educator preparation programs were trained in the teacher evaluation system. Trainings will be provided each year.

Information Technology: Cybersecurity trainings for general computer use and for education leaders including FERPA training. Tribal departments of education are always invited to attend these trainings.

Indian Education Division: In August of 2021, the division provided Tribal Education Status Report Training as to how to complete, along with masking rules. Quarterly meetings held with grantees for Indian Education Act Funding, Native Language Teacher Pathway, Educational Blueprints, and Native American Language Programs. The meetings provided presentations from grantees to provide information on their programs, what is working (student successes goals/projected outcomes), any problems and barriers, and then allow for questions. The division also held bimonthly Indian Education Directors meetings and asked for topics they wanted presented on. The Indian Education Division will be providing training to districts on Tribal Consultation and the Indian Education Act as school starts back up, along with continued bimonthly meetings for Indian education directors with the schools. Professional development offered for 2021-22 included the division partnering with University of New Mexico's Institute for American Indian Education (IAIE) and Native American Studies (NAS) to develop training material on Cultural Competency, Cultural Sensitivity, Anti-Racism, History of New Mexico Tribes, Nations, and Pueblos, and Linguistic Landscape. These trainings will continue for districts and charters to have them available moving forward as requested.

Licensure: All LEA HR managers were provided training in the licensure portal system for educators to apply for the Native American Language Certification. Training is conducted by request of the LEA HR manager.

Literacy and Humanities: Provide introductory professional development sessions for administrators and elementary and secondary teachers. Module 1: New Mexico Social Studies Standards 101; Module 2: Instructional Shifts in the New Standards; Module 3: Culturally and Linguistically Responsive Teaching and Learning; Module 4: Best Practices in Social Studies; Module 5: Planning for and Making Sense of Inquiry; Module 6: Unpacking the Content and Skills in the Standards.

Math and Science: All LEAs can register to participate in school team professional learning around early numeracy, fostering positive mathematics identity, collaborative classroom culture, story lining, and formatively assessing students. In addition, LEAs have the opportunity

to get support in developing K-12 computer science implementation plans.

Options for Parents and Families: Governing board training on equity and cultural responsiveness and renewal training for schools that require tribal consultation.

Safe and Healthy Schools: Project AWARE is working on scheduling a number of trainings, YMHFA, QPR, CRAFFT, PHQ-9, ARC, and possibly SHAPE Assessment training based on interest.

Secretary of Education: Training and professional development includes webinars hosted by the Indian Education Division, school district liaisons, and tribal education departments.

Special Education: Tribal entities are invited to all special education training and professional development sponsored by the SED (PED). Training is generally evidence-based and is vast in scope, covering the robust requirements of the IDEA-B.

Student Success and Wellness: NMPED provides trainings with their food provider, SYSCO, annually and also provides a back-to-school workshop annually for all BIE entities that participate in our program.

State Tribal Collaboration Act (STCA) Training and Certification

NMPED was unable to attend and complete “The Building Cultural Equity Training” offered through the State Personnel Office in conjunction with the Indian Affairs Department, due to the high demand of this course and limited spots available. However, the department has requested that this training be made available to ensure the agency has a 100% participation and completion rate. This is a step toward continuous improvement of culturally responsive services and engagement with Tribal communities.

Certification and Training

The following NMPED trainings and professional development was obtained by divisions within the department.

NM PED Offices and Programs	Training and Professional Development for American Indians/Alaska Natives
Assessments	All teachers participating in bias, sensitivity, and content review are trained to identify culturally sensitive topics. These topics are vetted through consultation with BIE and tribal feedback. This list of topics will be shared with Tribal Education Directors in June for revision, if needed, as the agency plans for spring 2023 assessment development and review.

Canvas Learning Management System	107 NMPED staff and educators have completed Culturally and Linguistically Responsive Teaching and Learning course. In July of 2022, three professional learning courses will be published and released to educators throughout the state. The content and materials included in these courses will help educators evaluate their CLR mindset and skillset to transform instructional practices. 1. Culturally and Linguistically Responsive Instruction (CLR), Changing Perspectives: How Can I Become a CLR Believer? 2. Culturally and Linguistically Responsive Instruction (CLR): Changing Perspectives: Why is CLR Necessary In Our Schools Today? 3. Introduction to Culturally and Linguistically Responsive Instruction (CLR)- Changing Perspectives: How Can I Transform My Teaching Beliefs and Attitudes to Initiate CLR?
College and Career Readiness	CCRB presented to Tribal Ed Directors on 5/18/22
Community Engagement	We will re-fashion our existing advisory councils to include greater representation from stakeholders that reflect New Mexico's population. This includes recruiting Native youth and parents to serve on advisory councils.
Educator Growth and Development/Title II	All New Mexico teachers were trained on the new teacher evaluation system and the language that brings attention to Culturally and Linguistically relevant instruction. This training can be provided to state and tribal leaders.
Licensure	All LEA HR managers were provided training in the licensure portal system for educators to apply for the Native American Language Certification. Training is conducted by request of the LEA HR manager.
Literacy and Humanities	Provide introductory professional development sessions for administrators and elementary and secondary teachers. Module 1: New Mexico Social Studies Standards 101 Module 2: Instructional Shifts in the New Standards Module 3: Culturally and Linguistically Responsive Teaching and Learning Module 4: Best Practices in Social Studies Module 5: Planning for and Making Sense of Inquiry Module 6: Unpacking the Content and Skills in the Standards
Math and Science	All math and science professional learning includes through lines of Culturally and Linguistically

	Responsive instruction.
Multi-Layered System of Support (MLSS)	MLSS Self-Assessment supports available to all BIE, BIA, TED, Pueblo and Tribally controlled schools.
Options for Parents and Families	Charter school renewal training on tribal consultation
Safe and Healthy Schools	Collaboration with IHS and tribal leaders on communicating COVID infection information. Collaboration with school site and district staff is ongoing for Project AWARE. Connection with other Native American AWARE programs across the country has begun to share barriers and offer solutions and success stories. Discussion with the UNM evaluation team and SAMHSA regarding cultural competency is also ongoing, primarily to address the sigma and building or rapport for this unique urban Native community. Collaboration with DOH to create and offer a SHAPE Assessment training to promote mental health systems in schools.
School Budget	Additional indirect support provided is the Spring Budget Workshop, which is a yearly 3-day event organized by the School Budget Bureau that provides a platform for all bureaus in NMPED to hold workshop sessions on relevant topics with school districts and charters. The below hour-long workshop sessions (trainings) were held at this year's Spring Budget Workshop in April of 2022: Indian Ed Program: This session was designed to provide an overview of the requirements for the Indian Education Act grants, alignment to the systemic framework, current procedures for the RFA, and reporting. The session focused on the importance of program alignment to student outcomes, accuracy in data reporting and submitting annual expenditure reports. ELTP, Tribal, and Rural Community-Based ELTP I, K-5 Plus, and K-5 and K-12 Plus Pilot Programs: This session included an overview of the ELTP, Tribal and Rural Community-Based ELTP, K-5 Plus, K-5 Plus Pilot programs, and K-12 Plus Program. This session assisted districts and charters in submitting data into STARS at each reporting period and provided a list of reports within STARS reporting to help validate data. At-Risk Calculation: This session included a detailed overview of the At-Risk Index Calculation. The presentation identified state statutes that drive the At-Risk Index Calculation and how PED has operationalized the At-Risk

	Index Calculation.
Secretary of Education	Communications and collaboration include the Consultation Guide, Tribal Leaders Summit, Government to Government meetings, visits with tribal leaders and their governing councils, and work together on funding requests.
Special Education	The Special Education Division held a stakeholder engagement meeting with tribal education departments on May 27, 2021. At the meeting, the State Performance Plan SPP/Annual Performance report indicators and data for Federal Fiscal Year (FFY) 2020 were reviewed with the staff from the tribal education departments. In addition, tribal education leaders had the opportunity to participate in providing feedback to the Special Education Division on data analysis of the SPP indicators, provided input on where targets should be set for the state on outcomes for students with disabilities, provide input on progress monitoring measures as well as plans to improve programs for Native American students with disabilities. In April 2022, tribal education directors were invited to the series of six stakeholder engagement meetings held April 5 and May 10, 2022 for the FY2021 submission of the SPP/APR.

Collaboration and Communication

The policy of the NMPED includes collaboration and communication. In order to promote cultural competence and educational success, the agency uses, as appropriate: tribal liaisons, tribal advisory bodies (e.g., the New Mexico Indian Education Advisory Council—NMIEAC), work groups, and informal communication.

Role of Tribal Advisory Bodies

The policy of the NMPED states that the agency may solicit advice and recommendations from NMIEAC to collaborate with tribes in matters of policy development, prior to engaging in consultation, as contained in this policy. The agency's tribal liaison to these advisory bodies shall provide, in a timely manner, advice and recommendations on departmental policies, programs, and/or service matters that have tribal implications. Input derived from such activities is not defined as this policy's consultation process.

Indian Education Advisory Council

Pursuant to the Indian Education Act, the NMPED Communication and Collaboration Policy recognizes the role of the Indian Education Advisory Council in advising the

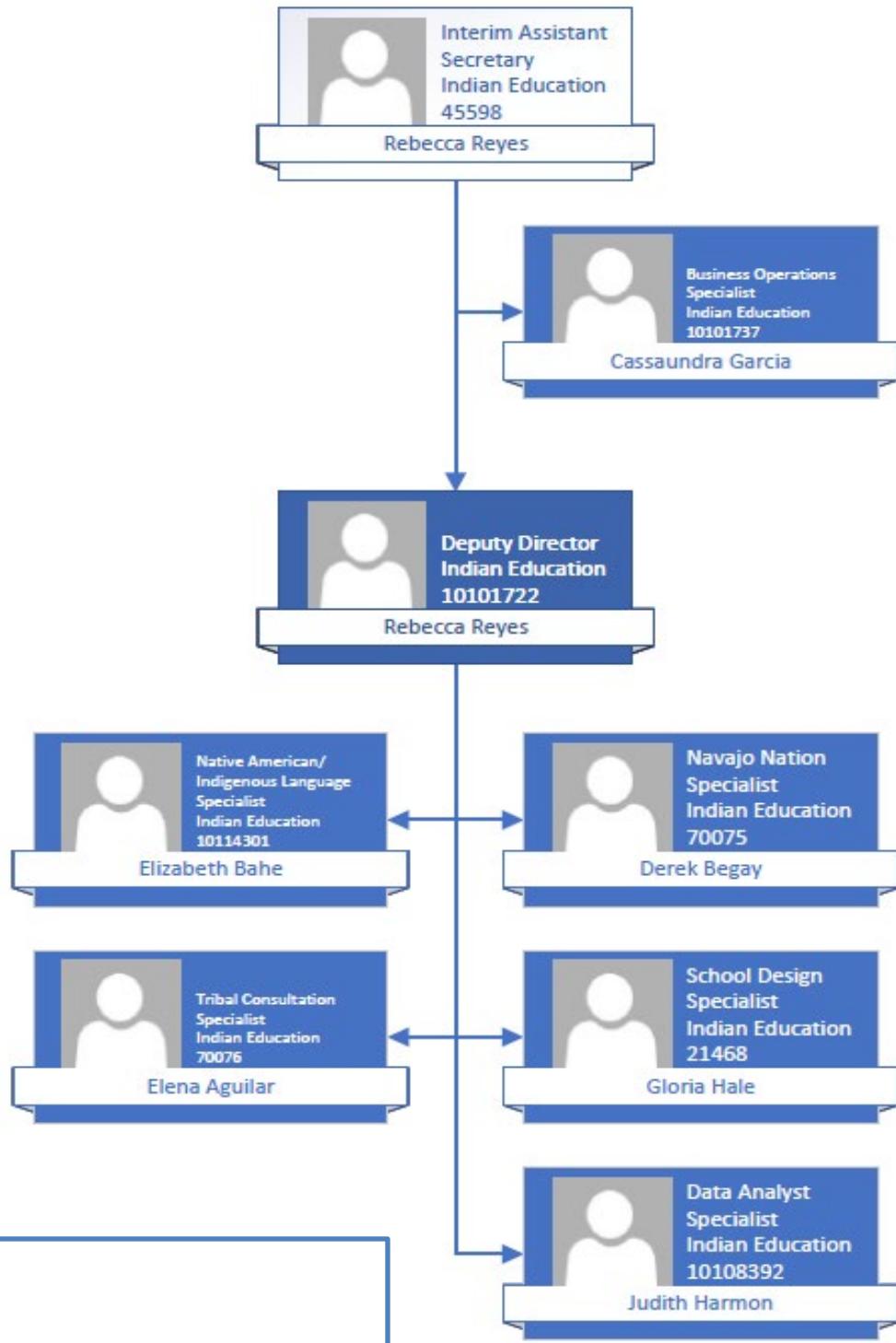
secretaries of Early Childhood Education and Eare and Public Education departments and the assistant secretaries for Native American Early Childhood Education and Care and for Indian Education on implementation of the provisions of the Indian Education Act. The 16-member council consists of representatives from: the Navajo, Apache, and Pueblo nations; urban areas, including Albuquerque, Gallup, and Farmington; representatives from the Bureau of Indian Education, a Head Start organization, and the general public—at least one of whom shall be non-tribal, but all of whom shall have knowledge of, and involvement in, the education of tribal students. The purpose of this duly appointed group of individuals is to provide advice and recommendations on matters relating to the education of Native American students.

Indian Education Advisory Council Members	
Tribal Representation	Member
Navajo Nation Representative	Chad Pfeiffer
Navajo Nation Representative	Kim Lanoy-Sandoval
Navajo Nation Representative	Wendy Greyeyes,
Navajo Nation Representative	Jonathan Hale
Mescalero Apache Nation	Berdine Largo
Jicarilla Apache Nation	Vacant
Southern Pueblo	Patricia Sandoval
Southern Pueblo	Tracey Cordero
Northern Pueblo	Jeremy Oyenque
Northern Pueblo	Michael J. Martinez
Urban Representative—Albuquerque	Duta Flying Earth
Urban Representative—Farmington	Shawl Iron Moccasin
Urban Representative—Gallup	Vacant
Bureau of Indian Affairs—at large	Ventura Lovato
Non-Tribal—general public—at large	Vacant
Head Start—at Large	Marsha Leno
Tribal Liaison, Director of Indian Education, HED	Nathan Moquino
PEC Representative	Melissa Armijo

The Indian Education Advisory Council (IEAC) meets quarterly throughout the year.

Note: The Indian Education Division (IED) sends communication directly to IEAC members on any information shared with tribal leaders, tribal education directors, school districts, and stakeholders.

Organizational Chart



Point of Contact

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