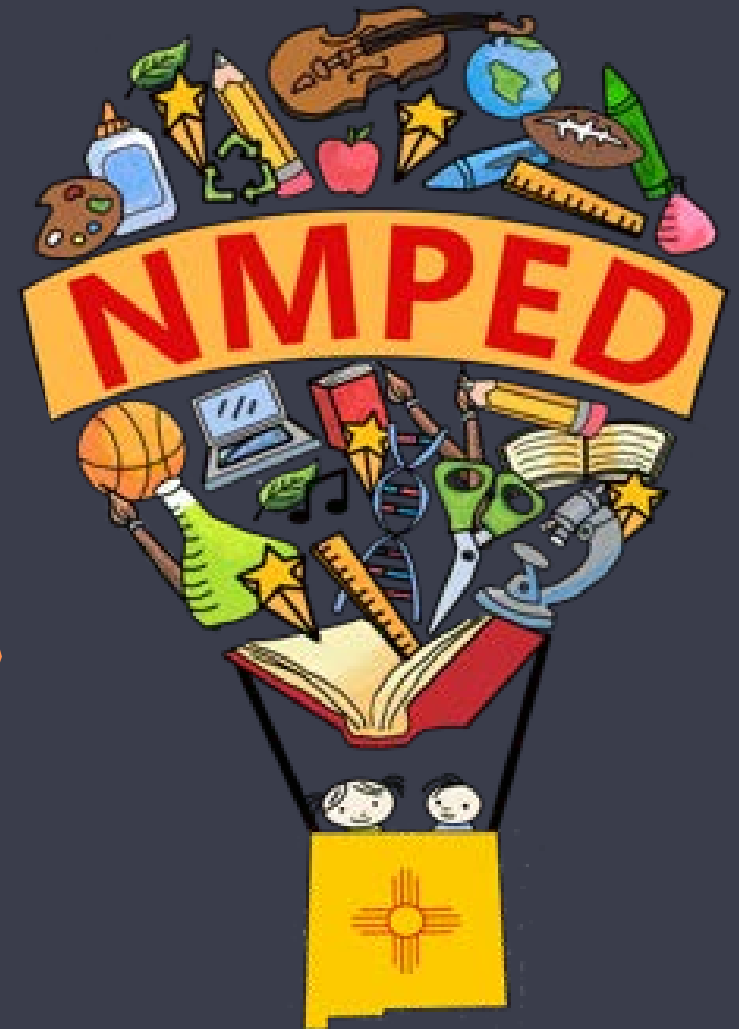


# Supporting Native American Students in FY20 and FY21

Dr. Allison Briceño and  
Rebecca Reyes

Legislative Education Study Committee

September 24, 2020



*Investing for tomorrow, delivering today.*



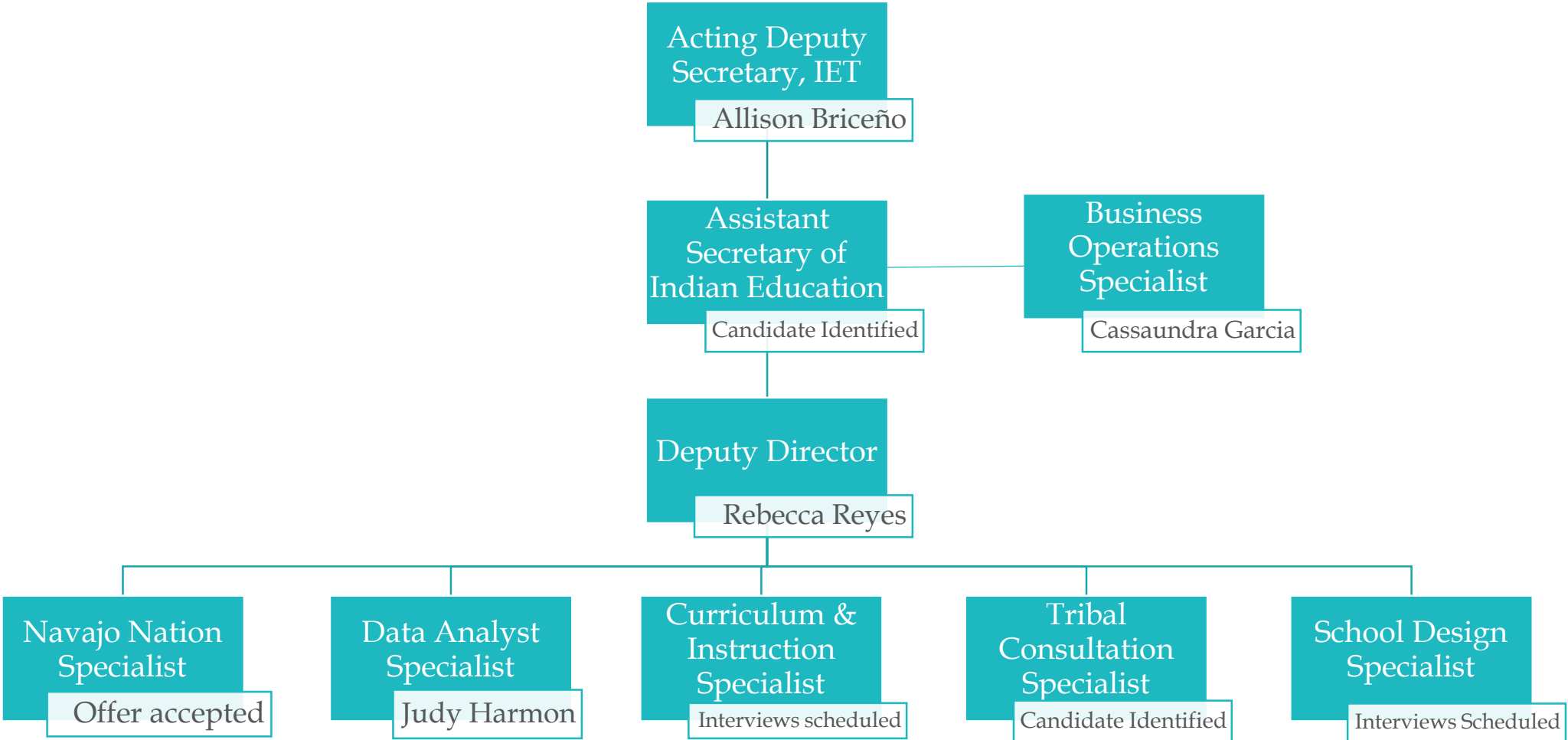
# Overview

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Today we will be addressing the following:

- Overview of the Indian Education Division
- Explanation of the Indian Education Division's primary programs

# Indian Education Division Organizational Chart



# Vision of Culture-Based and Culturally-Responsive Indian Education for All Children

- Every student will learn about the tribes, nations, and pueblos in New Mexico and New Mexico history in a culturally responsive manner
- Every educational institution and all education staff will work in collaboration and consultation with New Mexico tribes, nations, and pueblos

# Vision of Culture-Based and Culturally-Responsive Indian Education for All Children

Vision for state: All education staff should have an understanding and awareness of Native Americans and New Mexico tribes, nations, and pueblos to:

Increase sensitivity, cultural awareness, and respect for diversity

Improve relationships between school staff, students, and families

Help students recognize and gain an appreciation for Native American history, culture, and people

Help students gain an understanding of historical and contemporary Native American issues

# Districts receiving Indian Education Act funds that have a significant population of Native American (NA) students

District	Number of NA Students	Total Students	Percent of NA students
APS	6,814	88,083	8%
Aztec	526	2,857	18%
Bernalillo	1,381	2,821	48%
Bloomfield	1,077	2,761	39%
Central Consolidated	5,155	5,628	91%
Cuba	407	569	72%
Dulce	545	582	94%
Espanola	229	3,252	7%
Farmington	4,477	11,276	40%
Gallup-McKinley	9,335	11,105	84%
Grants-Cibola	1,556	3,390	46%

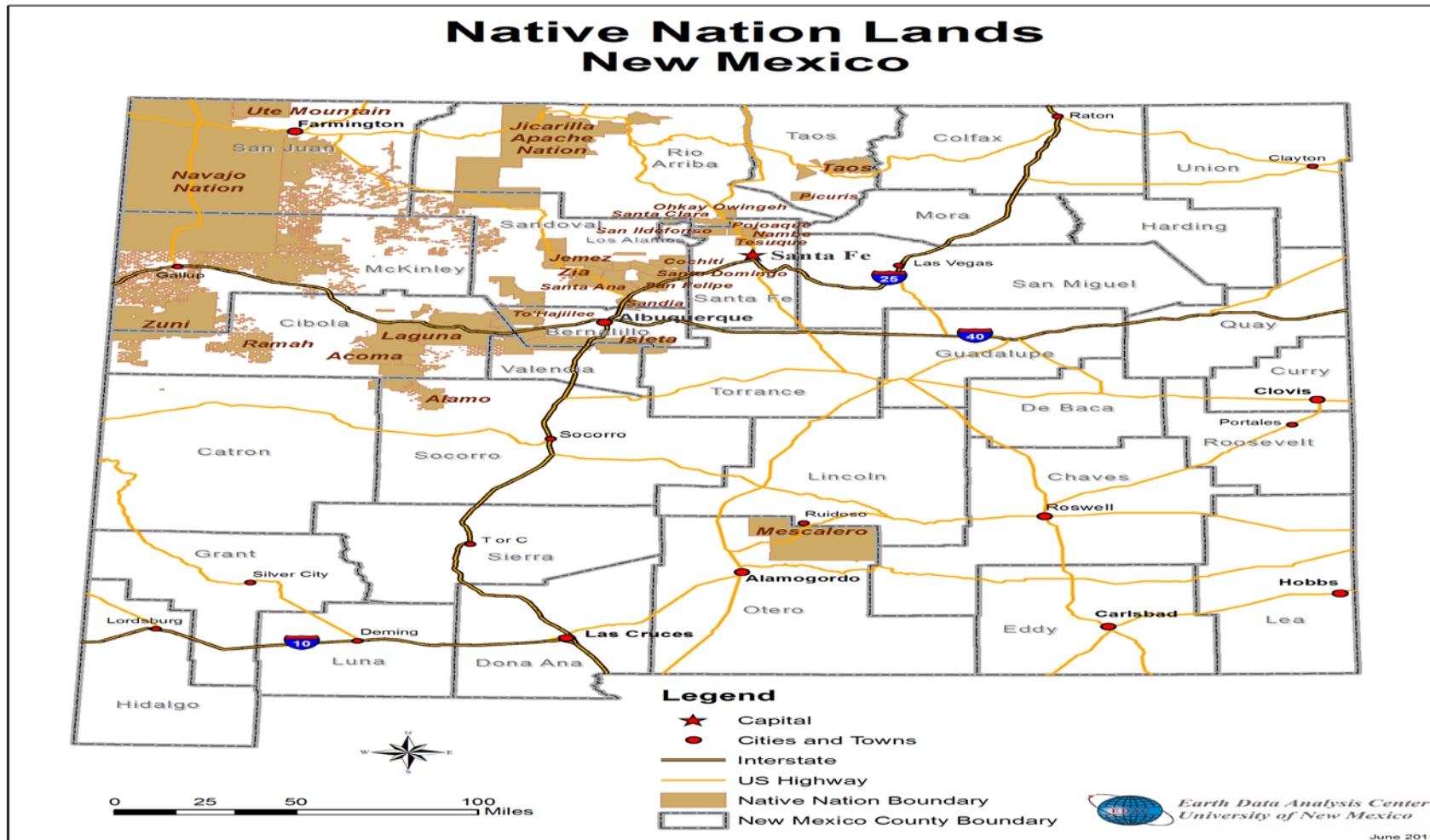
District	Number of NA Students	Total Students	Percent of NA students
Jemez Mountain	83	214	39%
Jemez Valley	265	362	73%
Los Lunas	774	8,508	9%
Magdalena	148	321	46%
Penasco	46	356	13%
Pojoaque	356	1,875	19%
Rio Rancho	1,593	17,544	9%
Ruidoso	342	2,024	17%
Santa Fe	381	12,923	3%
Taos	247	2,595	10%
Tularosa	249	859	29%
Zuni	1,227	1,240	99%

# Charter Schools receiving Indian Education Act funds that have a significant population of Native American (NA) students

Charter	Number of NA Students	Total Number of Students	Percent of NA Students
DEAP	39	39	100%
Dream Diné	20	20	100%
San Diego Riverside – Jemez Valley Schools	87	88	99%
Six Directions	75	76	99%
Walatowa	53	56	95%
NACA – APS Schools	436	471	93%
Hozho Academy – Taos Public Schools	144	298	48%
Vista Grande	31	90	34%



# Tribal Lands in New Mexico



## Activities/Input

## Output/Results

## Outcomes/Impact

Indian Education Act grants to tribes, nations, pueblos, and LEAs



Enables grantees to determine and meet the needs of Native students; addresses local educational issues



Culturally and linguistically relevant educational opportunities for students, including access to Native American languages

Native Language Program Grants



Increases the number of Native American language programs for students and provides training for teachers



Increased number of Native American teachers and increased teacher knowledge related to Native American culture and history in New Mexico

Indigenous Education Initiative Grants

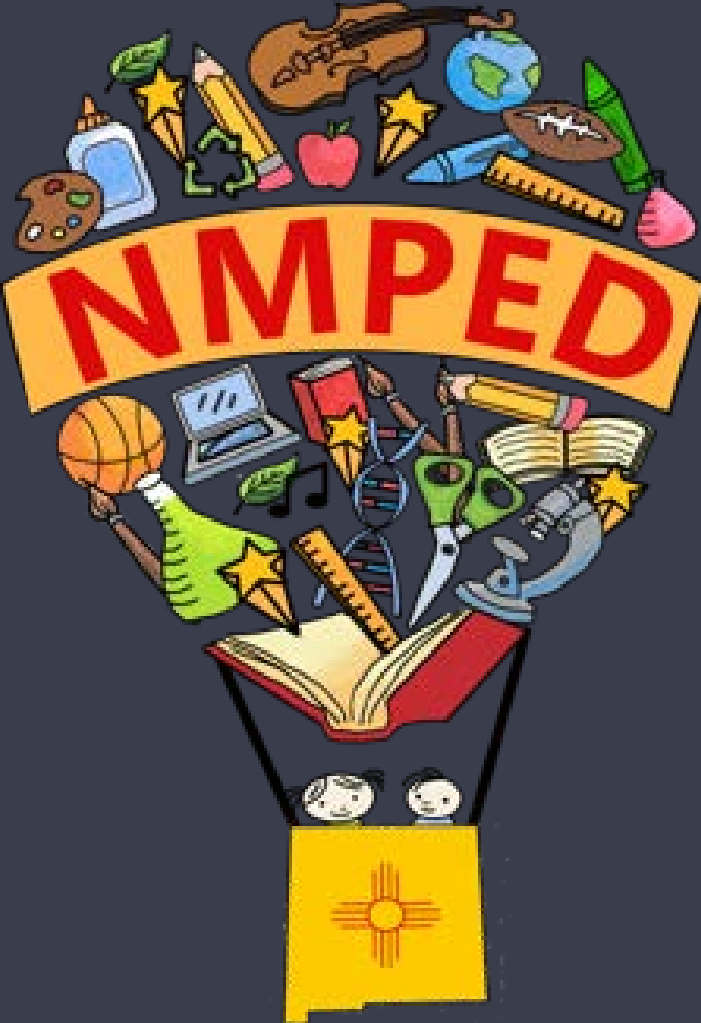


Develops community-based schools focused on the specific needs of Native American students and develops local capacity



Improved student outcomes and graduation rates for Native American students

Rebecca Reyes, Deputy  
Director



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# Indian Education Act RFA (\$4,829,092)

The purpose of the RFA includes the following:

- 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 and local education agencies (LEAs) and charter schools serving significant numbers of Native American Students

# Indian Education Act (IEA) Fund Goals

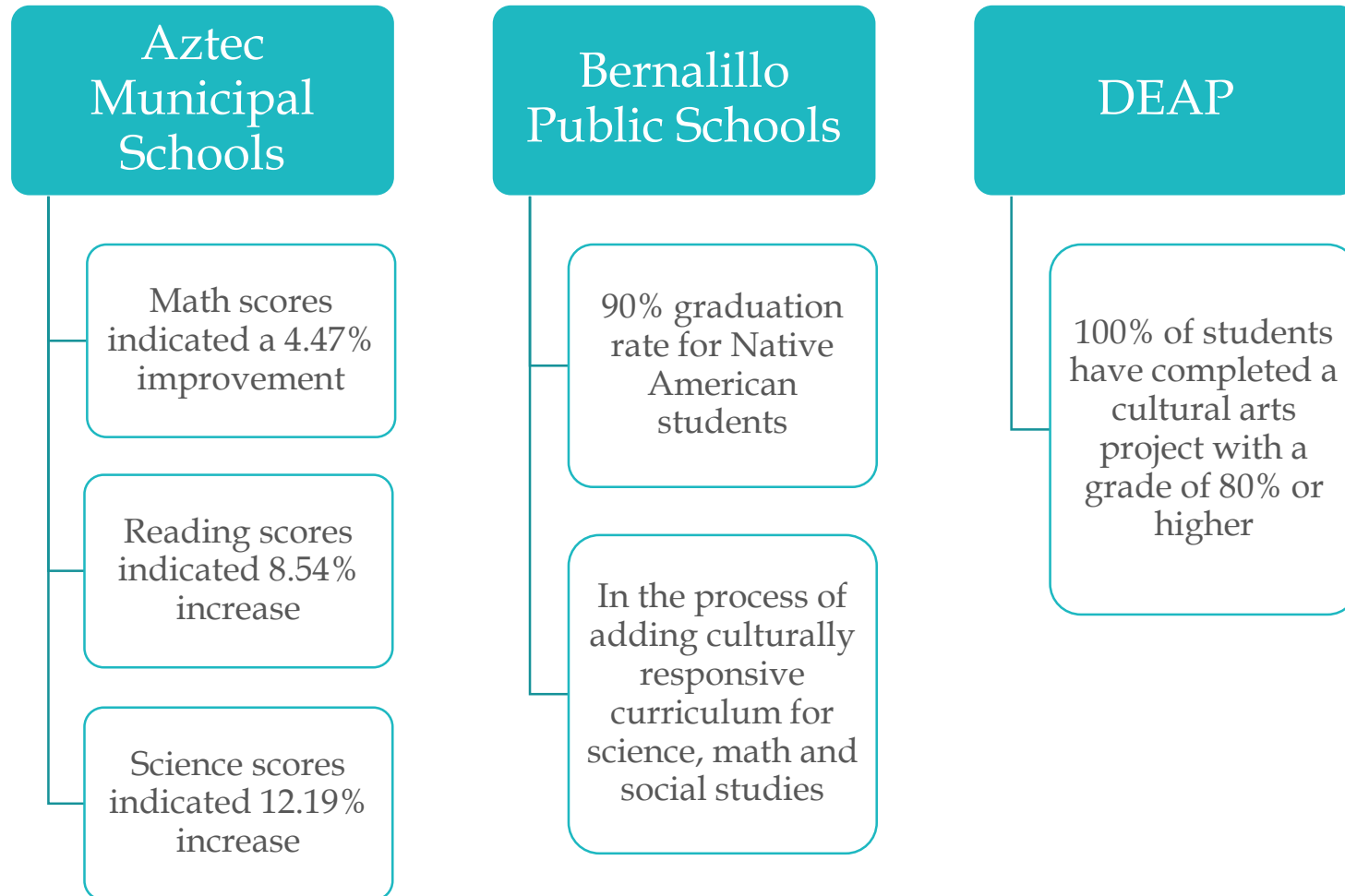
## IEA Fund Goals

- Increased positive student academic and social outcomes
- Increased readiness for postsecondary education and career pathways
- Engaged communities, tribes, and families
- Identification of bright spots for replication in other areas of the state

## IEA Fund Usages

- College, career, and life readiness programs
- CLR and SEL curriculum
- Culture and identity development
- Increasing Access to Native American language programs

# Bright Spots for Districts/Charters



# Bright Spots- Tribes

## Pueblo of Cochiti

Keres teacher provided instruction to 77 students in two school sites

Six classes in nine different grade levels

Provided a Level II class at the high school level

Nine new students in the Level I class

## Ohkay Owingeh

Nearly every high school senior from Ohkay Owingeh graduated in 2020

Average class size for the community Tewa classes is increasing each week

12 of the recent high school graduates will be attending college in the Fall

## Pueblo of Tesuque

Students are speaking more Tewa

Eager to learn

Classroom participation has increased

Students are taking more pride in their culture

## Pueblo of Santa Ana

In one semester, the total number of credit recovery courses required by Santa Ana students attending Bernalillo High school was reduced by 26%

100% graduation rate for Santa Ana seniors attending Bernalillo High School

100% parent participation in conferences with credit recovery teacher

# Native Language Program Grant (\$853,736)

The purpose of the RFA includes the following:

- Supporting transformational educational opportunities in New Mexico districts and schools that serve a significant number of Native American students
- Providing resources and key supports aimed at innovation and community engagement work that promote academically excellent and culturally relevant educational opportunities



# Native Language Program Grant Goals

- Create a more effective and relevant teacher preparation program for Native American language instruction
- Develop a five-year strategic plan and curriculum for increasing the number of Native American language teachers in New Mexico, which will include strategies to recruit, place, and train teacher preparation program candidates through culturally and linguistically responsive frameworks and curriculum development
- Develop best practices to engage teaching candidates through an equity lens when teaching Native American students
- Create and implement a plan for embedded professional development with districts and charters, including Bureau of Indian Education (BIE) schools during the traditional school year

# Indigenous Education Initiative (IEI) (\$1,000,000)

**OPPORTUNITY**

**EQUITY**

**FLEXIBILITY**

**PARTNERSHIP**

The Indian Education Division will partner with tribal communities to create a cohort of schools focused on community-led school design to increase Indigenous education opportunities for Native American students and build sustainable local capacity.

The partnership will be established through an intergovernmental agreement with the tribes, nations, and pueblos to support schools on tribal land.

# IEI - Theory of Change



Students deserve an excellent and relevant education so that they are academically prepared for college, career, and leadership; secure in their identity; and healthy.

Strong relationships and transparent systems that are structured in partnerships with families, schools, tribal leadership and lead to a shared vision for student success

A community-led school process creates educational ecosystems that value and integrate culture, sense of identity, relationships, and overall wellness for a student who is educated holistically

Coupled with strong academics, schools of excellence and relevance are created and sustained with ongoing community involvement

Improving student and school outcomes, meeting the educational needs of students in tribal areas, and preparing the students for college and career

Indigenous education zone schools act as bright spots for replication in other high-need, high-poverty areas

# IEI - Community Process

Each school will work in a network model to conduct a strong community-based school design process through community engagement, professional development, and technical assistance.

Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> <li>Internal school review process and assessment</li> </ul>	<ul style="list-style-type: none"> <li>School accesses system-wide support structure and technical assistance from PED</li> </ul>	<ul style="list-style-type: none"> <li>School relaunches with new vision, based on design plan</li> <li>New accountability and support structures</li> <li>Joint support from district and tribal education department</li> </ul>
<ul style="list-style-type: none"> <li>Community engagement around future school design toward CLR and holistic models of education</li> <li>Development and launch of Growing Educators for Native American Communities (GENAC) Talent Development Initiative to recruit and train Native American teachers</li> </ul>	<ul style="list-style-type: none"> <li>Design plan based on community engagement</li> <li>Waivers granted for certain requirements</li> </ul>	

# IEI - Outcomes and Goals

Directs resources where needed, specifically targeting Native American students

Education system that is multicultural and multilingual, responding to the cultures, language, and heritages of our diverse student populations

Implements research-based interventions designed to improve outcomes

- Increased positive student academic and social outcomes
- Increased readiness for postsecondary education and career pathways
  - Engaged communities, tribes, and families
- Identification of bright spots for replication in other areas of the state

# IEI - Bright Spots

## Santa Fe Public Schools

Hired three key roles to support this initiative:

- 1. Program Management Specialist contractor
- 2. Cultural Resource Specialist
- 3. College and Career Coordinator

Created a summer stories program

## Santo Domingo Elementary/Middle School

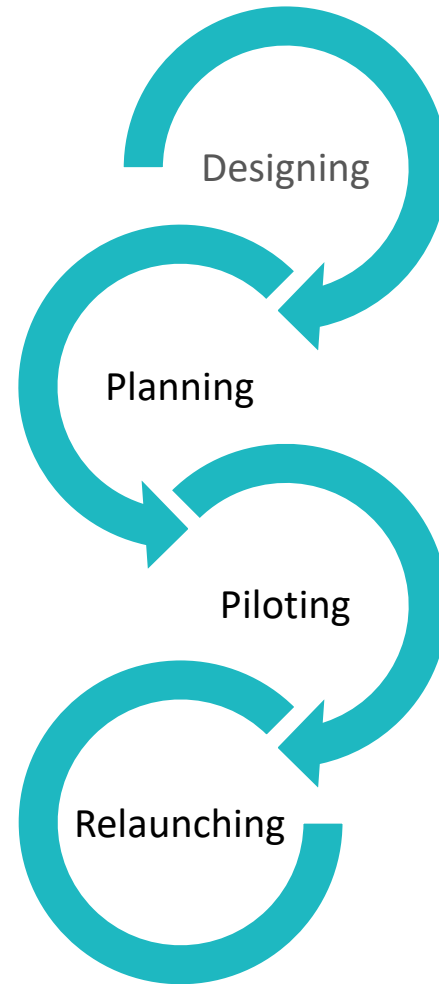
Assisted in the bridging the digital divide:

- 1. Purchased Chromebooks
- 2. Purchased a Kindle Fire tablet for every students at the school with access to Kindle Unlimited

District has been working to create meaningful engagement with stakeholders

Hired an Indigenous Instructional Coach

# IEI Process: Spring 2020



# IEI Goals for SY20-21

- **Develop a redesign plan** that leads to a pilot of new strategies and programming to support Native American communities
- **Utilize (virtual and in-person) community input** to inform the redesign of schools, districts, and programming for Native American students
- **Initiate the pilot phase** of the redesign process in the spring of 2021
- **Incorporate collaboration** across IEI teams to share innovations and implementation reflections
- **Develop talent strategies** and staff development plans to ensure that staff experiences diversity, equity, and inclusion support the Native American communities being served



# Budgeted Indian Education Division Funds for FY21

## Indian Education Act (IEA) Funds

IEA funding for tribes, nations, and pueblos  
**\$2,182,555**

IEA funding for districts/charters  
**\$2,646,537**

Native language programs  
**\$853,736**

Salaries, travel, IEAC, and other activities  
**\$1,494,451**

**Total:**  
**\$7,177,279**

(\$6 million IEA funds plus carryover funds)

## Indigenous Education Initiative (IEI) Funds

IEI funding for districts  
**\$800,000**

IEI contract with TNTP  
**\$200,000**

**IEI Total:**  
**\$1,000,000**

# Thank you!

Dr. Allison Briceño, Managing Director and Acting Deputy Secretary,  
Identity, Equity, and Transformation

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