



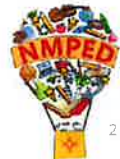
NEW MEXICO

Public Education Department

Indian Education Act

NMPED – Vision, Mission, and Core Values

- **Vision**
 - Rooted in our Strengths · Students in New Mexico are engaged in a culturally and linguistically responsive (CLR) educational system that meets the social, emotional, and academic needs of ALL students.
- **Mission**
 - 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.
- **Core Values**
 - Student Centered · Responsive · Collaborative · Transformative · Innovative · Reflective



Identity, Equity and Transformation

- Our team: Charter School Division, Indian Education Division, and Language & Culture Division
- Guiding Philosophy
 - Each New Mexico school will be a leader in culturally and linguistically responsive learner/community centered education, integrating personal health, cultural identity, and academic equity, excellence and relevance so that every student is academically prepared for college/career, holistically well (intellectual, physical, social/emotional, relationships/community), secure in their identity, and ready to lead in and contribute to their communities
- Identity, Equity and Transformation (IET) Commitments
 - Academic Excellence & Relevance · Community Core Values & Culture · Community Transformation · Reflection & Continuous Improvement · Leadership in CLR Excellent and Relevant Education · Operating Effectiveness & Efficiency
- Bilingual Multicultural Education Act, Charter School Act, Hispanic Education Act, Indian Education Act, and State Seal of Bilingual and Biliterate Graduates.



Operating Commitments and Guiding Philosophy

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| Guiding Philosophy | Each New Mexico school will be a leader in CLR Learner/Community Centered education, integrating personal health, cultural identity, and academic excellence so that every student is academically prepared for college/career holistically well (intellectual, physical, social / emotional, relationships / community), secure in their identity and ready to lead in and contribute to their communities . |
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| IET Commitments | | |
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| Academic Excellence & Relevance Student excellence in college, career, and community through culturally and linguistically relevant curriculum and instructional practices | Community Core Values & Culture Embodiment of the NM core values, reflecting and supporting the cultural diversity and perspectives of their communities | Community Transformation Community designed and led schools that transform the lives of students, families, and stakeholders collaborating holding students at the center |
| Reflection and Continuous Improvement Continual deliberate reflection on, growth and development, improvement in, practices in service of NM communities and increased student outcomes | Leadership in CLR Excellent and Relevant Education Contributions to the creation and sustaining of a statewide movement for excellence and relevance in public education | Operating Effectiveness & Efficiency Creation of long-lasting impact through effective and sustainable practices and use of resources planning for multiple cohorts |



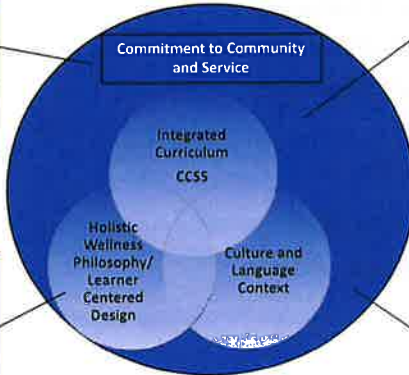
Multicultural Curriculum & Instructional Framework

- ❖ Integrated Curriculum
- ❖ Cultural Relevancy
- ❖ Collaborative Community Relationships

- ❖ Holistic Wellness Philosophy
- ❖ Language Revitalization
- ❖ Enrichment & CC Preparatory Focus

Aligned to the Common Core State Standards and College and Career (CC) Readiness
Assessments, current and future, will be aligned to CCSS and Framework

District budget approvals ensure that the key areas identified in the framework and NMPED professional learning and evaluation include these framework elements 100% of the



Addresses student growth and development from early learning to adulthood and allows for assessment in authentic ways

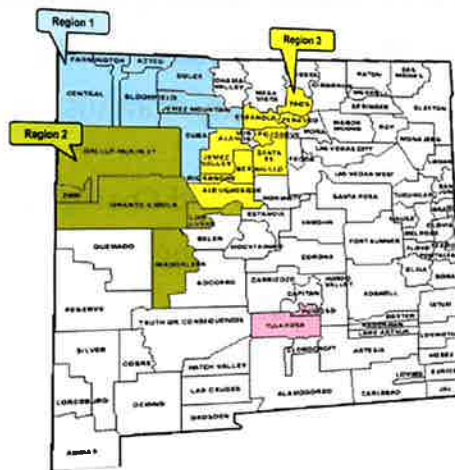
Learner Centered Design or Personalized Learning is a key strategy to address the needs of Students with Disabilities and Students with Learning Differences

Brings CLR education to the core of School Development and Learning - flexible for student interest and identity development

Provides a lens for teams to create policy, protocols, RFPs and assess impact of program design of professional learning from NMPED

Native Serving School Districts

- Kewa (Santo Domingo)
- San Felipe
- Zuni
- Ohkay Owingeh
- Santa Ana
- Picuris
- Santa Clara
- Taos
- Pojoaque
- Acoma
- Isleta
- Mescalero
- Jicarilla
- Zia
- Jemez
- Navajo Nation
- Laguna
- Cochiti
- Nambe
- Tesuque
- San Ildefonso



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|---|--------|
| Total Students from New Mexico tribes and pueblos | 34,495 |
| Total from non-New Mexico tribes and pueblos | 4,861 |
| Total American Indian Student in New Mexico Schools | 39,356 |

Source: STARS 120 Day 2019



Indian Education Act - 2003, 2007

- Indian Education Division
 - Assistant Secretary of Indian Education
 - Implementation of the Indian Education Act
 - Government-to-Government Meetings
 - Indian Education Act Grants
 - Tribal Education Status Report
- Indian Education Advisory Council
 - Comment · Cooperate · Consult · Advise



Indian Education Act – Indian Education Division

Existing support and guidance for Tribes, Districts and Charters

- Government-to-Government Meeting – Recommendations
- Affirmation of Tribal Consultation – Statute, Administrative Code and Every Student Succeeds Act (ESSA)
- Indian Policies and Procedures – Districts and Charter Schools
- Indian Education Act – Request for Application
- Indigenous Education Curriculum Initiative
- Support for Tribal Language Programs



Indian Education Act - 2019

House Bill 250 – Sample Year-Long Process

- Needs Assessment
- Systemic Framework
 - Aligned to identified priorities in needs assessment and budget
 - Programs and services, culturally relevant activities, and professional development
- Indian Education Advisory Council
 - In addition to the Secretary of Education and Assistant Secretary of Indian Education, the IEAC will advise the Secretary of Early Childhood Education and Assistant Secretary of Native American Early Childhood Education (Effective July 1, 2020)



Indian Education Division – Request for Applications

Fiscal year 2020 Request for Applications – Indian Education Act

- Review and award in August of 2019
 - \$75,000 - \$100,000 for Tribal and Pueblo Departments of Education
 - \$50,000 - \$90,000 for Districts/Charters that enroll a significant number of Native students
- Priority to distribute funding for students to districts, charters and tribes
 - Decisions on the Indian Education Division's use of any funding to follow and will support curriculum development, technical assistance, professional development and, focused monitoring and evaluation



Indian Education Division – House Bill 250

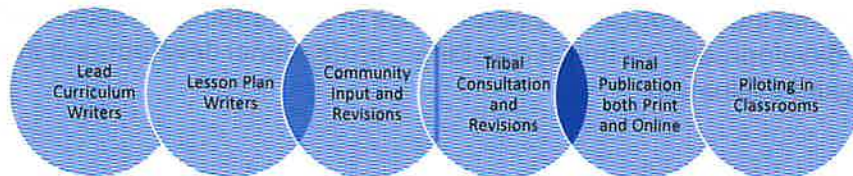
Systemic Framework General Guidance for Districts and Charters – Forthcoming
(Released 9/16/2019)

- Needs Analysis
 - Gap Analysis
- Allocating Funding
- Internal Collaboration
 - Updating policies and guidance across the district and within charters
- External Collaboration
 - Tribal consultation, engaging parents and families, Higher Education, community Partners



Indian Education Division – Indigenous Education Curriculum

- Indigenous Education Curriculum Initiative
 - Develop a curricula and resources for educators so that All students will have access to Native history and culture within the NM social studies standards
- Strategic plan to ensure work continues and is completed
 - Units to be completed and ready for use and training Summer 2020



Indian Education Act, 2019 – Implementation

1. Strengthen Indian Education Division

- Review and align positions and portfolios to Indian Education Act (House Bill 250)
- Design technical assistance and guidance manuals and compliance tools aligned to Indian Education Act
- Develop and train staff on desktop reviews, on-site technical assistance and focused monitoring visits

2. NMPED Bureau/Division Alignment to the Indian Education Act

- Ensure alignment and inclusion of the Indian Education Act
- Indian Education Division support across the agency, including a continuous reflection and improvement, effectiveness and efficiency
- Alignment includes other Acts under Identity, Equity and Transformation



Indian Education Act, 2019 – Implementation

3. Accountability with Support Model

- Update Indian Education Act Grant Process
 - Release of request for application in Spring of 2020
 - Provide training and guidance on backward planning (systemic framework), multi-year programs and services, and applying for maximum amount of funding
 - Review and award in July of 2020
- Rulemaking focused on House Bill 250, as well as grant making approval, evaluation, and renewal
- Desktop reviews, technical assistance and focused monitoring



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