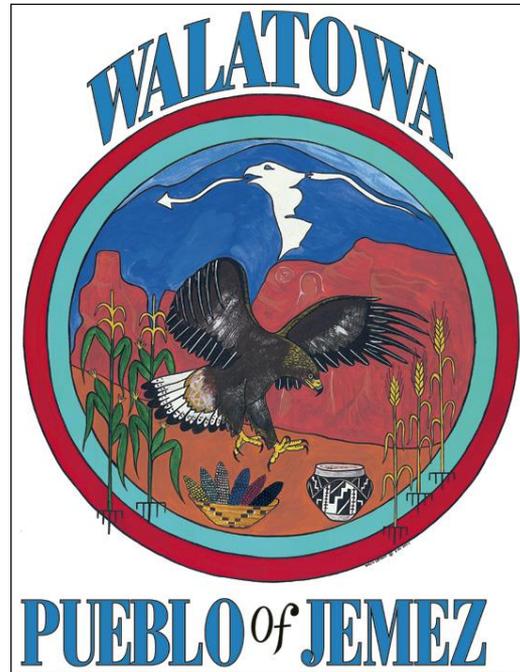


# Redefining Education



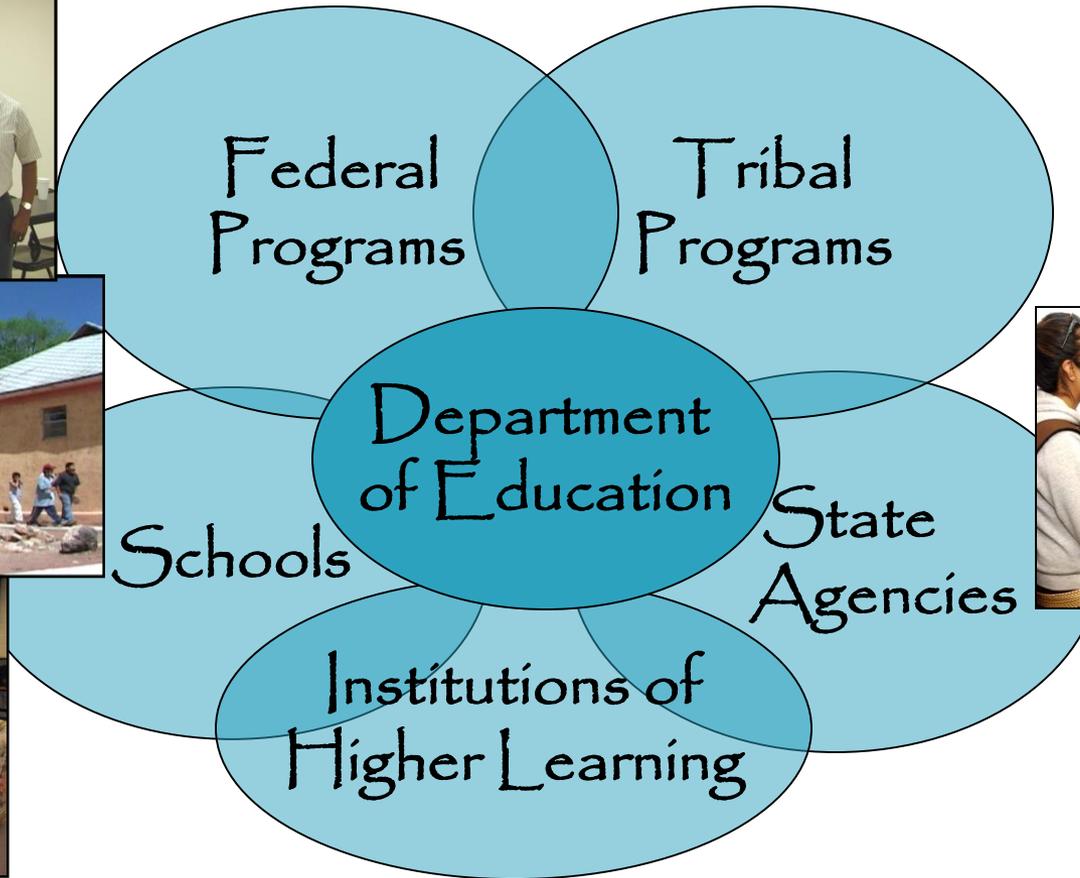
*Department of Education*

# Why Redefine Education in Jemez?

- Tribal Priority:
  - Vision 2010
  - Comprehensive Plan
  - Vision 2020
- Goals:
  - Build Capacity
  - Take Ownership
  - Redefine Education



# Redefining Education



Coordinate to symbiotically maximize the efficiency of the education system.

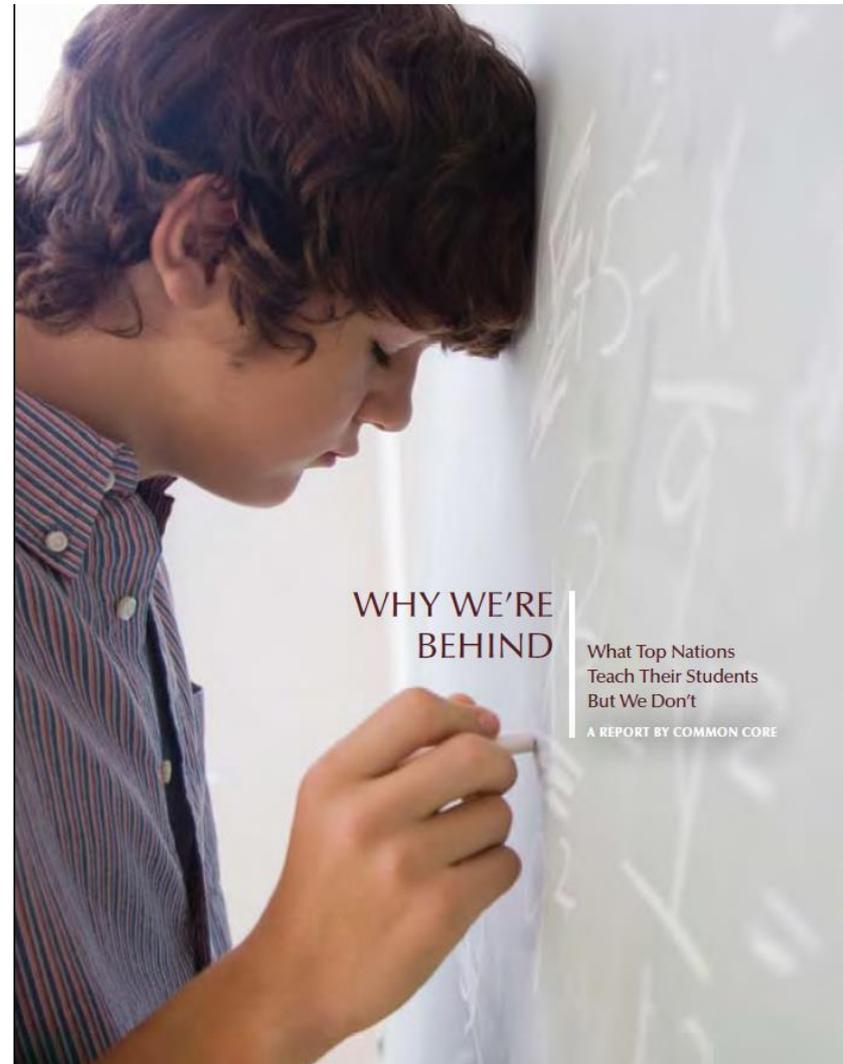
# Jemez Grant ~ IEA Priorities

- ▶ Increasing Access to Native American Language programs
  - PED's partnerships with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities
  - maintenance of Jemez Language while supporting and promoting equitable/culturally relevant learning environments, educational opportunities, and culturally relevant instructional materials.
- ▶ College, Career, and Life Readiness Outreach
  - Provides for the study, development & implementation of educational systems that positively affect the educational success of American Indian Students
  - Key Stakeholders work together to find ways to improve educational opportunities for all Amer. Indian students.

# “Why We’re Behind”

## • FOREWARD

*“While American students are spending endless hours preparing to take tests of their basic reading and math skills, their peers in high-performing nations are reading poetry and novels, conducting experiments in chemistry and physics, making music, and studying important historical issues. We are the only leading industrialized nation that considers the mastery of basic skills to be the goal of K-12 Education”*



WHY WE'RE  
BEHIND

What Top Nations  
Teach Their Students  
But We Don't

A REPORT BY COMMON CORE



# PhotoVoice



## Becoming Jemez: *Early Childhood Development of Jemez Children*

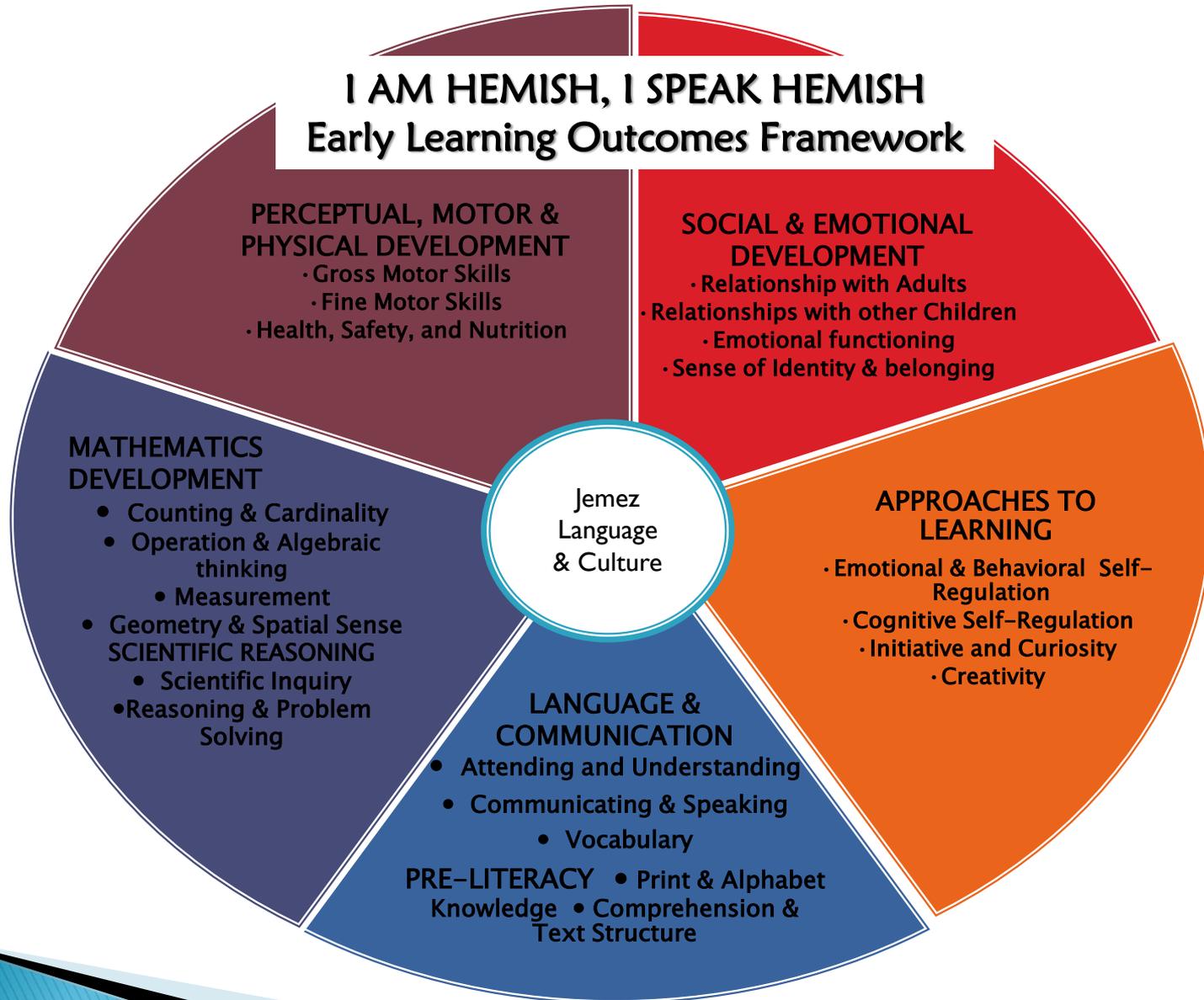
*“Research sought to understand the means by which children are socialized in a Towa speaking context”*

Ultimately, information being used to develop:

- a researched and culturally-based curriculum
- age appropriate curriculum for Jemez Head Start program
- and support rich linguistic and cognitive resources of Jemez Children

# I AM HEMISH, I SPEAK HEMISH

## Early Learning Outcomes Framework



# Fluency Levels of 68 children

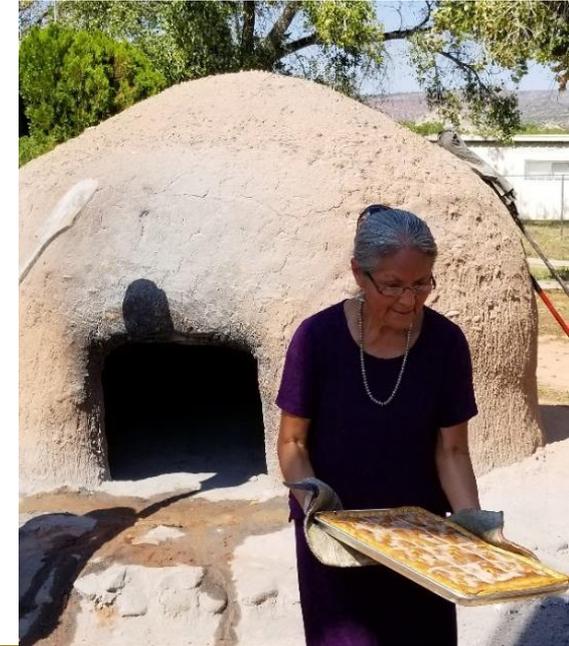
(17 per classroom)

Fluency levels of children	September 2014	September 2015	September 2016	September 2017	September 2018
Fluent Jemez Speakers	45%	44%	45%	15%	22%
Understands Jemez, prefers to speak English	26%	42%	20%	43%	55%
Speaks & Understands only English	30%	28%	36%	26%	23%

Fluency for children pertains to the **ability to speak easily and smoothly; or the ability to hold an age-appropriate conversation.** Fluency is also determined by your community. Current language assessments did not allow for children to demonstrate fluency as defined. Staff continue to work toward developing and correctly implementing authentic language assessments of young children taking into consideration the child's mood and cooperation.

# Language & Culture Assessments

- ▶ Local Defined Evaluations
  - Program Site
  - School based
  - Tribal Education Coordination
  - Developed in Non-written language
  - To be given along with State Mandated Assessments



# Jemez (Towa) Language Rubric

General Student Profiles	<p><i>These students...</i></p> <p>Speak mostly English; Cannot hold a conversation in Towa</p>			<p><i>These students...</i></p> <p>Likely understand more Towa than they can speak; Are more comfortable communicating in English; Can hold a simple exchange in Towa, namely a question/answer exchange.</p>			<p><i>These students...</i></p> <p>Can hold a back and forth conversation in Towa; May incorporate some English but are comfortable with conversing predominately in Towa.</p>			<p><i>These students...</i></p> <p>Can hold a conversation in Towa which includes initiating questions, incorporating humor, and spontaneous and original thoughts, can speak comfortably on a variety of topics; Do not need English to hold a natural conversation.</p>		
	1. Pronunciation and Inflection	<p>a. Appropriately pronounce her/his name and a few <u>words</u> in Towa language.</p> <p>a. Produce the appropriate inflection(s) when saying her/his name and/or with a few <u>words</u>-in Towa language.</p>			<p>a. Appropriately pronounce frequently used <u>words/phrases</u> in Towa.</p> <p>b. Produce the appropriate inflection(s) with frequently used <u>words/phrases</u> in Towa.</p>			<p>a. Appropriately pronounce <u>full sentences</u> in Towa.</p> <p>b. Produce the appropriate inflection(s) when speaking in <u>full sentences</u> in Towa.</p>			<p>a. Appropriately pronounce communication in Towa.</p> <p>b. Produce the appropriate inflection(s) when having a <u>back and forth conversation</u> speaking in Towa.</p>	
1		2	3	4	5	6	7	8	9	10	11	12
<p><b>Descriptors</b> Pronounce <b>words</b> as a beginning Towa speaker.</p>			<p><b>Descriptors</b> Demonstrate progress towards pronunciation of <b>words and phrases</b>.</p>			<p><b>Descriptors</b> Demonstrate progress towards pronunciation of <b>words, phrases, and sentences</b>.</p>			<p><b>Descriptors</b> Maintain <b>entire conversation</b> using correct pronunciation and inflection in Towa.</p>			

1. Pronunciation and Inflection
2. Contextual Vocabulary
3. Receptive Language/Comprehension
4. Fluency/Spontaneity
5. Word/ Sentence Structure Organization

# Opportunities for Experiential Learning



# Collaborative Partnerships with Institutions of Higher Learning



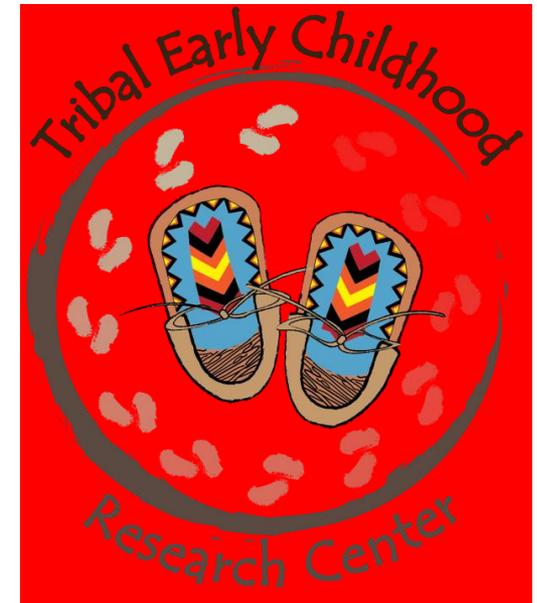
Centers for American Indian  
and Alaska Native Health

COLORADO SCHOOL OF PUBLIC HEALTH

UNIVERSITY OF COLORADO  
ANSCHUTZ MEDICAL CAMPUS



MICHIGAN STATE  
UNIVERSITY



THE UNIVERSITY of  
NEW MEXICO



ARIZONA STATE  
UNIVERSITY



Southwestern Indian  
Polytechnic Institute

SIPI



UNIVERSITY of HAWAII®

HILO

# The Education Collaborative

~A creative approach to addressing the educational & training needs of all our students, educators, & administrators ~

- Bringing together schools, tribes, education institutions, organizations, communities & tribal leadership
- Coordinated Efforts
  - Annual Retreats
  - Joint Professional Development Days
  - Language Immersion Teacher Licensure & Certification Pilot
  - Tribal & Governing Board Retreats
  - E-Rate Consortium
- Coordinated Funding Streams
  - NMPEDIED
  - WK Kellogg Foundation
  - Better Way Foundation
  - Indian Education Formula Grant
  - Aspen Institute - Opportunity Youth
  - NM Div. of Voc Rehab (DVR)
  - National Institutes of Health
  - LANL Foundation

# Transforming Young People

- Thinking Outside the Box
- Creating School Choice
- Exposure & Investment
- Tribal Government and Program Coordination
- Leadership Development
- Community Based Models
- Defining Partnerships
- Taking Healthy Risks
- Defining Connections and Contributions
- A Supportive Environment

# School Partnerships



## Critical Inquiry for Leadership

Course/Program designed for Walatowa High Charter and Jemez Valley High Juniors and Seniors with community internships available upon completion of the program

### Program Schedule

- Thursday, August 30, 2018
- Friday, September 21, 2018
- Friday, October 19, 2018
- Friday, November 30, 2018
- Friday, January 25, 2019
- Friday, February 1, 2019
- Friday, February 22, 2019

### Program Benefits

- Visits and presentations that address government and leadership
- College/high school credit
- Topics addressed: Financial Literacy, Economic Development, Health, Natural Resources, Tribal/State/County Government, Education and Much More!

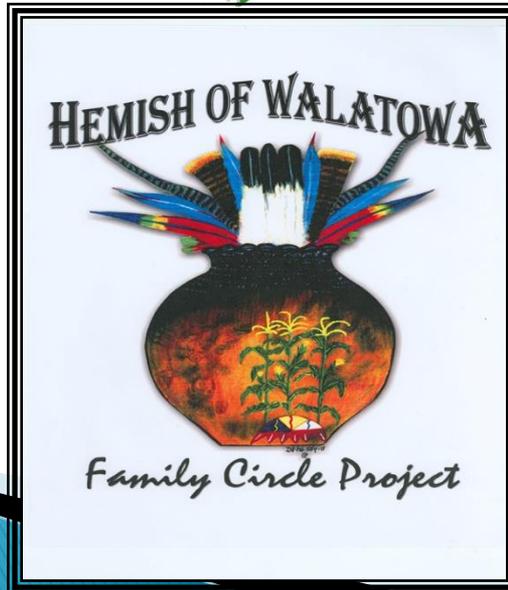
Students will be exposed to how communities and tribes govern. This program is designed to offer high school and college credit, while molding the next generation of community leaders.

For more information, call the Tribal Education Departments:  
 Jemez Department of Education at 575-834-9102  
 Zia Department of Education at 505-867-3304 Ext. 248

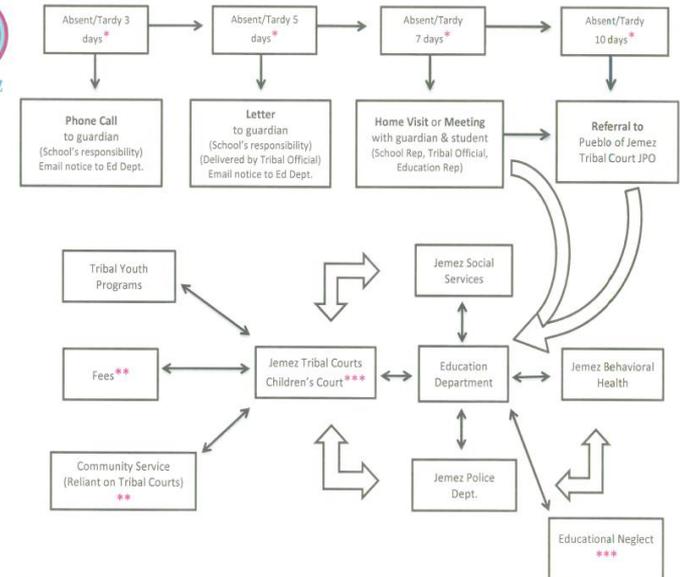
Month	Visit Date	Topic for Sophomores & Juniors	Topic for Seniors	Notes
September 2018	Sep-18		After High School Portrait	Pre-assessment, goals after high school
	Sep-25	After High School Portrait		
October 2018				
	9-Oct	Motivation and Responsibility	Motivation and Responsibility	Guest Speaker, all grades in aud
November 2018				
	6-Nov		Self-Advocacy	Jemez Vocational Rehab
	20-Nov	Self-Advocacy		Jemez Vocational Rehab
December 2018				
	11-Dec	Success Stories	Success Stories	College Student Guest Speakers, all grades
January 2019				
	15-Jan		Job and College Applications	
	22-Jan	Job and College Applications		
February 2019				
	5-Feb		Scholarships/ Tribal Essays	
	12-Feb	Scholarships/ Tribal Essays		
March 2019				
	12-Mar		Internships	
	19-Mar	Internships		
April 2019				
	9-Apr		Self-Care	Meditation and Relaxation Techniques
	16-Apr	Self-Care		Meditation and Relaxation Techniques
May 2019				
	14-May	End-of-year Celebration	End-of-year Celebration	All-campus BBQ, post-assessment for seniors, info fair



**IAIA**  
 INSTITUTE OF  
 AMERICAN INDIAN ARTS

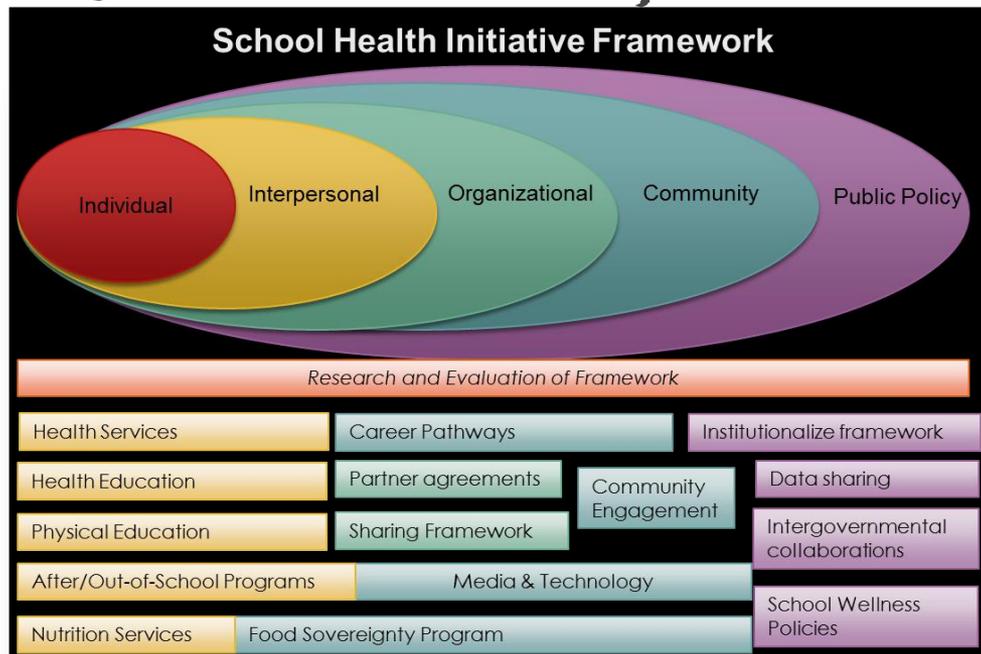


## Truancy Flow Chart



\* An Absent/Tardy Referral to the Pueblo of Jemez Education Department is at the school's discretion.  
 \*\* Fees and/or Community Service imposed on parent/guardian and/or student by contemporary/traditional court.  
 \*\*\* Educational Neglect occurs when a parent/guardian is held accountable in the education of their child. The parent/guardian fails to ensure the consistent education of their child; i.e. failure to enroll, allowing a child to be continually absent or truant, inattention to special education needs).

# Tribal & Community Partnerships



**LANL  
 FOUNDATION**  
*Investing in Learning  
 & Human Potential*

# Jemez Educational Model



- Educational Vision
  - Jemez Education Standards
  - International Standards

- Opportunities & Options:
  - Seamless P-20 System



Tribally Defined Research  
Strong Partnerships

17 Education Collaborative

**“Schools can have only a limited role in keeping indigenous languages alive.**



**The intergenerational transmission of language in the home from parents to young children is the key to keeping indigenous languages alive;**

however, schools can play either a positive or negative role in supporting the efforts of parents and communities.”

From the Book, “Revitalizing Indigenous Languages”

# Recommendations

- ▶ **Indian Education Act Funds**
  - Recurring Multi-year Awards
  - Increase Appropriation & Invest Remaining Funds
- ▶ **Create Office of Indian Education**
  - An Apolitical entity
- ▶ **Diversify Funding Streams**
  - State/Tribal Compacts- Revenue Sharing
    - Commit percentage to Indian Education efforts
- ▶ **Title VII Impact Aid Formula Grant**
  - Unequalize & support Direct Funding to Tribes

# Our Children ensure the continuation of Jemez Life

