

# LFC Progress Report: Indian Education Act Implementation

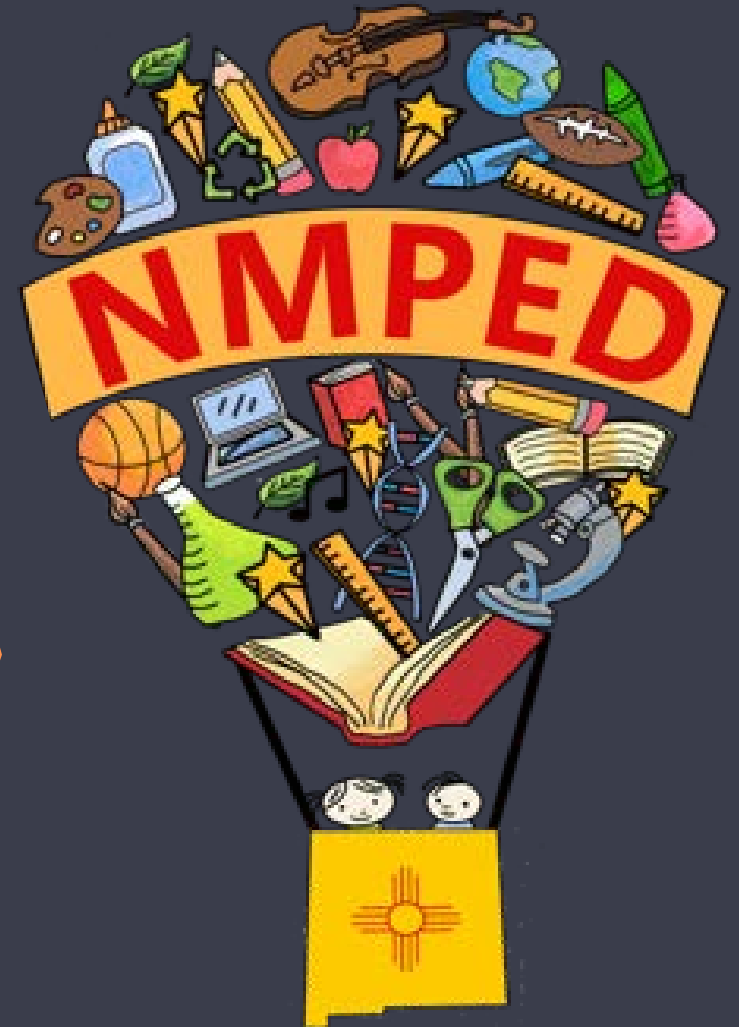
Legislative Finance Committee

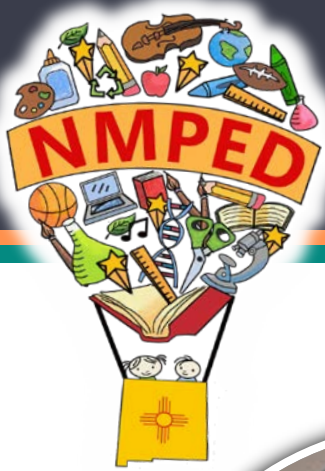
Ryan Stewart, Secretary  
Public Education Department (PED)

Lashawna Tso, Assistant Secretary for  
Indian Education, PED

January 18, 2021

*Investing for tomorrow, delivering today.*





# Our Leadership



**Secretary**

*Public Education Department*

**Ryan Stewart**

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**Deputy Secretary**

*Identity, Equity, & Transformation*

**Vickie Bannerman**

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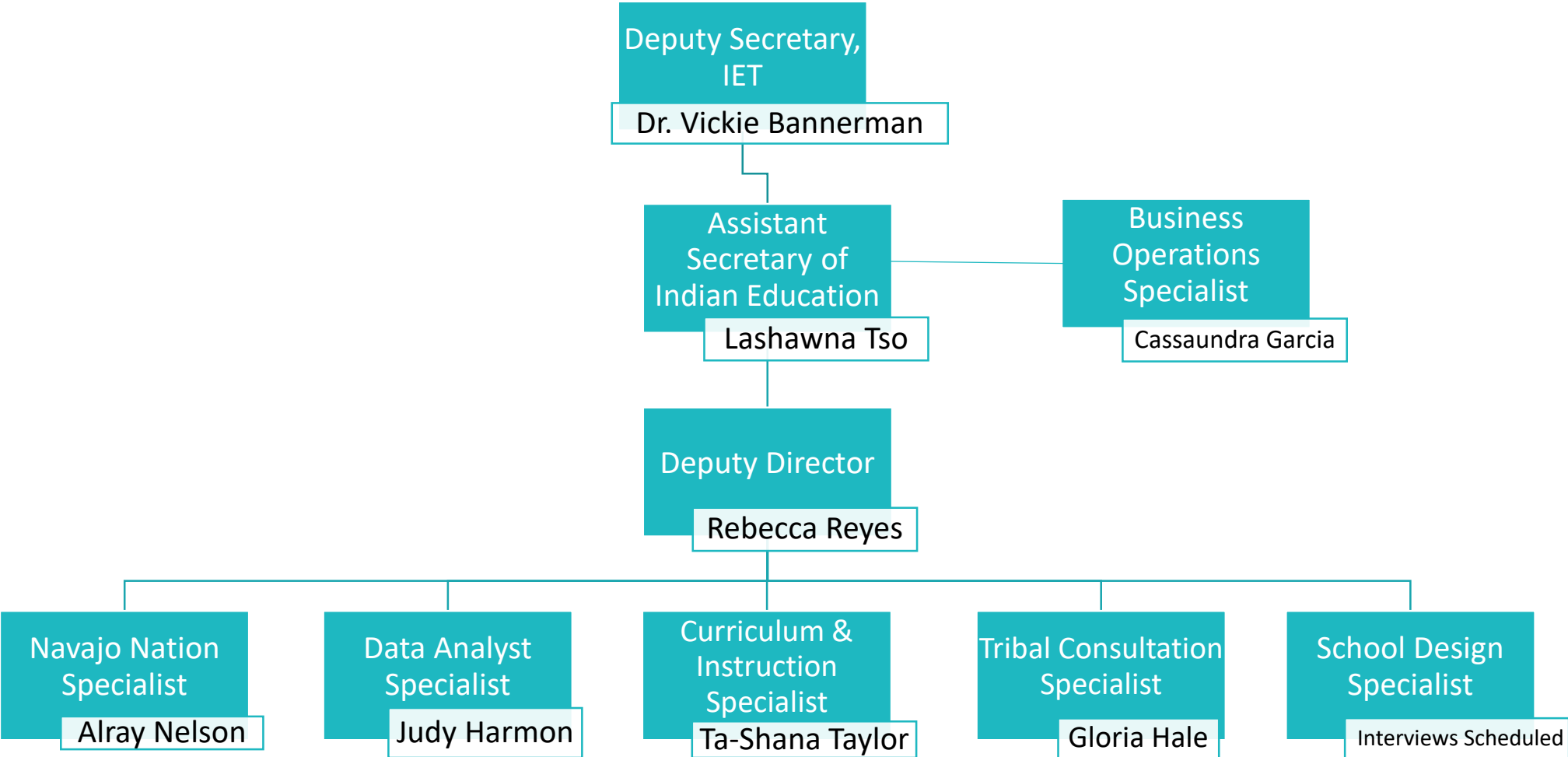
**Assistant Secretary**

*Indian Education Division*

**Lashawna Tso**

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# Indian Education Division Organizational Chart





# Indian Education Act

**Since 2003**, almost 18 years ago, the Indian Education Act (IEA) was enacted to address the growing educational disparities impacting Native American students. The IEA is an imperative statutory requirement that ensures meaningful tribal consultation for New Mexico's Tribes, Pueblos, and Nations.

**The annual Government-to-Government Summit is a time-honored tradition unique to the Land of Enchantment. We gather to honor tribal sovereignty with a clear objective to make sure all our Native American students receive an equitable education.**

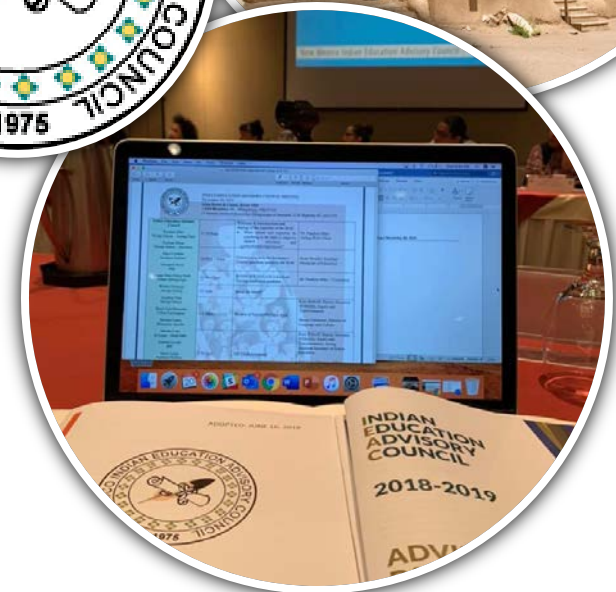
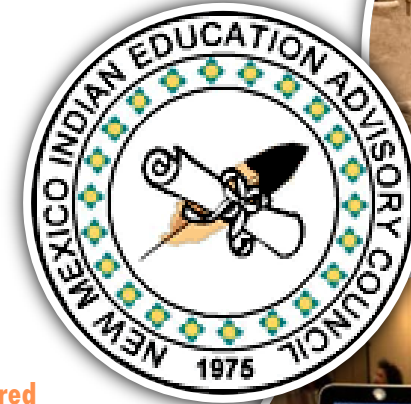
**These are the priorities of the IEA that support and address Native American academic and cultural achievement.**

# Indian Education Advisory Council

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

- **Pandora Mike**, Chair, Navajo Nation
- **Jeremy Oyenque**, Vice Chair, Northern Pueblos
- **Pauletta White**, Secretary, Navajo Nation
- **James Lujan**, Northern Pueblos
- **Berdine Largo**, Mescalero Apache
- **Patricia Sandoval**, Southern Pueblos
- **Claudia Vigil Muniz**, Jicarilla Apache
- **Jonathan Hale**, Navajo Nation
- **Duta Flying Earth**, Urban - Albuquerque
- **Amber Wallin**, At Large - General
- **Ventura Lovato**, At Large - BIE
- **Tracey Cordero**, Southern Pueblos
- **Dr. Wendy Greyeyes**, Navajo Nation
- **Shawl Iron Moccasin**, Urban - Farmington
- **Marsha Leno**, At Large - Head Start
  - **Georgina Davis**, Public Education Commission (non-voting member)
  - **Nathan Moquino**, Higher Education Department (non-voting member)

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



# Current FY21 IEA Funding Investments - Tribes

<b>Tribal Name</b>	<b>FY21 Grant Year Allocation</b>	<b>Tribal Name</b>	<b>FY21 Grant Year Allocation</b>
Pueblo of Acoma	\$77,665.00	Pueblo of Pojoaque	\$99,939.00
Pueblo of Cochiti	\$89,036.85	Pueblo of Sandia	\$100,000.00
Pueblo of Isleta	\$92,209.95	Pueblo of San Ildefonso	\$100,000.00
Pueblo of Jemez	\$99,999.99	Pueblo of San Felipe	\$99,715.13
Jicarilla Apache	\$100,000.00	Pueblo of Santa Ana	\$99,750.00
Pueblo of Laguna	\$84,000.00	Pueblo of Santa Clara	\$100,000.00
Mescalero Apache	\$98,875.00	Pueblo of Santo Domingo	\$99,750.00
Pueblo of Nambe	\$75,509.70	Pueblo of Taos	\$100,000.00
Navajo Nation	\$0.00	Pueblo of Tesuque	\$94,457.00
Ohkay Owingeh	\$77,853.30	Pueblo of Zia	\$100,000.00
Pueblo of Picuris	\$95,513.88	Pueblo of Zuni	\$98,280.00

# Current FY21 IEA Funding Investments – Districts and Charters

District/Charter	FY21 Grant Year Allocation	District/Charter	FY21 Grant Year Allocation
Albuquerque	\$89,914.00	Las Cruces	\$90,000.00
Aztec	\$75,000.00	Los Lunas	\$90,000.00
Bernalillo	\$77,922.00	Magdalena	\$90,000.00
Bloomfield	\$53,052.00	Middle College High	\$82,366.50
Central	\$90,000.00	NACA	\$90,000.00
Cuba	\$90,000.00	Penasco	\$90,000.00
DEAP	\$90,000.00	Pojoaque Valley	\$90,000.00
Dream Diné	\$89,999.78	Rio Rancho	\$90,000.00
Dulce	\$90,000.00	Ruidoso	\$50,000.00
Espanola	\$0.00	San Diego Riverside	\$90,000.00
Farmington	\$40,218.05	Santa Fe	\$89,325.00
Gallup McKinley	\$90,000.00	Six Directions	\$90,000.00
Gordon Bernell	\$81,100.00	Taos Municipal	\$89,749.80
Grants Cibola	\$90,000.00	Vista Grande	\$69,259.00
Hozho	\$90,000.00	Walatowa	\$64,649.00
Jemez Mountain	\$25,000.00	Zuni Public	\$52,769.00
Jemez Valley	\$0.00		

# Native American Language and Culture Educator Ecosystem - FY21

IEA Fund (63300)				
Vendor	Account	Budget	YTD	Balance
Keres Children's Learning Center (PO - )	300	\$ 75,000.00		\$ 75,000.00
Dine College (PO - )	300	\$ 250,430.00		\$ 250,430.00
Santo Domingo Pueblo (PO - )	300	\$ 160,775.00		\$ 160,775.00
Jemez Pueblo (PO - )	300	\$ 100,000.00		\$ 100,000.00
University of New Mexico (PO - )	300	\$ 267,530.80		\$ 267,530.80



# IEI Grantees - Special Appropriation - FY21

<b>District/Charter</b>	<b>FY21 Grant Year Allocation</b>
Bernalillo	\$200,000
Cuba	\$250,000
Santa Fe	\$200,000
Taos (Vista Grande)	\$150,000
<b>TOTAL</b>	<b>\$800,000</b>

# IEA Highlights from Districts, Charters, and Tribes

- “The Indian Education grant award has been indispensable in furthering our mission of sending more than 80 percent of our Native American students on to college, with the first two years of their college education already completed by the time they have graduated from high school.” -Dr. Hunter, Middle College High
- Ability to hire key support roles in the district and charter – tribal liaison, cultural resource specialist, college and career coordinator, indigenous instructional coach, and native language instructors
- Development of native language curriculum and culturally responsive curriculum
- Providing opportunities for after-school tutoring
- Professional development opportunities for teachers in Diné language

# IED's Current Initiatives

- Native American New Mexico curriculum is being reviewed internally
- Tribal consultation guide and training in development
- Mid-year and end of year report revisions (i.e. will include achievement component)
- Cultural competency training in development for FY22
- IED is working in collaboration with PED's Office of General Counsel on MOUs between PED and school districts
- Data sharing agreements between PED and districts or charters, as appropriate
- Interagency collaboration with HED, IAD, and ECECD
- Creating internal opportunities for agency-wide trainings on the Indian Education Act and tribal sovereignty

# IED's Current Initiatives

- RfA for GEER/ESSER for tribal entities: GEER - \$442,252 and ESSER - \$548,061 for a total of **\$990,313**
- RfA for CRL curriculum development and instructional materials for Native American communities - **\$2,000,000**
- Training anticipated to be completed related to parents and grandparents for Computers 101
- Review of student needs assessments and systemic frameworks (due 1/15)
  - Will be providing feedback to districts and charter schools once all student needs assessments and systemic frameworks are reviewed

# IED Responses to LFC's IEA Progress Report

Progress Report Key Recommendations	IED Responses
<p><b>Require Indian Education Fund (IEF) recipients to include at least one measurable metric of achievement for each grant goal or deliverable</b></p>	<p>IEF grants for EOY reporting will include measurable goals</p>
<p><b>Consider, with input from districts and tribes, basing Indian Education Fund awards for school districts and charter schools on the size of the district or charter school's Native American student population and identified needs in a district or charter school's Native American student needs assessment</b></p>	<p>IED is in the process of determining IEA funding award size, possibly depending on the number of the Native American student enrollment, specifically focused to meet the localized needs</p>

# IED Responses to LFC's IEA Progress Report

Progress Report Key Recommendations	IED Responses
<p><b>Prioritize minimizing unspent balances in the Indian Education Fund, including by ensuring awards are processed and issued before the start of the school year and allowing retroactive reimbursement with proper documentation to minimize grantees leaving funds unspent</b></p>	<p>PED's ASD created new internal processes in FY20 to assist with IEA grant approval and management processes, including the reimbursement of grants on a retroactive basis. If the award was issued in FY19 or FY20 in or after October, the IGA became retroactive to July 1 to allow districts, charters, Tribes, Pueblos, and Nations to receive retroactive reimbursements. It is the intention of the PED to continue with the retroactive reimbursements.</p>
<p><b>Ensure permanent staffing of an Indian Education Division office in the northwestern region of the state</b></p>	<p>Previously, IED staffing was identified by regions. To ensure we are complying with the mandates of the IEA, the IED positions are now content specific positions, with one position located in the northwest region of the state.</p>

# IED Responses to LFC's IEA Progress Report

Progress Report Key Recommendations	IED Responses
<p><b>Work with the Language and Culture Division to catalog culturally and linguistically relevant (CLR) curricula and materials adopted or proposed for adoption for Native American students according to whether they correspond to each level of approach (contributions, additive, transformative, social action) listed in the CLR guidance handbook</b></p>	<p>Currently, PED's Language and Culture Division (LCD) works closely with the Instructional Materials Bureau (IMB) related to CLR curricula and materials. Moving forward, IED will work in collaboration with LCD and IMB as an active partner</p>
<p><b>Develop a plan to conduct Indigenous research and evaluation pursuant to 22-23A-5 NMSA 1978 that identifies potential programs to select for evaluation in FY22, including outcome measures to be targeted and a plan and budget for identifying independent evaluators to conduct the evaluation</b></p>	<p>Now that IED is almost fully staffed, IED will develop a plan to conduct Native American research and evaluation as well as provide technical assistance to tribal partners and stakeholders</p>

# IED Responses to LFC's IEA Progress Report

Progress Report Other Recommendations	IED Responses
<b>With consultation and input from the Indian Education Advisory Council, support data sharing agreements between tribal governments tribal departments of education that include data from public, tribally controlled, and BIE schools and pursue efforts to share with the state and public school districts</b>	Beginning in March 2019, IED has been the lead division, in collaboration with PED's Office of General Counsel and other PED divisions and bureaus, to complete an updated MOU with the BIE
<b>Ensure documentation of all Indian Education Advisory Committee meetings is posted publicly on the PED website within 30 days of each meeting</b>	The IEAC bylaws are currently in the process of being revised, and all IEAC meeting notes will be provided to IED and posted on the website within 30 days



# IED Responses to LFC's IEA Progress Report

<b>Progress Report Other Recommendations</b>	<b>IED Responses</b>
<p><b>With tribal and Native teacher input, develop a challenging, sequential culturally relevant curriculum framework for pre-kindergarten through sixth grade pursuant to section 22-23A-5(E)(3) NMSA 1978 that allows sufficient flexibility for addressing the unique needs and differences between the variety of tribes and pueblos in New Mexico</b></p>	<p>IED will lead efforts to revise the Native American New Mexico curriculum to align with the state revised social studies standards in collaboration with university partners, tribal leaders, and Native American teachers. After this is completed, the revised Native American New Mexico curriculum will be sent to tribal leaders for review. After which, IED will pilot the curriculum with districts.</p>
<p><b>Develop a rubric to quantify the quality and implementation of school American Indian and Alaska Native Needs Assessments and provide feedback to the districts on ways to improve the education of Native students</b></p>	<p>IED is in the process of establishing procedures and protocols related to the review of historically defined Indian impacted school districts' student needs assessments, including the opportunity to provide constructive feedback on ways to improve the education of Native American students</p>

# IED's Strategic Plan Goals for FY22

- Provide cultural competency training informed by tribal education directors for certified personnel, school board members, and charter school governing bodies
- Publish a technical assistance and implementation guidance handbook for the IEA
- Create a systemic and sustainable teacher pipeline for Native American language instructors statewide to support Native American language initiatives
- Develop and publish a tribal consultation guide, including a model systemic framework and accountability tool for implementation of the IEA

# IED's Strategic Plan Goals for FY22

- Complete and publish the Native American education curriculum of social studies units and lessons
- Restructure the government-to-government model, including a student leadership strand and clear processes for strategic planning with tribal departments of education
- Align priority areas to the IEA, including localized solutions for serving students and building capacity to implement the IEA
- Create an opportunity for charter school governing council members and local school board members to receive training on the IEA



# Thank you!

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