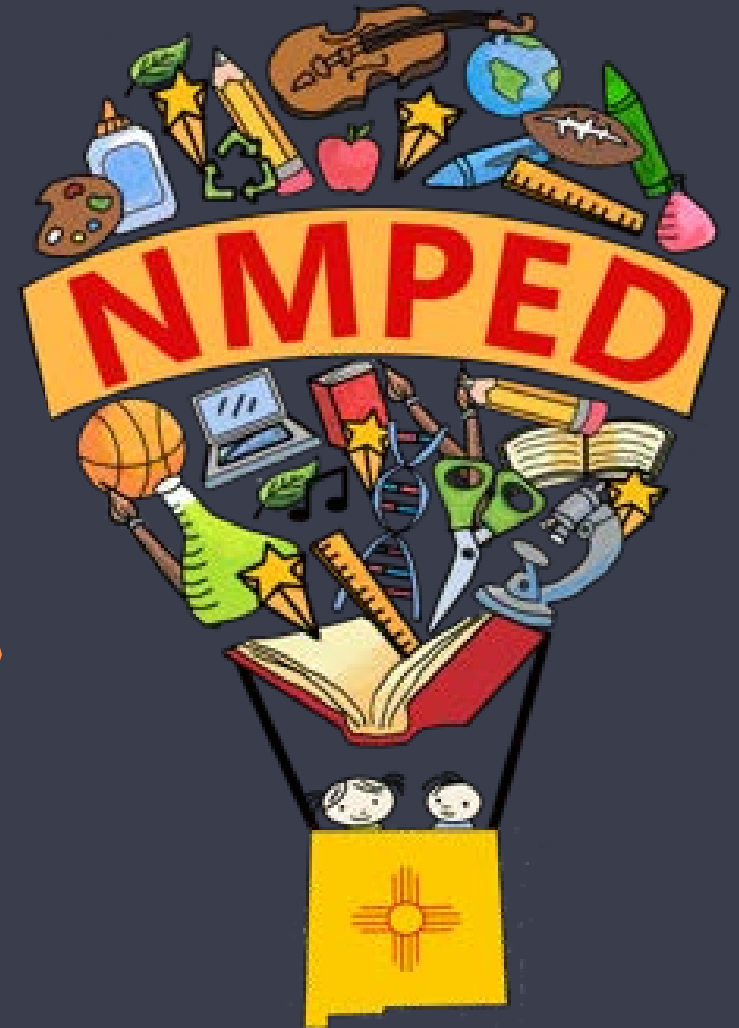


Addressing Martinez-
Yazzie Findings Related to
Native American Student
Outcomes

Legislative Finance Committee
July 23, 2021

Dr. Ryan Stewart, Public Education Department Secretary



Investing for tomorrow, delivering today.

Overview

- Progress in addressing the Martinez-Yazzie findings
- PED Strategic Plan Impact
- Funding for the Tribal Remedy Framework
- Tribal Education Appropriations issued to IED for FY21-23

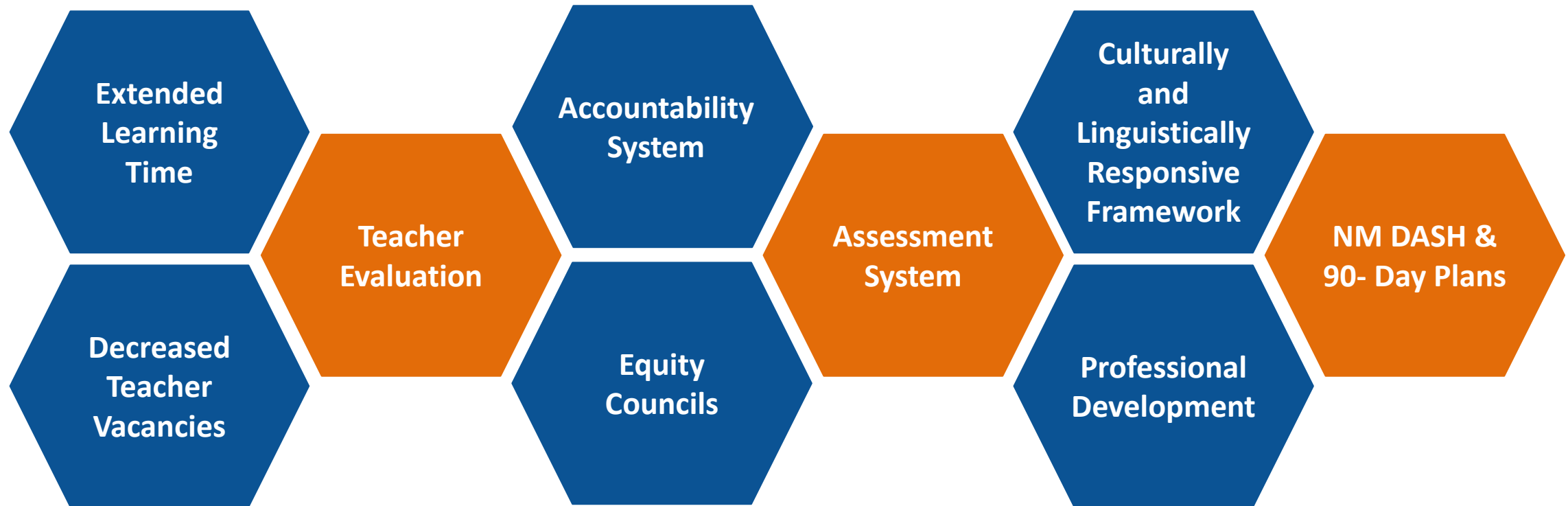
Measures to Address Consolidated Lawsuit: Legislative

- Extended Learning Time
- At-Risk Funding
- Early Childhood Education
- CTE Funding
- Overall increased education funding
- Family Income Index
- Special Education Ombud

Measures to Address Consolidated Lawsuit: Financial

- Investments in key programs (eg: community schools, Native language programs)
- Oversight of districts and schools through audit, budget, and finance processes
- Process improvements in funding distribution
- Tracking of at-risk funding in order to better report back to stakeholders on the intended and actual use of increased funding
- Alignment of district and charter annual budgets with the annual education plan submitted to PED for approval
- Financial transparency website

Measures to Address Consolidated Lawsuit: Programmatic



Measures to support Native American students

- Legislative
 - \$6 million each year for past two years to the Indian Education Fund
 - \$5.5 million over two years for Indigenous, Multilingual, Multicultural, and Special Education Initiatives
 - \$9 million for culturally and linguistically diverse instructional materials and curriculum development
- PED
 - Awarded grants to 21 tribes, pueblos, and Nations and 28 school districts and charter schools serving large numbers of Native American students.
 - Working with stakeholders to develop culturally and linguistically diverse instructional materials
 - Provided 6,252 Chromebooks to 22 tribes and schools with a significant Native American student population, 101 CradlePoint fixed and mobile hotspots to tribal schools and 22 tribes, and 700 residential hotspots to the Navajo Nation to assist in closing the Digital Divide

Measures to support at-risk students

- Legislative
 - Increase at-risk funding factor from .13 in 2018 to .30
 - \$5.3 million over two years to establish community schools
 - \$3 million to establish school budget transparency website in order to better report back to stakeholders on the intended and actual use of increased funding
 - Increased funding for extended learning opportunities
- PED
 - Awarded 59 planning and implementation grants for FY20 and FY21
 - Districts will be required to align their annual budgets with the annual education plan submitted to PED for approval
 - Requiring districts to establish Equity Councils to guide programming and budget development
 - Implementing multi-layered systems of support (MLSS) to ensure students receive support and intervention in a timely manner

Measures to support students with disabilities

- Legislative

- Special education ombud
- \$750,000 for statewide special education convening

- PED

- Convening a special education planning group in an effort to improve oversight, accountability, and support services for SWD
- Implementing multi-layered systems of support (MLSS) to ensure students receive support and intervention in a timely manner in an effort to reduce delays in special education diagnosis when appropriate
- Implement administrative rule increasing reporting and further outlining the parameters of the use of restraint and seclusion, which disproportionately affect students with disabilities

Measures to support English learners

- Legislative

- Appropriated an additional \$6.9 million for bilingual and multicultural education programs
- \$9 million for culturally and linguistically diverse instructional materials and curriculum development

- PED

- Professional development for teachers in English language development strategies
- Established a Culturally and Linguistically Responsive (CLR) Framework
- Funding a statewide Spanish language proficiency assessment
- Review and adoption of high quality instructional materials

PED Strategic Planning

The PED is committed to ensuring equity, excellence, and relevance for **all** students, with particular focus on those called out in the lawsuit. PED engaged stakeholders in a strategic planning process to evaluate current initiatives and determine ways to strengthen and improve strategies within each of its four strategic pillars.

Vibrant Educator Ecosystem

Addressing the critical teacher shortage through professionalizing education, recruiting and retaining top talent, providing extra support to new teachers, and providing resources to develop strong school leaders

Whole Child Education

Providing the resources and accountability to ensure that 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

Pathways and Profiles

Develop multiple robust and relevant college and career pathways while defining the educational, social, and civic skills every New Mexico high school graduate will possess

Asset-Based Supports and Opportunities

Ensuring every student in New Mexico has equitable access to achieve personal success regardless of their demographics

Pillar I: Educator Ecosystem

Strategy	
Diverse and Robust Educator Pipeline	<p>Current actions</p> <ul style="list-style-type: none"> • Increase the number of Educators Rising chapters focused on Native students • Provide support and assistance for Native language instructors seeking a 520 certificate • Educator Fellows program <p>Proposed Actions</p> <ul style="list-style-type: none"> • <i>Establish a pathway to compensation parity for teachers who hold 520 Native American Language and Culture certifications</i> • <i>Provide scholarships for Native American students to complete teacher preparation programs</i>
Induction for Early Career Teachers	<p>Current actions</p> <p>Increase financial support for mentorship programs for new teachers</p> <p>Proposed Actions</p> <p><i>Target mentorship resources to schools serving high concentrations of Native American students</i></p>
Growth-Oriented Career Ladders	<p>Current Actions</p> <p>Develop and fund Native American language programs that train teachers and coordinate curriculum and assessment development</p> <p>Proposed Actions</p> <p><i>Launch the use of microcredentials in bilingual education/biliteracy and Indigenous language education</i></p>

Pillar II: Whole Child Education

Strategy	
Deeper Learning	<p>Current Actions Work with tribes to establish expectations and launch new programming for indigenous language retention and growth</p> <p>Proposed Actions <i>Provide technical assistance to tribal liaisons and district/school leadership on equity-centered data analysis and program evaluation with a focus on Native American students</i></p>
Culturally and Linguistically Responsive Curriculum and Pedagogy	<p>Current Actions</p> <ul style="list-style-type: none"> • Support all district leaders to build strong relationships and collaborations among districts and charters and the state’s Indian Nations, Tribes, and Pueblos • Develop and implement Native American language programs <p>Proposed Actions <i>Ensure all teacher candidates receive instruction relevant to the Indian Education Act, Hispanic Education Act, bilingual Multicultural Education Act, Black Education Act and anti-racism practices to better inform learning for all students</i></p>
Social Emotional Learning	<p>Current Actions</p> <ul style="list-style-type: none"> • Establish and provide training on an SEL framework <p>Proposed Actions <i>Expand the use of trauma-informed practices and use Indigenous justice models</i></p>

Pillar III: Profiles and Pathways

Strategy	
Reimagined System of College and Career Preparation	<p>Current actions Create a formal pathway for Native American students to increase access to and completion of certificate-granting CTE pathways and dual credit programs.</p> <p>Proposed Actions <i>Ensure all certificate- or diploma-granting programs engage in consultation with Native American Pueblos, Tribes, and Nations</i></p>
Experiential Learning Opportunities	<p>Current Actions Increase work-based learning opportunities for students</p> <p>Proposed Actions <i>Implement and publicize internship and work-based learning programs in Native American communities</i></p>
Culture of College and Career Readiness	<p>Current Actions Increase FAFSA participation rate</p> <p>Proposed Actions <i>Increase outreach to culturally and linguistically diverse families to ensure they are aware of different opportunities and pathways</i></p>

Pillar IV: Asset-Based Supports and Opportunities

Strategy	
Community Schools	<p>Current Actions Increase the number of community schools</p> <p>Proposed Actions <i>Establish at least one community school in every high school attendance zone in the state</i></p>
Closing the Digital Divide	<p>Current Actions Provide digital devices and internet connectivity supports to rural and Native American communities lacking essential remote learning technology</p> <p>Proposed Actions <i>Ensure all students have access to a digital device and connection to high-speed internet</i></p>
Student Attendance	<p>Current Actions Encouraging schools and districts to conduct landscape or community needs assessment, in order to identify barriers and co-create solutions that mitigate chronic absenteeism with families of Native American students via Attendance for Success Act mandates</p> <p>Proposed Actions <i>Provide culturally relevant and linguistically responsive professional development to educators and school staff on best practices in family engagement, in service of strong school-home relationships that promote consistent attendance for all students</i></p>

Addressing the Tribal Remedy Framework

- Cross agency effort to address various components of the framework
 - PED, ECECD, HED, IAD, DCA, DoIT
- Recommendations vary from early childhood education to teacher preparation and curriculum development
- PED legislative requests toward TRF totaled \$30 million over two years
- The legislature appropriated \$15.6 million toward efforts related to the Tribal Remedy Framework in FY22

Educational Blueprints & Governance structures

RFA

- Issued from June 8, 2021-July 8, 2021
- Panel Review from July 12, 2021-July 16, 2021
- Finalize contractual agreements July 20, 2021-July 23, 2021
- Contract awards July 26, 2021-July 28, 2021

Applied

- 18 out of 22 tribes, pueblos and nations have applied

Next Steps

- Issue awards
 - ✓ Agreement starts as of 7/1/2021 and terminates June 30, 2023
- Set up quarterly meetings
 - ✓ Discuss funding
 - ✓ Goals
 - ✓ Current status of their award
 - ✓ Any roadblocks
 - ✓ Round table discussion of what is working/not working
 - ✓ Etc.

Tribal Education Departments Appropriations

Tribe/Pueblo/Nation	Funding	
	FY22	FY23
Navajo	\$ 150,000.00	\$ 150,000.00
Zuni	\$ 100,000.00	\$ 100,000.00
Laguna	\$ 100,000.00	\$ 100,000.00
Santo Domingo	\$ 100,000.00	\$ 100,000.00
Acoma	\$ 100,000.00	\$ 100,000.00
Mescalero Apache	\$ 100,000.00	\$ 100,000.00
Jicarilla Apache	\$ 100,000.00	\$ 100,000.00
Isleta	\$ 100,000.00	\$ 100,000.00
San Felipe	\$ 100,000.00	\$ 100,000.00
Jemez	\$ 100,000.00	\$ 100,000.00
Ohkay Owingeh	\$ 100,000.00	\$ 100,000.00
Taos	\$ 100,000.00	\$ 100,000.00
Cochiti	\$ 100,000.00	\$ 100,000.00
Nambe	\$ 100,000.00	\$ 100,000.00
Santa Ana	\$ 100,000.00	\$ 100,000.00
Zia	\$ 100,000.00	\$ 100,000.00
Santa Clara	\$ 100,000.00	\$ 100,000.00
San Ildefonso	\$ 100,000.00	\$ 100,000.00
Pojoaque	\$ 100,000.00	\$ 100,000.00
Tesuque	\$ 100,000.00	\$ 100,000.00
Sandia	\$ 100,000.00	\$ 100,000.00
Picuris	\$ 100,000.00	\$ 100,000.00
Total	\$ 2,250,000.00	\$ 2,250,000.00

Native American Language Programs

RFA

- Issued from June 8, 2021-July 8, 2021
- Panel Review from July 12, 2021-July 16, 2021
- Finalize contractual agreements July 20, 2021-July 23, 2021
- Contract awards July 26, 2021-July 28, 2021

Applied

- 16 out of 22 tribes, pueblos and nations have applied

Next Steps

- Issue awards
 - ✓ Agreement starts as of 7/1/2021 and terminates June 30, 2023
- Set up quarterly meetings
 - ✓ Discuss funding
 - ✓ Goals
 - ✓ Current status of their award
 - ✓ Any roadblocks
 - ✓ Round table discussion of what is working/not working
 - ✓ Etc.

Tribal Education Departments Appropriations

Tribe/Pueblo/Nation	Funding	
	FY22	FY23
Navajo Nation	\$ 82,700.00	0
Zuni Pueblo	\$ 73,000.00	0
Laguna Pueblo	\$ 73,000.00	0
Santo Domingo	\$ 73,000.00	0
Acoma Pueblo	\$ 73,000.00	0
Mescalero Apache	\$ 73,000.00	0
Jicarilla Apache	\$ 73,000.00	0
Isleta	\$ 73,000.00	0
San Felipe Pueblo	\$ 73,000.00	0
Jemez Pueblo	\$ 73,000.00	0
Ohkay Owingeh	\$ 73,000.00	0
Taos Pueblo	\$ 73,000.00	0
Cochiti Pueblo	\$ 73,000.00	0
Nambe Pueblo	\$ 73,000.00	0
Santa Ana	\$ 73,000.00	0
Zia Pueblo	\$ 73,000.00	0
Santa Clara Pueblo	\$ 73,000.00	0
San Ildefonso	\$ 73,000.00	0
Pojoaque Pueblo	\$ 73,000.00	0
Tesuque Pueblo	\$ 73,000.00	0
Sandia Pueblo	\$ 73,000.00	0
Picuris Pueblo	\$ 73,000.00	0
Total	\$ 1,615,700.00	

Outcomes/Goals

Educational Blueprints

- Resource mapping
- Support college and career readiness and leadership growth
 - Workshops
 - SAT preparatory courses
 - Leadership conferences
- Tutoring to address urgent needs
- Develop a Youth development program
- Address academic gaps
- Address attendance and behavior
- Assess education technological needs due to the COVID-19 pandemic

Native American Language Programs

- Develop culturally and linguistically appropriate language assessment
- Recruit/train teachers and obtain certification
- Develop/continue Language curriculum
- Organize language activities that compliment and promote involvement in language program
- Create and expand multimedia opportunities
- Curriculum mapping
- Establish a bilingual seal program

Tribal Libraries

- Signed MOU with DCA/State Library for management of SB377 funding
- The State Library has the authority to issue grants to public and tribal libraries
- Many tribal libraries do not have the financial capacity to pre-pay expenses, and wait for reimbursement
- Having funds flow through NMSL allows all tribal libraries to receive funds who may otherwise be unable to access them
- The State Library has long term experience and working relationships with Tribal Libraries through its Tribal Libraries Program
- Grant agreements will be signed using an expedited online process, and expenditures will use existing library reporting mechanisms Tribal Libraries are familiar with. The process will not require an RFA
- Funds are in the process of being transferred to DCA with a goal to distribute funds in August

Tribal Libraries

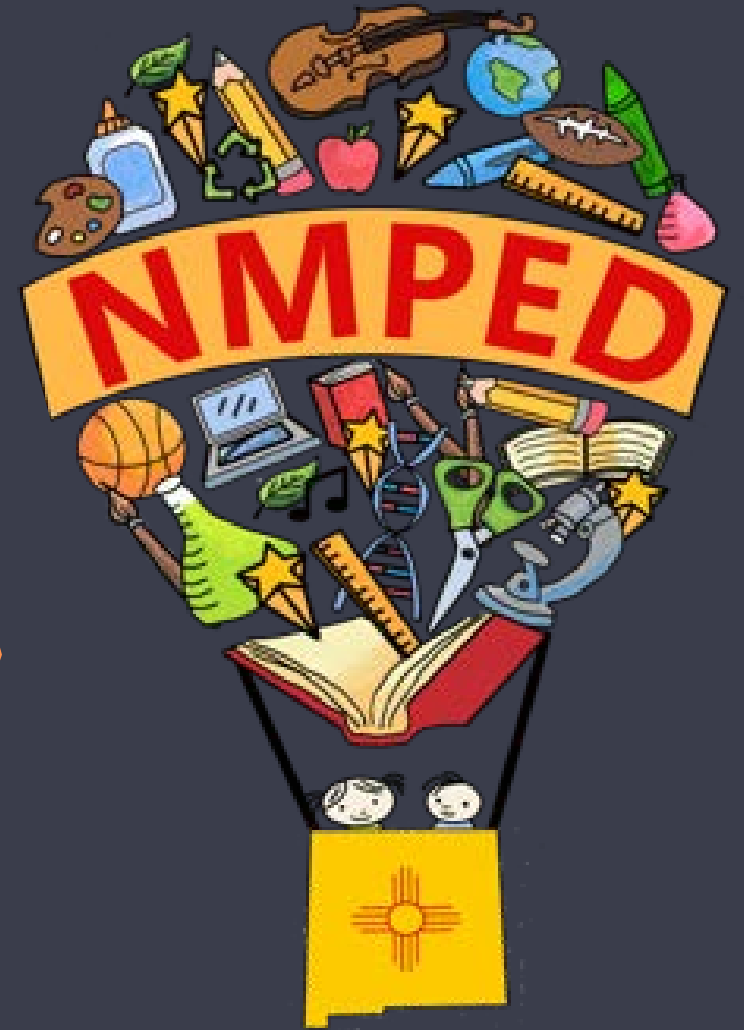
- Funding will total \$4.5M and will be disbursed in FY22
- Each Pueblo and both Apache libraries will each receive \$200,000 to be spent by June 30, 2023
- The Navajo Nation will receive \$300,000 to be spent by June 30, 2023
- The State Library will work with the three pueblos that currently do not have libraries with a goal to meet minimum standards to qualify for state library funding as recognized tribal libraries

Tribal Education Departments Appropriations

Tribe/Pueblo/Nation	Funding Disbursement per Library (FY22)
Navajo	\$300,000.00
Zuni	\$200,000.00
Laguna	\$200,000.00
Santo Domingo	\$200,000.00
Acoma	\$200,000.00
Mescalero Apache	\$200,000.00
Jicarilla Apache	\$200,000.00
Isleta	\$200,000.00
San Felipe	\$200,000.00
Jemez	\$200,000.00
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Pojoaque	\$200,000.00
Tesuque	\$200,000.00
Sandia	\$200,000.00
Picuris	\$200,000.00
Total	\$4,500,000.00



Thank you



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