

New Mexico State Legislature—Indian Affairs Committee

Report on Programs and Priorities

New Mexico Public Education Department



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New Mexico Public Education Department Activities with Tribes and Pueblos

The New Mexico Public Education Department (PED) and its different divisions and bureaus have been actively engaged with pueblos, tribes, and nations, and the school districts serving their students, in achieving an increase in independence and proficiency for Native American students by maximizing the use of available resources, collaborating with stakeholder entities, creating communication pathways, incorporating language and culture, expanding academic options, involving parents, and building capacity. These crucial activities influence the Native American students' academic and cultural achievement through the following:

- Policy, Common Core, and Assessment
- Partnership for Assessment of Readiness for College and Careers
- Special Education
- Literacy Program
- Information Technology
- Indian Education Division
- PED—BIE Memorandum of Understanding
- Strategic Planning
- Charter Schools
- Agency Meetings

Policy, Common Core, and Assessment

As part of the advanced placement roll out, we will be translating parent information into Navajo. And we will be piloting pre-AP coursework in middle and high schools that have high Native American populations. Specific sites are yet to be determined.

In Common Core modules we are developing, we highlight Native American Community Academy (NACA) as a school that provides culturally responsive instruction aligned to the Common Core. Those modules will be released in June.

Collaboration with the National Indian Education Association (NIEA) on culturally responsive instruction with Jemez and Zia pueblos funded by the Gates Foundation is in process.

- Several meetings have been held where the CLD modules were discussed, the professional development model they want to use, and how our modules can support their work.
- Our CCSS and PARCC Managers as well as members of our special education bureau are leading workshops at Jemez Education Retreat on culturally responsive instruction and the Common Core for teachers in Jemez Valley Public Schools.
- PED is a partner in their implementation, and plan to visit the schools in Jemez and Zia as they implement their project, and determine how their work in CLD and the CCSS can inform our implementation with other pueblos and tribes throughout the state.

- With the 15% additional CCSS ELA standards adopted by NM which focus on culturally responsive instruction, providing professional development to support teachers with culturally and linguistically diverse students is major priority in Common Core trainings offered.
- PED is working with Solution Tree to identify online courses that address culturally and linguistically responsive instruction and we are hoping to include these as part of the free Common Core professional development offered to teachers across the state.
- We have sent a CLD online course we are considering offering to educators from various tribes and pueblos across the state to gain their feedback and input.
- Dr. Icela Pelayo, PED Bilingual Director, has applied for a large grant from the W.K Kellogg Foundation to provide professional development across the state to teachers on culturally responsive instruction.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Date	Presenter(s)	Event	Topic
October 30, 2012	Lynn Vasquez	Presentation for Indian Education. (Indian School Road, Albuquerque)	CCSS and PARCC Overview This presentation was at the request of PED's Bureau of Indian Education. The target audience included Directors of Indian Education in New Mexico public schools and BIE schools. The presentation provided a PARCC overview in relationship to the CCSS.
February 19, 2012	Lynn Vasquez	2013 Coalition of Educators for Native American Children) CENAC Rally , Jemez Day School, Jemez Pueblo	PARCC and CCSS Overview This presentation was at the request of New Mexico Coalition of Educators for Native American Children (CENAC). The target audience was administrators and classroom teachers. The presentation provided a PARCC overview in relationship to the CCSS.
June 2, 2013	Lynn Vasquez Margenia Richardson Karina Vanderbilt	Pueblo of Jemez Education Retreat	PARCC Overview & PARCC Accommodations This presentation is at the request of National Indian Education Association (NIEA). The target audience will be teachers and administrators and the theme is CCSS Implementation. There was a request for PARCC related information and specifically for information related to accommodations for testing special populations.

Special Education

The New Mexico Real Results, a PED initiative in collaboration with the U.S. Department of Education, Office of Special Education Programs is working with Santo Domingo School—Bernalillo Public Schools and Mesa Elementary School—Central Consolidated Schools. The Real Results Plan was developed to improve the reading growth rates of students with disabilities in D or F schools. The pilot project targets schools with a high percentage of special education students scoring in the first quartile. All sites had to be Title I recipients. At least two of the pilot sites had to have a high number of Native American students. The selected sites are provided with the following:

- Training on data-based instruction;
- Mentors and/or specialists, as needed, for classroom teachers (special and regular education);
- A plan to develop capacity and sustainability of improvement efforts;
- Training for parents at pilot sites regarding reading literacy resources available to assist families and children; and,
- Educating parents in knowing how to collaborate with school staff (advocacy) to improve reading literacy.

Resources available to each pilot site/school include:

- New Mexico Public Education Department (PED) single-point-of-contact and contractors to work with schools to support implementation of the Results Plan and the school's EPSS;
- \$125,000 per school to support activities in the school's Educational Plan for Student Success (EPSS) or areas identified in the instructional audit;
- New Mexico's two Parent and Training Information Centers to support a training plan for students, parents, and school staff at no cost to the school or district (EPICS staff are assigned to work with Mesa Elementary and Santo Domingo); and,
- Public Education Department (PED) technical assistance in best practices for improving results of students with disabilities.

As part of the training for parents on reading literacy resources PED and EPICS are working on translating materials for the *Readers Raise the Roof!* family blueprint into Navajo and make the materials more culturally relevant, in collaboration with Workshops-in-a-Box.

The photos below are of the Mesa Elementary School and Santo Domingo Elementary receiving a plaque for participating in the New Mexico Real Results! at the May 7, 2013 report out meeting with Secretary Skandera at the Embassy Suites in Albuquerque.



The PED also has a contract with EPICS. As part of the contract, PED sponsored an Annual Family Institute at Buffalo Thunder and provided scholarships for parents to assist them with the cost. PED provided EPICS with funds to provide workshops for parents on general special education topics and alternative dispute resolution options for parents, training on the Common Core standards. EPICS also receives funds to provide the Real Results pilot sites assistance with the parent involvement plan as required by Title I and implementation of the Readers Raise the Roof program. EPICS staff were required to attend the Readers Raise the Roof training with school staff and assist with the implementation. EPICS provides translation into Diné in partnership with UNM on documents at the PED's request.

Literacy Program—“Teaching Kids To Read So They Can Read To Learn!”

Some of the schools that provide K–3 Plus serve American Indian Students.

1. K–3 Plus Program funding is provided for the following districts:
 - Central—8 schools—\$1,549,489 (FY14)
 - Gallup—13 schools—\$778,154 (FY14)
 - Zuni—2 schools—\$ 533,897 (FY14)

The purpose of K–3 Plus is to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap, increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for students in grades K–3 by 25 instructional days beginning before school starts.

2. The districts listed below received grades K–3 New Mexico Reads to Lead! funding in 2012–2013 to provide reading coaches, professional development, and reading intervention materials. In addition, a K–3 formative assessment was provided at no cost for districts to provide ongoing student progress monitoring data to assist teachers in providing targeted reading instruction. More funds are available for districts and charter school to apply for 2013–2014 Reads to Lead! funding.

New Mexico Reads to Lead! Funding 2012–2013	
District/Charter	Total FY13 Funding to Districts/Charters
Gallup-McKinley County Schools	\$266,791.00
Albuquerque Public Schools	\$753,945.80
Raton Public Schools	\$89,000.00
Ruidoso Municipal Schools	\$636,335.00
Bernalillo Public Schools	\$379,760.00
Aztec Municipal Schools	\$126,263.00
Los Alamos Public Schools	\$177,068.00
La Promesa Charter School	\$226,800.00
Pecos Independent School District	\$101,000.00
Espanola Public School District	\$428,920.00
Central Consolidated School District	\$300,000.00
Santa Fe Public Schools	\$36,865.00
Lovington Municipal Schools	\$95,000.00
Moriarty-Edgewood School District	\$123,352.31

3. Readers Raise the Roof! parent materials translated into Navajo (available Fall, 2013)

In conjunction with the statewide “New Mexico Reads to Lead!” initiative, the Public Education Department launched family reading workshops in Spring 2013 for families of grade K–3 students in New Mexico. Districts and charter schools were provided the opportunity to send individuals including teachers, reading coaches, and administrators to these trainings to learn how to deliver “Readers Raise the Roof!” family workshops in their own schools and communities. Taos, Central, and Gallup districts were included in these train the trainer opportunities. This is an ongoing resource.

4. PreK program funding for four-year-old children is provided for the following districts for FY14:
 - Bernalillo—\$594,198
 - Central—\$1,398,000
 - Gallup-McKinley—\$595,670
 - Pojoaque Valley Schools—\$105,000
 - Taos—\$108,000
 - Zuni—\$60,000
 - Rio Rancho—\$957,252

The purpose of New Mexico PreK is to:

- **Increase access** to voluntary high-quality pre-kindergarten programs
- Provide **developmentally appropriate** activities for New Mexico children
- **Expand** early childhood **community capacity**
- Support **linguistically and culturally appropriate curriculum**
- Focus on **school readiness**

Information Technologies Division (IT)—Data Collection and Reporting

The IT Division is responsible for collecting and reporting student data in the Student Accountability Reporting System (STARS) that is used for tracking data related to student performance, assessments, testing, school grading, truancy, graduation, dropout rates, and creating useful reports. This data is utilized by school administrators to assist in making sound education decisions for all our Districts and Schools, including 23 Native American Districts. The IT Division also develops applications and reports to the Public Education Department website and are currently working on developing a webpage for the Indian Education Bureau for the dissemination of data specifically related to Native American Districts and students.

Indian Education Division

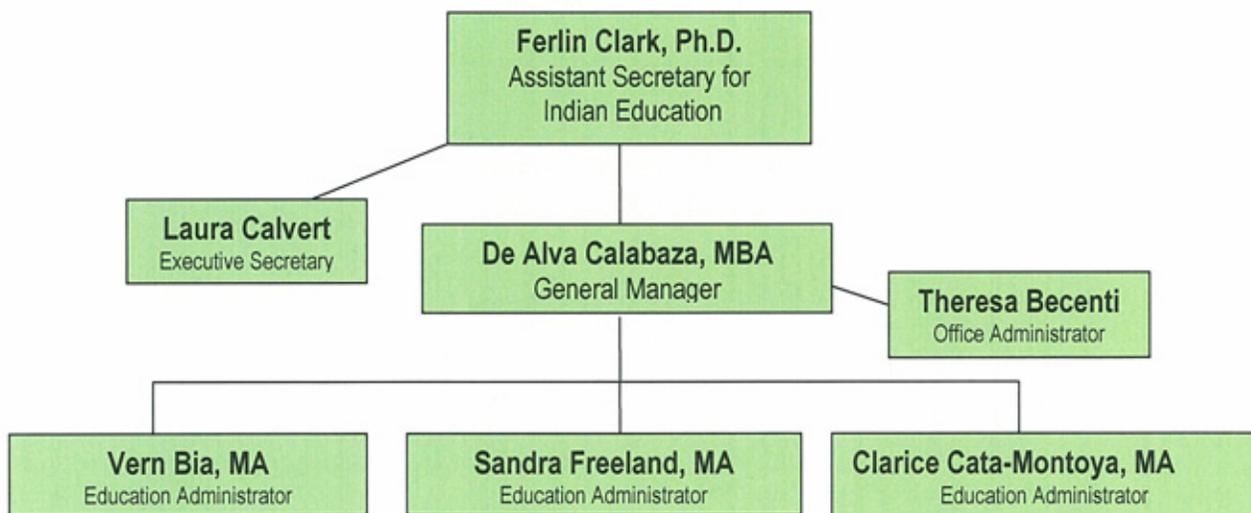
The Indian Education Division is charged with facilitating and achieving eleven purposes, creating rules, coordinating with high education entities, 17 duties, receiving advice from an advisory council, providing reports, and administering a fund.

Indian Education Advisory Council Members

1. Dr. Florinda Jackson (Navajo Nation)
2. Cynthia Aragon (Navajo Nation)
3. Pauline Billie (Navajo Nation)
4. Treva Roanhorse (Navajo Nation)
5. Alice Diaz (Mescalero Apache Tribe)
6. Claudia Munoz-Vigil (Jicarilla Apache Nation)
7. Audrey Simplicio (Southern Pueblo)
8. Gilbert Sanchez (Southern Pueblo)
9. Vernon Lujan (Northern Pueblo)
10. Paula Gutierrez (Northern Pueblo)
11. Keith Franklin-Albuquerque (Urban Indians)
12. Jenny Rodgers-Gallup (Urban Indians)
13. Tina Deschenie-Farmington (Urban Indians)
14. Vacant (Bureau of Indian Affairs - At Large)
15. Myrna Dingman (Head Start - At Large)
16. Dr. Sylvia Andrew (Non-Tribal – General Public – At Large)

Indian Education Staff

The organizational chart below depicts all staff and the reporting structure within the Indian Education Division:



Regionalizing Service Areas

The PED-IED will be providing service to students, schools, and tribes/pueblos according to three regions. The method in regionalizing the service area was based primarily on population of students, representation and location of tribes/pueblos, and location/travel distances within the state.

NM Indian Education Service Regions			
Region I			
School District	22 NM Tribes	Other	Pueblo/Tribe/Nation
Bloomfield	952	27	Navajo Nation
Farmington	3,081	191	Urban
Central Consolidated	5,871	93	Navajo Nation
Cuba	397	*	Navajo Nation
Aztec	366	38	Navajo Nation
<i>Total NM</i>	<i>10,667</i>	<i>349</i>	
Total of All NA students		11,016	
Region II			
School District	22 NM Tribes	Other	Pueblo/Tribe/Nation
Zuni	1,307	17	Zuni
Magdalena	192	*	Navajo Nation
Gallup/McKinley	9,561	130	Navajo Nation and Zuni
Grants-Cibola	1,394	50	Laguna, Acoma, and Navajo Nation
<i>Total NM</i>	<i>12,454</i>	<i>197</i>	
Total of All NA students		12,651	
Region III			
School District	22 NM Tribes	Other	Pueblo/Tribe/Nation
Bernalillo	1,216	24	Cochiti, Santo Domingo, San Felipe, Sandia, and Santa Ana
Albuquerque—APS	503	5,667	
Jemez Valley	289	*	Zia and Jemez
Jemez Mountain	99	0	Navajo Nation
Peñasco	12	*	Picuris
Española	223	46	Ohkay Owingeh and Santa Clara
Pojoaque	317	29	San Ildefonso, Nambe, Pojoaque, Santa Clara, Ohkay Owingeh, and Tesuque
Taos	137	29	Taos
Rio Rancho	427	111	
Santa Fe	135	124	
Ruidoso	363	43	Mescalero Apache
Tularosa	52	0	Mescalero Apache
Los Lunas	298	*	Isleta Pueblo
Dulce	587	36	Jicarilla Apache
<i>Total NM</i>	<i>4,658</i>	<i>6,109</i>	
Total of All NA students		10,767	
Total	27,779	6,655	34,434

PED—BIE Memorandum of Understanding

On Friday, February 1, 2013, the Bureau of Indian Education, namely Bart Stevens and Stan Holder, met with New Mexico Public Education Department (PED) officials, including Dr. Pete Goldschmidt, Michael Archibeque, and Albert Gonzales, as well as tribal/pueblo education directors regarding the following items that will be elements of a Memorandum of Understanding between the BIE and the PED: Data Sharing, Assessment, Common Core, Teacher Evaluation, and Communication.

On Friday, January 25, 2013, the PED and BIE officials met in Santa Fe to discuss the status of the 2005 MOU that was suspended due to the absence of tribal/pueblo consultation, and to initiate the process to inform and collaborate with the tribes and pueblos in finalizing a MOU that involves all relevant entities. A timeline will be developed and shared with the respective entities that will include the following steps:

1. Develop a Draft of the MOU—PED Legal Counsel and BIE Solicitor based on BIE—U.S. Department of Education format.
2. Send a copy of the Draft MOU to tribal and pueblo education directors and the governors, presidents, and chairperson of the pueblos, tribes, and nations.
3. Receive written comments from tribes and pueblos regarding Draft MOU.
4. PED and BIE to receive comments and provide comments/response.
5. A revised MOU will be developed and sent back to tribal/pueblo leaders.
6. Convene all entities, PED, BIE, tribal and pueblo education directors, governors, presidents, and chairpersons of the tribes and pueblos to finalize the MOU.
7. PED Secretary, Hanna Skandera, and BIE Director, Brian Drapeaux, will sign MOU.

This discussion and collaboration achieves purpose F. “provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students,” and purpose J. “encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes,” of the Indian Education Act.

Development of an Equity Methodology

The idea of establishing an Equity Formula for considering and distributing Indian Education Act funds to tribes, pueblos, and schools to achieve the stated purposes of the Indian Education Act will allow tribes and pueblos to receive Indian Education funds on an “equitable” basis. Until now, tribes and pueblos, as well as school districts, have not received equal or equitable funds from Indian Education. In considering an equitable distribution method to the 22 tribes and pueblos, the 23 school districts, and the approximate 30,000 American Indian students attending New Mexico public schools, variables to determine the distribution of funds based on need, priorities, and other goals should include SBA test scores, English language learners (ELL), students who qualify for Free and Reduced Lunch (FRL), graduation rates, Reading Proficiency rates, isolation and rural status, tribal language proficiency rates (not determined), and overall population of tribe/pueblo. In establishing a fair equity methodology, the process for distributing funds through the state’s Inter-Governmental Agreement will be expedited. Furthermore, such a method requires vigilant monitoring, assessment, and reporting measures that

ensure transparency and accountability. It is paramount that student outcomes are identified, measured, reported, and achieved to assure efficacy and “fidelity” of programs/funds. Such a process will allow terms of grant to be extended up to four years and reduce the bureaucracy of awarding grants upon their award in the future. For the upcoming fiscal year the Indian Education Division will be entering into IGAs with the 22 tribes/pueblos for tribal language sustainability purposes at an equal funding level of \$30,000 per tribe/pueblo. The equitability discussion and information will continue to be gathered and developed into a funding methodology which will also allow tribes to identify a program identified within the Indian Education Act that best fits their needs and priorities, including language/culture, parental involvement, academics (reading, writing, math, etc.), and capacity building/collaboration. This discussion also includes funding options for school districts that serve Indian students as well as community and non-profit entities that service Indian students on and off their reservations.

Indian Education Programs and Budget

- **State-Tribal Education Partnership (STEP)**

The Indian Education Division convened interested New Mexico Tribal/Pueblo Education Departments to learn about the purpose and provisions of the STEP grant. At least five meetings were held between the Public Education Department and the various tribes/pueblos to consider forming a tentative agreement to submit for federal review and approval either individually or as a consortium. The Navajo Nation submitted its own proposal and tentative agreement, and the pueblos of Jemez, Cochiti, Santo Domingo, Ohkay Owingeh, and Laguna, submitted a proposal as a consortium. The U.S. Department of Education awarded four STEP grants to four tribes, including the Navajo Nation’s proposal with the State of Mexico. The consortium proposal was not awarded. The Navajo Nation will receive \$357,347.00 for a three year period. An initial meeting between the Navajo Nation and the PED was held on **November 8, 2012** to further delineate the roles, responsibilities, and action plan (per the proposal submitted by the Navajo Nation) to develop a final collaborative agreement to carry-out Title I and Title II formula funded programs.

On **January 11, 2013**, the 2nd STEP meeting was held at the Gallup McKinley County School District (GMSCD) with all partners, Examples: PED, Navajo Nation Department of Diné Education (NNDODE), GMSCD, and Central Consolidated School District (CCSD). A teleconference on **Friday, January 18th** with the U.S. Department of Education’s STEP administrator, Ms. Joyce Silverthorne, was held to discuss the intent, timeline, and scope of the STEP. Five Working Groups were established to work on components of the STEP which will eventually become elements of the **June 30th** Final Agreement. The five workgroups are: 1.) Federal, State, and Tribal Grant Compliance and Regulations, 2.) STEP Objective One—Data Collection and Analysis, 3.)STEP Objective Two—Professional Development Model, 4.) Alignment to Federal, State, and Tribal Priorities, and 5.) Sustainability of STEP. Individuals from all partners were identified and contact information was provided to initiate workgroup meetings. A **February 14th** Third Meeting of the STEP partners was then scheduled.

On **February 14, 2013**, the Third STEP Meeting was convened at the Central Consolidated School District. Reports from all workgroups were made, with the exception of group 5—sustainability. Appropriate communication at the appropriately designated staff/function levels (executive, management,

and classified) from all partners was identified as a key component to establishing a successful “collaborative partnership.”

The Fourth STEP Meeting was held on Wednesday, **April 17, 2013** in Santa Fe. A draft Final Agreement was developed by the Navajo Nation DODE and shared with the entire group. A discussion was held on the elements of the Final Agreement. For the most part, the collaborative partnership regarding Title I and Title II formula funded programs, specifically the items regarding sharing student data and coordinating professional development in line with the state’s grading, common core, and assessment programs, were areas of agreement among the entities involved. The Navajo Nation DODE wanted to specify Navajo Language Professional Development utilizing language funds that they are receiving from the PED Indian Education Division for Native language teachers from public schools and BIE schools; however, the PED recommends that the Final Agreement focus on the items that were identified within the Preliminary Agreement. Additional discussion is needed on this particular topic.

A Fifth STEP Meeting was held on **May 13th**. A follow up meeting between the Navajo Nation DoDE and the PED was held by teleconference Thursday, **May 23, 2013**. A Sixth STEP meeting with all partners will be held Thursday, June 6th at the Gallup School District. The deadline for entering into a Final Agreement is **June 30, 2013**.

- **Tribal Language Sustainability Grants**

Fourteen (14) Tribal Language Sustainability Grants totaling \$396,253.59 have been selected to receive awards for the 2012–2013 fiscal year with an option for renewal up to three additional years. A total amount of \$425,000 was budgeted for this grant. The purpose of this grant is to ensure preservation, revitalization, maintenance, and sustainability of tribal languages. The language grant recipients are:

Amount	Recipient
\$30,624.95	Ndé Bizaa – Mescalero Apache Tribe Language Program *
\$29,999.99	Navajo Nation - Summer Language Teacher Immersion Camp
\$30,625.00	Cochiti Keres Language Revitalization Program *
\$29,698.66	Acoma Keres Language Policy Project – (AKLPP)
\$30,555.00	Isleta Pueblo Language Program *
\$30,624.99	Jemez Pueblo - Language is Life Walatowa Language Project
\$30,625.00	Laguna Community Foundation—Strengthening the Keres Language Project
\$21,000.00	Pueblo of Pojoaque - Tewa Language Immersion Project
\$20,00.00	Pueblo of San Felipe - Katishtya Early Literacy Initiative Ehwahs Valued Always programs *
\$30,625.00	Pueblo of Sandia Tewa Language Program *
\$30,625.00	Pueblo of Taos Tiwa Language Project *
\$20,000.00	Pueblo of Zia Language Project (tentative)
\$30,625.00	Zuni Language Revitalization and Maintenance Program
\$30,625.00	Santa Clara Pueblo <u>Tewa</u> Language Program-Honoring Our Tewa Life Through Language *
\$396,253.59	TOTAL

- **Exemplary Culture-Based Grants**

Eight (8) Exemplary Grants of \$25,000, totaling \$199,999, have been awarded through an Intergovernmental Agreement (IGA) mechanism for the 2012–2013 year. This will be the last year of the Exemplary grant awards which are intended to build capacity, improve academic achievement, and establish clearinghouse for best practice(s). The recipients are:

Amount	Recipient
\$25,000.00	Cochiti Elementary and Middle School Oral Story Telling Project
\$25,000.00	Central Consolidated School District Heritage Education Center
\$25,000.00	Eva B Stokely Elementary Navajo Language Immersion K-3
\$25,000.00	Laguna Acoma – Grants High Schools Keres Language
\$24,999.99	Los Alamos Middle School Oral History Project
\$25,000.00	Mescalero Apache Schools Dual Language Class
\$25,000.00	Walatowa Charter High Culture & Community Project
\$25,000.00	Zuni District – Dowa Yalanne Elementary Academics & Tribal Culture
\$199,999.99	TOTAL

- **Teaching Support**

The Teaching Support grant for \$400,000 has been awarded to Teach for America for the 2012-2013 year with an option for renewal up to three additional years. Teach for America has identified the Native American Community Academy (NACA) in Albuquerque as a partner in recruiting, mentoring, and training teachers who teach American Indian students. Two proposals were received through a competitive Request For Proposal (RFP) process. A panel of reviewers was convened, proposals were evaluated, and a recommendation was made to the Secretary. A meeting with the Teach for America leadership was held on April 24th to discuss the expansion of Teach for America activities into the Rio Grande corridor to serve school districts that enroll Pueblo students.

- **Rural Literacy Grant**

The Rural Literacy grant for \$300,000 was awarded to Save the Children, which requires a \$300,000 match, for the 2012–2013 year with an option for renewal up to three additional years. An RFP process was utilized for awarding this grant. In prior years, the Rural Literacy grant was awarded through a sole-source mechanism. An April 24th meeting with the Save the Children organization to expand their services into other school districts serving American Indian students was also held. Schools such as Bernalillo and Pojoaque, and then Espanola and Taos are serving American Indian students.

- **Dialogue Sessions—Creating Communication Pathways**

The Indian Education Division has hosted three Information Sessions with tribal and pueblo education leaders, as well as Indian Education directors at public schools, and other stakeholders such as the BIE regarding topics of concerns and interests.

- First Dialogue Session on Impact Act, Indian Add-On, Common Core, Grades, and a presentation from the BIE regarding their common core roll-out (invited represented were unable to attend) at the PED, Mabry Hall on August 17, 2012.

- Second Session on Charter Schools, Indian Education Act, and the IPP at UNM-Gallup on September 27, 2012.
 - Third Session on PARCC-Assessment, "Urban Indian Student" data, and reports from APS and Rio Rancho schools on October 30, 2012 at Albuquerque BIA offices.
 - Fourth Session was held on February 19, 2013 to discuss the Tribal Education Status Report, Language and Culture programs, and the above areas for funding. The intent was to share the information about the funds and to receive recommendation from the tribes and pueblos about how we can collaborate in addressing our language and culture programs as well as sharing resources to help our students achieve through academic and cultural potential.
Guiding Questions: *What's working and what's not? What can be done to make it better?*
1. Data Report(s)—Tribal Education Status Report (TESR): Gathering, Submitting, Analyzing, and Reporting School District Data by November 15th.
 2. Indian Policies and Procedures (IPP) & Impact Aid
 3. Native Language and Culture Certificate Process
 4. Renewing Memorandum of Agreements with Pueblos and Tribes
 5. What are your tribal/pueblo language priorities?
 - a. What are your plans regarding tribal/pueblo language teaching and learning?
 - b. Do you have a framework to implement your plan and what type of measurements are you using/will use to measure your plan/goal/objective to ensure success of your program?
 - c. How is your language program tied to common core and student academic achievement?
 - d. How can we (Indian Education Division, Pueblo/Tribal Education Leaders, and School District) partner to help achieve our common goal of revitalizing, sustaining, strengthening, maintaining, and retaining our native language(s)?
 - e. Indian Education Initiatives: Language & Culture, Parental Involvement, College Prep, and other Special Projects.
- On Friday, March 15, 2013, our fifth Dialogue Session was held to discuss Students with Disabilities and use of Impact Aid "Special Education" funds. Mrs. Treva Roanhorse, Director of the Navajo Nation Office of Special Education and Rehabilitation Services and Member of the Indian Education Advisory Council provided a welcome to participants, and made opening remarks. Ms. Roanhorse's experience and education in serving as an advocate for students with disabilities, at the national, regional, and tribal/community level is noteworthy. Ms. Ida M. Tewa, another expert in the area of Special Education, and is a Education Administrator with the PED-Special Education Bureau provided additional information on policies, funding, and programming of funds. Ms. RONALDA WARITO-TOME, Training Specialist, Advocate with Education for Parents of Indian Children with Special Needs (EPICS) provided an overview of their services. Ms. Warito-Tome is a tremendous advocate for students with disabilities, and special education programs, policies, and funds.
 - A sixth Dialogue Session was held on April 12th at the Indian Pueblo Cultural Center. Topics presented were the 100 Years of Federal Indian Policy with the Pueblos, College/Graduate Horizons, the Importance of Counseling, and a presentation by Darva Randolph, Executive Director of the Acoma Pueblo Department of Education on the importance of culturally-relevant Professional Development for teachers, administrator, leaders, and parents.

This communication and collaboration is an important element within the Indian Education Act and was a commitment by Governor Martinez and Secretary Skandera to tribes and pueblos at the June 7 and 8, 2012 State-Tribal Leaders Summit.

Pueblo/Tribal Visits

- Kewa (Santo Domingo) May 1st ,August 4th
- San Felipe May 1st
- Zuni May 25th
- Ohkay Owingeh June 24th
- Santa Ana July 26th
- Picuris August 10th, August 30th
- Santa Clara August 12th
- Taos August 16th , June 11th , Sept. 30th
- Pojoaque August 23rd,30th, Oct. 15th, 26th,
- Acoma September 2nd, 10th , Oct. 16th
- Isleta Sept. 4th
- Mescalero April 16 & 17th, June & 8th,
- Jicarilla August 31st
- Zia September 5th , Oct. 9th, Oct. 22nd ,
- Jemez April 10th, Aug. 2nd, Sept. 5th, Oct.2nd
- Navajo Nation Sept. 7th , November 14th
- Laguna September 10th , 19th , Oct. 16th
- Cochiti October 12th
- Nambe October 15th
- Tesuque November 12th

Recent Meetings

- March 1, 2013: Jemez Pueblo-Clarice and Kennedy Presentation on common core standards and student count.
- March 11, 2013: Tesuque Pueblo
- April 23, 2013: Picuris Pueblo
- April 29, 2013: Taos Pueblo and Nambe Pueblo
- May 3, 2013: Ohkay Owingeh
- May 23, 2013: Santa Clara Pueblo
- May 28, 2013: San Ildefonso Pueblo

Reports

The New Mexico Public Education Department and the Indian Education Division are charged with developing and submitting to the Indian Affairs Department, by July 31st, the State–Tribal Collaboration Report, to include activities the PED is engaged in with tribes and pueblos, as well as school districts, related to the education of American Indian students. Furthermore, the Indian Education Division, in compliance with the Indian Education Act, is developing the Tribal Education Status Report that reports on the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) the graduation rate; tribe, pueblo, or nation
- (4) attendance
- (5) parent and community involvement
- (6) educational programs targeting American Indian students;
- (7) financial reports; impact aid, revenues, expenditures not included
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars; and
- (11) school districts consultation with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

Meetings Regarding Indian Policies and Procedures (IPP)

Several meetings have been held regarding the role and importance of the IPPs between tribal/pueblo education officials and the respective school districts serving Indian students. Specifically the Indian Add-On funds derived from Impact Aid fund and its relationship to the IPPs is the point of concern and discussion. So far, meetings with the following entities have been held:

- Taos Pueblo with Taos School District
- Pojoaque, Nambe, and Tesuque Pueblos with Pojoaque School District
- Jicarilla Apache Nation with Dulce School District
- Zia Pueblo with Jemez Valley and Bernalillo School Districts (relative to Transportation)
- Laguna and Acoma Pueblos with Grants Cibola School District
- Navajo Nation with Gallup, Central, Farmington, Grants, and Bloomfield School Districts

Current IPPs submitted by New Mexico school districts include the following:

District	Federal Application Number	Application Received	Indian Policies and Procedures
	41-NM-2014-XXXX		
ALAMOGORDO	41-NM-2014-0001	01/29/13	No
ALBUQUERQUE	41-NM-2014-0005	01/25/13	Yes
ARTESIA	41-NM-2014-2204		
AZTEC			
BERNALILLO	41-NM-2014-1008	02/06/13	Yes
BLOOMFIELD	41-NM-2014-1006	01/29/13	Yes
CARLSBAD			
CENTRAL	41-NM-2014-0603	02/06/13	Yes
CHAMA			
CLOUDCROFT			
CLOVIS	41-NM-2014-0403	01/29/13	No
CUBA	41-NM-2014-1009	01/28/13	Yes
DULCE	41-NM-2014-0712	02/01/13	No
EAST MOUNTAIN H.S.	41-NM-2014-7167	02/02/13	No
ESPANOLA	41-NM-2014-0203	02/07/13	Yes
FARMINGTON	41-NM-2014-0402	02/01/13	Yes
GALLUP	41-NM-2014-1005	02/06/13	Yes
GRADY			
GRANTS	41-NM-2014-3185	01/30/13	Yes
JEMEZ MOUNTAIN	41-NM-2014-1802	01/29/13	Yes
JEMEZ VALLEY	41-NM-2014-1001	01/30/12	Yes
LAS CRUCES	41-NM-2014-0602		
LAS VEGAS CITY			
LAS VEGAS WEST			
LOS ALAMOS	41-NM-2014-2104	01/25/13	No
LOS LUNAS	41-NM-2014-1004		
MAGDALENA	41-NM-2014-1015	01/31/13	Yes
MAXWELL	41-NM-2014-2201	01/31/13	No
MCCURDY CHARTER SCHOOL	GIA0001643	01/28/13	No
MESA VISTA			
PECOS			
PENASCO	41-NM-2014-0907	02/06/13	Yes
POJOAQUE	41-NM-2014-0010	02/06/13	Yes
PORTALES	41-NM-2014-1014	01/10/13	No
RATON	41-NM-2014-2301	01/24/13	No
RESERVE			
RUIDOSO	41-NM-2014-1002	01/28/13	Yes
SANTA FE			
SOCORRO			
SOUTHWEST AERONAUTICS MATHEMATICS & SCIENCE	GIA0002065	01/31/13	No
SOUTHWEST INTERMEDIATE LEARNING CENTER	41-NM-2014-6301	01/30/13	No
SOUTHWEST PRIMARY LEARNING CENTER	41-NM-2014-6302	02/06/13	No
SOUTHWEST SECONDARY LEARNING CENTER	41-NM-2014-6303	01/30/13	No
TAOS	41-NM-2014-0903	01/15/13	Yes
TRUTH OR CONSEQ.			
TUCUMCARI			
TULAROSA	41-NM-2014-0401	01/29/13	Yes
VILLAGE ACADEMY	41-NM-2014-6304	02/01/13	No
WALATOWA HIGH CHARTER SCHOOL	41-NM-2014-6406	01/30/13	Yes
ZUNI	41-NM-2014-3201	12/21/12	Yes



A Strategic Plan

Carry over funds of \$993,822, requested through a Budget Adjustment Request (BAR), deriving from the 2012 fiscal year (including funds from 2011) will support the following initiatives:

Language & Culture Institute(s) @ \$200,000

Engage tribal and pueblo education and culture leaders, including elders, to develop and implement a Winter, Spring, or Summer institute (a week or several weekends) that fosters a mutually responsive and culturally-relevant dialogue between elders and community leaders with youth on the importance of Education, both Western Education and Tribal/Pueblo Education. This institute may incorporate oral history and traditions through cohort/group sessions. Further, a report on the discussions and a form of assessment, including a tracking system, must accompany this project. Tribal education departments, programs that work with tribal and pueblo youth and elders, will be encouraged to apply for this funding.

Native American College Engagement Pilot @ \$50,000

Engage in college preparation workshops for high school students (juniors and seniors) attending state public schools by hosting daily or weekly sessions, including completing applications, writing letters of interests, completing financial aid information (Examples: FAFSA, FNA, scholarships applications, etc.), signing up and preparing for admissions tests (PSAT, SAT, ACT, etc.), identifying scholarship opportunities, devising an admission selection and application plan, academic course requirements recommended for admissions, extra-curricular activities recommended, and community service projects recommended. In addition, information on what academic, housing, support services (advising, counseling, tutoring, etc.), and other relevant support services and activities are available to freshmen will be presented.

College Test Prep for Native American Juniors @ \$75,000

Engage in a partnership with a non-profit entity experienced in working with tribes and pueblos to conduct and coordinate test preparation sessions for New Mexico high school juniors as they plan and prepare to take the SAT or the ACT college entrance examination tests. Elements of the tests, including reading, writing, and mathematics, as well as different methods of effective test-taking skills and techniques for these three areas will be imbedded into these sessions.

Exemplary Language and Culture Programs @ \$300,000

Expand the exemplary grant and language recipients to include additional schools, on and off the tribal/pueblo nation, including charter and community-controlled schools to identify and implement “best practices” for engaging parents, students, and teachers in academic achievement, in coordination with tribal/pueblo language and culture methods.

Building Capacity of Tribal Ed Departments & Innovative Models of Education @ \$200,000

An RFA will provide Tribal and pueblo education departments capacity-building support to develop, implement, monitor, assess, and sustain their strategic plans and goals, in areas of language, culture, academic support, financial (scholarship) opportunities, implementing common core standards, integrating the grading system, and assessing their students’ academic and cultural growth.

Special Projects, Best Practices, and Consultants @ \$168,822

Developing proposals, hosting a scholarship fundraiser, developing and enhancing outreach and educational publications/audio/video/etc., completing the Indian Education Study and the Indian History Framework, and identifying and enhancing a “best practice” clearinghouse, are part of these activities.

A previous proposed budget of \$993,822 was previously submitted and approved by the Senior Team at PED and the Indian Education Advisory Council (at the December 3, 2012 Meeting). An important element in requesting and receiving the Budget Adjustment Request (BAR) of the carry-over funds from last year’s un-utilized budget is that a plan be developed with initiated within the 2013 fiscal period. We may revise and adjust funds to meet the identified areas of need and focus.

Projects and Activities to be developed

- Develop a comprehensive Status Report on Indian Education in New Mexico -
- Develop monitoring, evaluation, assessment, and measuring tools to determine success of programs/activities
- Continue to work with pueblo and tribal leaders, as well as with the legislative branch, to study the elements within the State Equalization Guarantee (SEG) funding distribution of state funds, i.e., federal lands that generate funds for the state beyond tribal/pueblo lands that the state considers or doesn’t consider in determining state (program costs) funds to state school districts, comparing New Mexico to Arizona, Oklahoma, and Montana, comparing non-Impact Aid receiving schools and Impact Aid receiving schools, etc.
- Approving the Rules for IED
- Establishing guidelines for Scholarship Fund

- Engaging the Working Groups on American Indian Education
 - Preparing Educational Leaders—Preparing American Indian Education Leaders
 - Growing Innovative Models and Solutions—Facilitating Charter Schools, curriculum, etc.
 - Establishing a Best Practices Clearinghouse—Curriculum, archives, materials, etc.
 - Strengthening Community Engagement and Outreach—Information Sessions, Technical Assistance, parent workshops, etc.

Charter Schools

On June 7, 2013, a meeting with State Representative, Patty Lundstrom, and Navajo Nation education leaders from the Navajo Nation government and the local Red Lake Chapter, Navajo, N.M. community will be held to discuss House Memorial 43, “Requesting the Indian Education Division of the Public Education Department and the Indian Affairs Department to study the feasibility of a Bi-State Charter School in the Red Lake Chapter of the Navajo Nation.”

The Dream Diné Charter School, from Shiprock, is an applicant school. As such, the deadline for submission of their application is July 1st. Upon their application being received an evaluation will be made, as well as a Capacity Interview, followed by Community Input Hearing, and then final decision will be rendered in September.

The Native American Community Academy, is a locally chartered school with the Albuquerque Public School serving as the authorizer of that school. The Walatow Charter School in the Jemez Pueblo just completed their 1st year in existence as a full-fledged charter school and will be up for renewal in 2017.

Workshops and meetings with the Charter School Division will continue to be held to communicate the steps and the necessary approvals to gain approval to become a state or public school charter school.

Agency Meetings

Although State-Trial Liaison meetings are conducted, there is no time allotted to engage in meaningful discussions between agencies and/or departments. For the PED and the Indian Education Division, it is logical for our Division to meet and coordinate activities with the Higher Education Department, the Indian Affairs Education staff, Children Youth and Family Department (CYFD), as well as the Cultural Affairs Department.

Follow up Meetings with Grant Recipients

Meetings with tribes, pueblos, and recipients of the Teaching Support and Rural Literacy grants have been held, or will be held within the next several weeks, to monitor the status of the grant(s), including reports on their expenditures, achievement of their scope(s) of work, and progress of their grant. Six Culture-Based grant recipients, 14 tribal/pueblo language programs, Save the Children, and Teach for America will be providing updates on their projects to the Senior Team of the Indian Education Division.

Meetings with Stakeholders

The Indian Education Division met with the National Indian Education Association, the South Central Comprehensive Center from Oklahoma, Appleseed, Inc., The Pump Up the Volume In Preschool, Apex Learning, and the College Board to discuss possible partnerships and collaboration.

New Mexico PED and Navajo Nation DODE FERPA Agreement

On August 14, 2012, Secretary Skandera and the Navajo Nation president signed the 2012 FERPA (Family Educational Rights and Privacy Act) at Indian Hills Elementary School in Gallup, New Mexico. The agreement between the Public Education Department and the Navajo Nation Department of Diné Education specifies data-sharing of American Indian (Navajo) students enrolled in state public schools.



This agreement allows for an infrastructure to share student data/information in a timely manner and can be amended to include additional detailed information.

Budget

Use of Nonreverting Funds				
Carry over funds FY13	\$ 2,718,422			
		FY'13 BAR	FY'14 Budget	FY 2014 Bar+Budget Total
Expenditures				
Language and Culture			\$ 660,000	\$ 660,000
Exemplary			\$ -	\$ -
Consultants special events and proposals		\$ 75,000	\$ -	\$ 75,000
Best practice clearinghouse		\$ 50,000	\$ -	\$ 50,000
Innovative models of education		\$ 200,000	\$ -	\$ -
Multi-media and public relations		\$ 43,822	\$ -	\$ -
Native American College Engagement Pilot (3 schools)		\$ 50,000	\$ -	\$ -
State-Wide College Test Prep for Native American Juniors		\$ 75,000	\$ -	\$ -
Teaching Support-Teacher Pipeline		\$ 400,000	\$ 400,000	\$ 400,000
Rural Literacy			\$ 300,000	\$ 300,000
Personnel			\$ 333,500	\$ 333,500
Operations			\$ 111,100	\$ 111,100
Other		\$ 100,000	\$ 20,000	\$ 120,000
Anticipated Expenditures for FY14		\$ 993,822	\$ 1,824,600	\$ 2,049,600
Budget FY14			\$ 1,824,600	

Glossary and Acronyms

ACT	American College Testing
CLD	Culturally Linguistically Diverse
CCSD	Central Consolidated School District
CCSS	Common Core State Standards
CYFD	Children Youth and Family Department
ELL	English language learners
EPICS	Education for Parents of Indian Children with Special Needs
FAFSA	Free Application for Federal Student Aid
FRA	Free and Reduces Lunch
GMCSO	Gallup-McKinley County School District
IPP	Indian Policies and Procedures
NIEA	National Indian Education Association
NNDODE	Navajo Nation Department of Diné Education
PARCC	Partnership for Assessment of Readiness for College and Careers
PED	Public Education Department
PSAT	Preliminary Scholastic Assessment Test or Preliminary Scholastic Aptitude Test
SAT	Scholastic Assessment Test or Scholastic Aptitude Test
SBA	Standards Based Assessment
TESR	Tribal Education Status Report

Appendix

Indian Education Act

22-23A-1. Short title.

Chapter 22, Article 23A NMSA 1978 may be cited as the "Indian Education Act".

History: Laws 2003, ch. 151, § 1; 2005, ch. 299, § 1.

22-23A-2. Purpose of act.

The purpose of the Indian Education Act is to:

- A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
- B. ensure maintenance of native languages;
- C. provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
- D. ensure that the department of education [public education department] partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities;
- E. encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states;
- F. provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;
- G. provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;
- H. ensure that parents; tribal departments of education; community-based organizations; the department of education [public education department]; universities; and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students;
- I. ensure that tribes are notified of all curricula development for their approval and support;
- J. encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes; and
- K. encourage and foster parental involvement in the education of Indian students.

History: Laws 2003, ch. 151, § 2.

22-23A-3. Definitions.

As used in the Indian Education Act:

- A. "assistant secretary" means the assistant secretary for Indian education;
- B. "government-to-government" means the relationship between a New Mexico tribe and a state government;
- C. "indigenous" means native or tribal groups of the Americas that maintain a cultural identity separate from the surrounding dominant cultures;
- D. "tribal" means pertaining to urban Indians who are residents of New Mexico or to an Indian nation, tribe or pueblo located within New Mexico;
- E. "New Mexico tribe" means an Indian nation, tribe or pueblo located within New Mexico; and
- F. "urban Indian" means a member of a federally recognized tribe or an Alaskan native who lives in an off-reservation urban area and is a New Mexico resident.

History: Laws 2003, ch. 151, § 3; 2007, ch. 295, § 2; 2007, ch. 296, § 2.

22-23A-4. Rulemaking.

- A. The secretary shall ensure that the duties prescribed in the Indian Education Act are carried out and that each division within the department is collaborating to fulfill its responsibilities to tribal students.
- B. The secretary shall consult on proposed rules implementing the Indian Education Act with the Indian education advisory council and shall present rules for review and comment at the next semiannual government-to-government meeting pursuant to Section 22-23A-5 NMSA 1978.

History: Laws 2003, ch. 151, § 4; 2007, ch. 295, § 3; 2007, ch. 296, § 3.

22-23A-4.1. Post-secondary education.

The department shall collaborate and coordinate efforts with the higher education department and institutions of higher education, including tribal colleges and teacher education institutions and tribal education departments, to facilitate the successful and seamless transition of American Indian students into post-secondary education and training.

History: Laws 2007, ch. 295, § 1; 2007, ch. 296, § 1.

22-23A-5. Indian education division; created; assistant secretary; duties.

A. The "Indian education division" is created within the department. The secretary shall appoint an assistant secretary for Indian education, who shall direct the activities of the division and advise the secretary on development of policy regarding the education of tribal students. The assistant secretary shall also coordinate transition efforts for tribal students in public schools with the higher education department and work to expand appropriate Indian education for tribal students in preschool through grade twenty.

B. The assistant secretary shall coordinate with appropriate administrators and divisions to ensure that department administrators make implementation of the Indian Education Act a priority.

C. The secretary and the assistant secretary, in cooperation with the Indian education advisory council, shall collaborate with state and federal departments and agencies and tribal governments to identify ways such entities can assist the department in the implementation of the Indian Education Act.

D. The secretary and assistant secretary shall convene semiannual government-to-government meetings for the express purpose of receiving input on education of tribal students.

E. In accordance with the rules of the department and after consulting with the Indian education advisory council and determining the resources available within the department, the assistant secretary shall:

(1) provide assistance, including advice on allocation of resources, to school districts and tribes to improve services to meet the educational needs of tribal students based on current published indigenous best practices in education;

(2) provide assistance to school districts and New Mexico tribes in the planning, development, implementation and evaluation of curricula in native languages, culture and history designed for tribal and nontribal students as approved by New Mexico tribes;

(3) develop or select for implementation a challenging, sequential, culturally relevant curriculum to provide instruction to tribal students in pre-kindergarten through sixth grade to prepare them for pre-advanced placement and advanced placement coursework in grades seven through twelve;

(4) provide assistance to school districts, public post-secondary schools and New Mexico tribes to develop curricula and instructional materials in native languages, culture and history in conjunction and by contract with native language practitioners and tribal elders, unless the use of written language is expressly prohibited by the tribe;

(5) conduct indigenous research and evaluation for effective curricula for tribal students;

(6) collaborate with the department to provide distance learning for tribal students in public schools to the maximum limits of the department's abilities;

(7) establish, support and maintain an Indian education advisory council;

(8) enter into agreements with each New Mexico tribe or its authorized educational entity to share programmatic information and to coordinate technical assistance for public schools that serve tribal students;

(9) seek funds to establish and maintain an Indian education office in the northwest corner of the state or other geographical location to implement agreements with each New Mexico tribe or its authorized educational entity, monitor the progress of tribal students and coordinate technical assistance at the public pre-kindergarten to post-secondary schools that serve tribal students;

(10) require school districts to obtain a signature of approval by the New Mexico tribal governments or their government designees residing within school district boundaries, verifying that the New Mexico tribes agree to Indian education policies and procedures pursuant to federal requirements;

(11) seek funds to establish, develop and implement culturally relevant support services for the purposes of increasing the number of tribal teachers, administrators and principals and providing continued professional development for educational assistants, teachers and principals serving tribal students, in conjunction with the Indian education advisory council:

(a) recruitment and retention of highly qualified teachers and administrators;

- (b) academic transition programs;
 - (c) academic financial support;
 - (d) teacher preparation;
 - (e) teacher induction; and
 - (f) professional development;
- (12) develop curricula to provide instruction in tribal history and government and develop plans to implement these subjects into history and government courses in school districts throughout the state;
- (13) ensure that native language bilingual programs are part of a school district's professional development plan, as provided in Section [22-10A-19.1](#) NMSA 1978; and
- (14) develop a plan to establish a post-secondary investment system for tribal students to which parents, tribes and the state may contribute.

History: Laws 2003, ch. 151, § 5; 2005, ch. 299, § 2; 2007, ch. 295, § 4; 2007, ch. 296, § 4.

22-23A-6. Advisory council.

A. The "Indian education advisory council" is created and shall advise the secretary and assistant secretary on implementation of the provisions of the Indian Education Act. The council consists of sixteen members as follows:

- (1) four representatives from the Navajo Nation;
- (2) two representatives, one from the Mescalero Apache Tribe and one from the Jicarilla Apache Nation;
- (3) four representatives, two from the southern pueblos and two from the northern pueblos;
- (4) three urban Indians representing urban areas, including Albuquerque, Gallup and Farmington; and
- (5) three at-large representatives, one from the federal bureau of Indian affairs, one from a head start organization and one from the general public, at least one of whom shall be nontribal, but all of whom shall have knowledge of and involvement in the education of tribal students.

B. Members shall be appointed by the secretary with input from New Mexico tribes and organizations involved in the education of tribal students for staggered terms so that the terms of the at-large members and of one-half of each of the tribal representatives end on December 31, 2009 and the terms of the remaining members end on December 31, 2011. Thereafter, appointments shall be for terms of four years. The terms of existing members shall expire on the effective date of this 2007 act.

C. A majority of the members of the Indian education advisory council constitutes a quorum. The advisory council shall elect a chair from its membership.

D. On a semiannual basis, representatives from all New Mexico tribes, members of the commission, the office of the governor, the Indian affairs department, the legislature, the secretary, the assistant secretary and the Indian education advisory council shall meet to assist in evaluating, consolidating and coordinating all activities relating to the education of tribal students.

E. Members of the Indian education advisory council may receive per diem and mileage as provided for nonsalaried public officers in the Per Diem and Mileage Act [\[10-8-1 to 10-8-8](#) NMSA 1978].

History: Laws 2003, ch. 151, § 6; 2007, ch. 295, § 5; 2007, ch. 296, § 5.

22-23A-7. Report.

A. The Indian education division in collaboration with the education division of the federal bureau of Indian affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. The status reports shall be written in a brief format and shall include the following information, through which public school performance is measured and reported to the tribes and disseminated at the semiannual government-to-government meetings held pursuant to Section [22-23A-5](#) NMSA 1978:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) the graduation rate;
- (4) attendance;

- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

History: Laws 2003, ch. 151, § 7; 2007, ch. 295, § 6; 2007, ch. 296, § 6.

22-23A-8. Fund created.

A. The "Indian education fund" is created in the state treasury. The fund consists of appropriations, gifts, grants and donations and income from investment of the fund. Money in the fund shall not revert. The fund shall be administered by the department, and money in the fund is appropriated to the department to distribute awards to support the Indian Education Act.

B. The department shall ensure that funds appropriated from the Indian education fund shall be used for the purposes stated in the Indian Education Act and shall not be used to correct for previous reductions of program services.

C. The department shall develop procedures and rules for the award of money from the fund. Disbursement of the fund shall be made by warrant of the department of finance and administration pursuant to vouchers signed by the secretary of public education.

History: Laws 2003, ch. 151, § 8; 2007, ch. 295, § 7; 2007, ch. 296, § 7.



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For Immediate Release
May 22, 2013

**Governor Susana Martinez Announces Four Summer
Reading Challenges for New Mexico Students**

Sponsored by numerous statewide community partners, reading contests offer exciting prizes to students who read over the summer

ALBUQUERQUE – Today, Governor Susana Martinez announced the launch of four summer reading challenges for New Mexico children. The programs are sponsored by a variety of statewide community partners and offer an array of exciting prizes for participating students and winners.

The summer reading challenges are designed to stop the “summer slide,” where students often lose a portion of their reading proficiency during the summer months and must catch up on their skills when they return to school in August.

“Learning to read well at an early age is critical to academic success and, ultimately, to success in the workplace and in life,” said Governor Martinez. “I am incredibly excited by the tremendous community involvement and partnerships that we have developed in creating and launching these reading challenges, and I’m hopeful New Mexico students will read throughout the summer and take advantage of the neat prizes and adventures we have in store for them.”

Three of the reading challenges are brand new, and the fourth is an existing summer reading program which the State is joining as a partner. Under each program, students who read six books will receive a few small prizes, and those who choose to read an additional six books (and in some cases, submit a short write-up) will receive further awards and be eligible to win a grand prize.

Details about each reading challenge are outlined below, and more information, including downloadable versions of each contest's reading log, can be found online at the [Public Education Department Website](#).

The four summer reading challenges are:

New Mexico True Summer Reading Challenge

Eligibility: Runs May 22 through August 1, open to incoming 2nd, 3rd, and 4th graders

Sponsored by: Comcast Internet Essentials; State of New Mexico – Tourism, Cultural Affairs, and Public Education Departments, NM Film Office; Village of Ruidoso; Town of Red River; City of Socorro; and X-Treme-Lee Fun Balloon Adventures

Reading Roadrunner Prizes (6 books): Certificate from Governor Martinez and a New Mexico True bookmark

NM True Reader Prizes (additional 6 books plus short write-up on why the reader loves NM): Free culture pass to all of NM's museums and monuments, in addition to Reading Roadrunner prizes, and entry into the drawing for one of the grand prizes

Grand Prizes (winners selected at random):

Hot air balloon ride with Governor Martinez and family four-pack of admission tickets to the Albuquerque International Balloon Museum (2 readers)

NM True all-inclusive family vacation to Ruidoso (1 reader)

NM True all-inclusive family vacation to Red River (1 reader)

Real-life fossil digging adventure and star gazing trip to Socorro (2 readers)

Tour of a movie/TV set in New Mexico and behind-the-scenes tour (plus four-pack of admission tickets) to the New Mexico Museum of Natural History (2 readers)

Community Reading Competitions: For the "New Mexico True" reading challenge only, the mid-size city and small town that has the highest level of student participation in the reading competition will receive a free community-wide reading celebration, hosted by the Governor and sponsored by Comcast.

Students can pick up the "New Mexico True" brochure and reading log at any of the State's 8 museums and 8 historical monuments, as well as at public libraries throughout New Mexico. It can also be downloaded and printed at the [Public Education Department Website](#).

I'm a Reading Animal Summer Challenge

Eligibility: Runs May 22 through August 1, open to incoming 2nd, 3rd, and 4th graders

Sponsored by: State of New Mexico; City of Albuquerque, ABQ BioPark and New Mexico BioPark Society; Greater Albuquerque Chamber of Commerce; and Albuquerque Hispano Chamber of Commerce

Reading Bug Prizes (6 books): Certificate from Governor Martinez and Mayor Richard Berry, and a coupon for free animal crackers at the zoo

Reading Animal Prizes (additional 6 books plus short write-up on the reader's favorite book): Free admission ticket to the ABQ BioPark, in addition to the Reading Bug prizes, and entry into the drawing for the Zookeeper Awards and the Grand Prize

Zookeeper Awards (winners selected at random): Be a Junior Zookeeper for a day at the ABQ BioPark (4 readers)

Grand Prize (winner selected at random): An all-expenses-paid family trip to Disney's Animal Kingdom in Orlando, Florida, provided by the Greater ABQ Chamber of Commerce and the ABQ Hispano Chamber of Commerce (1 reader)

Students can pick up the "I'm a Reading Animal" brochure and reading log at the ABQ BioPark or the New Mexico BioPark Society office. It can also be downloaded and printed at the [Public Education Department Website](#).

Nothing but Net Lobo/Aggie Summer Reading Shootout

Eligibility: Runs May 22 through August 1, open to incoming 2nd, 3rd, and 4th graders. Students choose whether to compete for the Lobo or Aggie prizes based upon which school's reading log they submit

Sponsored by: State of New Mexico; University of New Mexico Athletic Department; and New Mexico State University Athletic Department

"Lay Up" Prizes (6 books): Certificate from Governor Martinez and the head basketball coach from either the Lobos or the Aggies, and a free Lobo or Aggie sports poster

"Slam Dunk" Prizes (additional 6 books plus short write-up on the reader's favorite book): Free New Mexico True Lobo or Aggie basketball, in addition to the "Lay Up" prizes, and entry into the drawing for the Grand Prize

Grand Prize (winners selected at random):

Meet Lobo men's head basketball coach Craig Neal, free tickets to a Lobo men's game, take part in a center-court ceremony at The Pit, and an autographed Lobo men's basketball (3 readers)

Meet Lobo women's head basketball coach Yvonne Sanchez, free tickets to a Lobo women's game, take part in a center-court ceremony at The Pit, and an autographed Lobo women's basketball (3 readers)

Meet Aggie men's head basketball coach Marvin Menzies, free tickets to an Aggie men's game, take part in a center-court ceremony at The Pan Am Center, and an autographed Aggie men's basketball (3 readers)

Meet Aggie women's head basketball coach Mark Trakh, free tickets to an Aggie women's game, take part in a center-court ceremony at The Pan Am Center, and an autographed Aggie women's basketball (3 readers)

Students can pick up the "Nothing but Net" brochure and reading log at any of the various basketball camps run by the Lobos or Aggies throughout the summer, or at each school's merchandise store and ticket office. It can also be downloaded and printed at the [Public Education Department Website](#).

Club Read

Eligibility: Runs March 13 through July 17, open to incoming pre-schoolers through fifth graders

Sponsored by: Dion's and the Albuquerque Isotopes; promoted by the State of New Mexico

1st Home Run Prizes (6 books): A backpack and second scorecard

2nd Home Run Prizes (additional 6 books): Club Read t-shirt, a new book, a ticket to an Isotopes non-restricted Monday-Thursday game and coupon for a small drink at Isotopes Park during a game, in addition to the 1st Home Run prizes and entry into the drawing for the Grand Prize

Grand Prize (winners selected at random): Club level seat tickets as Orbit's guest at an Isotopes game, honorary ceremonial first pitch, an autographed baseball, a large pizza during the game, and a \$20 Dion's gift certificate (4 readers)

Students can pick up the "Club Read" brochure and their first reading log at any Dion's restaurant in the metro area and at Isotopes Park. It can also be downloaded and printed at www.Dions.com, www.ABQIsotopes.com, or the [Public Education Department Website](#).

The brochure for each reading challenge provides details on how readers should submit their completed forms and other materials. Participating students must be New Mexico residents, and eligibility will be verified for any grand prize winner.

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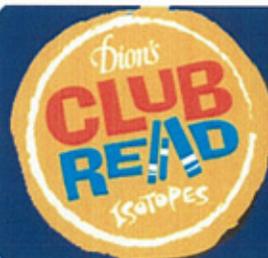
NM Public Education Department



NM Reads to Lead!

The New Mexico Reads to Lead 2013 Summer Challenge is a free reading program dedicated to stopping the "summer slide" by encouraging our New Mexico students to read more books over the summer break. Reading is the foundation for learning, and when our students read well, they are better positioned to succeed academically, in the workplace and in life.

Click on the links below to download and print a Reading Log for each reading challenge. You must fill out and return a reading log to claim your prizes and be entered for a chance to win one of several GRAND PRIZES.



Club Read Program

Grand Prize: Throw out the first pitch at an Isotopes game, get an autographed baseball, and free pizza!

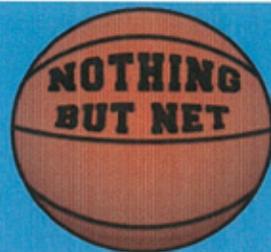
Read to win an Isotopes backpack and free tickets to an Isotopes game!



I'm a Reading Animal Summer Challenge!

Grand Prize: All expenses paid family trip to Walt Disney's Animal Kingdom in Disneyworld!

Four winners will be chosen to be a zookeeper for a day at the Albuquerque BioPark!



Nothing but Net Lobo/Aggie Summer Reading Shootout

Grand Prize: Meet a Lobo or Aggie head coach, be recognized at midcourt during a game, and win a free autographed basketball from the team!

Read to win a Lobo or Aggie team poster and basketball!

Choose a **Lobo** or **Aggie** Reading Challenge

NEW MEXICO True
READERS

New Mexico True Summer Reading Challenge

Grand Prizes: A hot air balloon ride with Governor Martinez, a NM True family vacation to Ruidoso or Red River, a tour of a film set and backstage passes to the Natural History

LEADER

Museum, and a trip to a real-life fossil dig in New Mexico!

For mid-sized and small communities in New Mexico with the most participating readers, the State of New Mexico and Comcast are going to throw a community-wide party recognizing their accomplishments, with free food, games, and lots of fun!

If you need ideas on what books to read this summer, click here for a good summer reading list

Participants must be New Mexico residents who are entering the 2nd, 3rd, or 4th grade, in the upcoming school year, or ages 7-10 (different age eligibility applies for the Dion's Club Read program). Grand prize winners are selected in a random drawing. Eligibility requirements will be verified for all grand prize winners.

[Link to Contest Rules](#)

Sponsors



X-TREME-LEE FUN BALLOON ADVENTURES

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