



PED

New Mexico Public Education Department



State-Tribal Collaboration Act Annual Report

Report on Programs and Priorities

Hanna Skandera
Secretary of Education

Dr. Ferlin Clark
Assistant Secretary for Indian Education



The State of New Mexico
State-Tribal Collaboration Act
Annual Report
July 2014

Susana Martinez
Governor

Hanna Skandera
Secretary of Education

Required Notice

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Executive Summary

The New Mexico Public Education Department (PED)—with its different divisions and bureaus—has been actively engaged with pueblos, tribes, and nations, and the school districts serving American Indian students. This effort is foreseen as 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 State Standards (CCSS), and Assessment
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Special Education
- Literacy Program
- Information Technology
- Indian Education Division
- PED—Bureau of Indian Education (BIE) Memorandum of Understanding
- Strategic Planning
- Charter Schools
- Agency Meetings
- Bilingual Multicultural Education Bureau
- Centers for Disease Control and Prevention (CDC) Grant—Promoting Adolescent Health Through School-Based HIV/STD Prevention and School Based-Surveillance, 2013

The purpose of this report is to provide information required by Indian Education Act to stakeholders involved with Indian Education in New Mexico. Research for this report included a review of current activities and interviews with the Indian Education Division (IED).

The major findings indicate that while there is a need for continued and dynamic collaboration pathways. Such pathways should be seen as a way of enriching the Native American students' educational experience currently being offered by New Mexico school districts.

While it is clear that student needs will vary, this report recommends that continuous development and implementation of successful education strategies for New Mexico Native American students will support the following:

- Cultural Competency
- College and Career Readiness
- Graduation

Statutory Requirement

The State-Tribal Collaboration Education Act is a regulatory requirement of **Subsection C of Section 18.11.1 NMSA 1978** and requires that the PED issue this report. This section describes the laws and rules that apply to the State-Tribal Collaboration Education Act in relevant part as follows:

- C. No later than July 31 of every year, a state agency shall submit a report to the Indian affairs department on the activities of the state agency pursuant to the State-Tribal Collaboration Act, and the Indian affairs department shall compile all such reports for submittal to the governor and to the legislature. The report shall include:
- (1) the policy the state agency adopted pursuant to the State-Tribal Collaboration Act;
 - (2) the names of and contact information for the individuals in the state agency who are responsible for developing and implementing programs of the state agency that directly affect American Indians or Alaska Natives;
 - (3) the current and planned efforts of the state agency to implement the policy set forth in Subsection A of Section 3 of the State-Tribal Collaboration Act;
 - (4) a certification by the state personnel office of the number of managers and employees of each state agency who have completed the training required by Subsection B of this section;
 - (5) a description of current and planned programs and services provided to or directly affecting American Indians or Alaska Natives and the amount of funding for each program; and
 - (6) the method the state agency established for notifying employees of the state agency of the provisions of the State-Tribal Collaboration Act.

1. The policy the PED adopted pursuant to the State-Tribal Collaboration Act

The policy and procedures used while working with New Mexico's tribes and pueblos is fluid and dynamic. This requires a constant and consistent relationship which cannot be captured by a policy, but rather is practical and relevant. The many collaborative outreach activities to tribes and pueblos are a reflection of the PED's commitment to engage in meaningful dialogue that improves the opportunities for American Indian students to succeed both academically and culturally.



2. PED—Indian Education Division

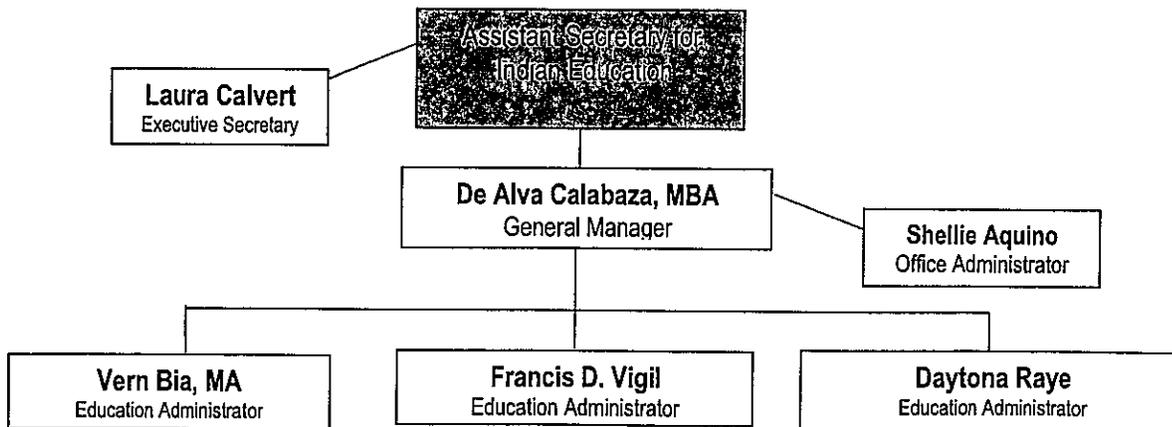
The Indian Education Division is charged with facilitating and achieving the following:

- fulfilling IED's 11 purposes
- Promulgating rules
- coordinating with higher education entities
- performing 17 duties
- collaborating with an advisory council
- providing reports
- administering Indian Education funds

Indian Education Advisory Council Members	
Name	Nation
Dr. Florinda Jackson	(Navajo Nation)
Cynthia Aragon	(Navajo Nation)
Pauline Billie	(Navajo Nation)
Treva Roanhorse	(Navajo Nation)
Vacant	(Mescalero Apache Tribe)
Claudia Vigil-Munoz	(Jicarilla Apache Nation)
Audrey Simplicio	(Southern Pueblo)
Gilbert Sanchez	(Southern Pueblo)
Vernon Lujan	(Northern Pueblo)
Paula Gutierrez	(Northern Pueblo)
Keith Franklin-Albuquerque	(Urban Indians)
Vacant-Gallup	(Urban Indians)
Tina Deschenie-Farmington	(Urban Indians)
Vacant	(Bureau of Indian Affairs—At Large)
Dr. Myrna Dingman	(Head Start—At Large)
Dr. Sylvia Rodriguez	(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.

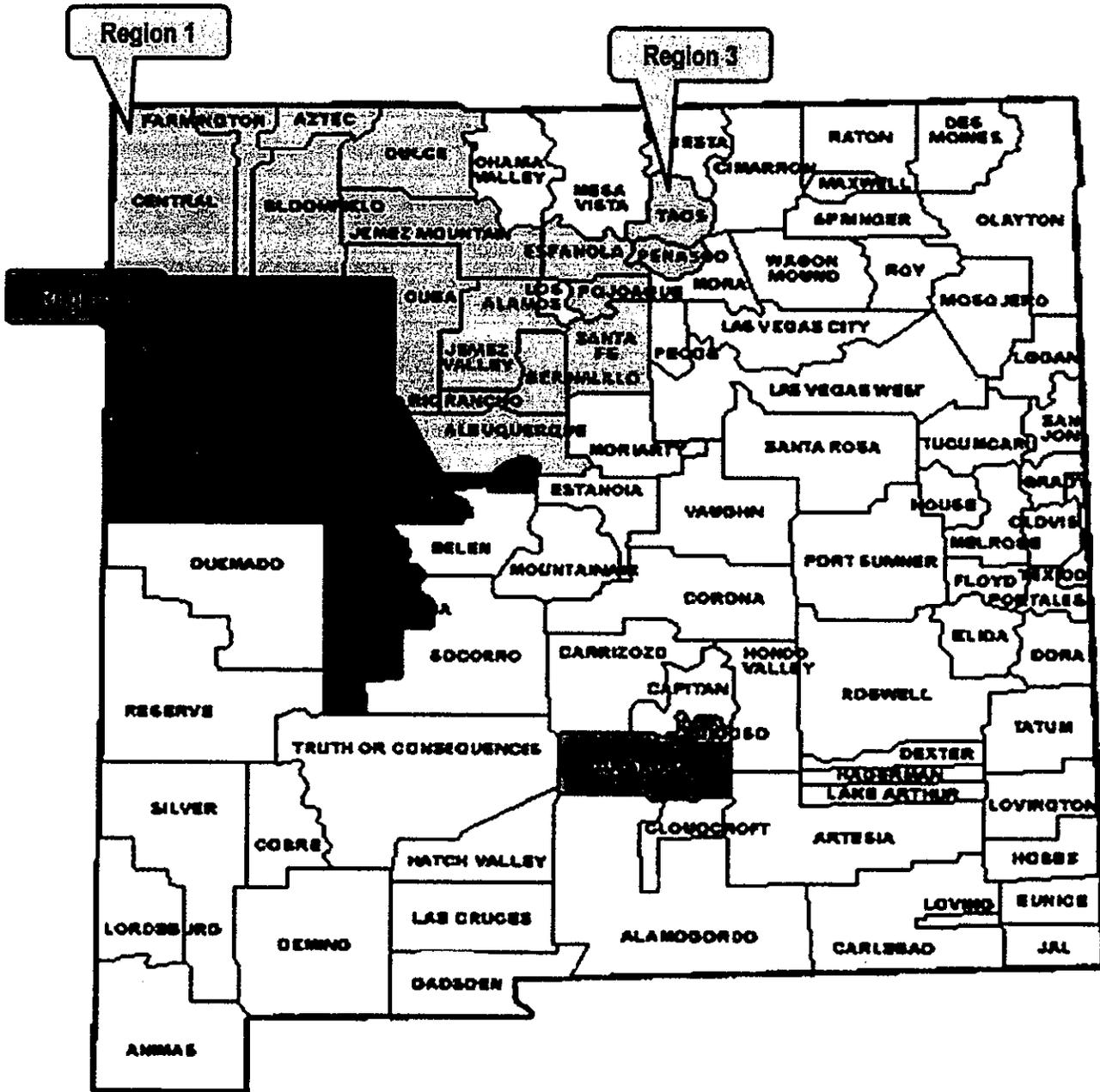


Regionalizing Service Areas

The PED-IED will be providing services to students, schools, and tribes/pueblos through a regional approach. 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 - NW Shiprock Office			
School District	22 NM Tribes	Other	Pueblo/Tribe/Nation
Bloomfield	979	20	Navajo Nation
Farmington	3471	337	Urban
Central Consolidated	5618	76	Navajo Nation
Cuba	200	*	Navajo Nation
Aztec	455	33	Navajo Nation
Dulce	618	18	Jicarilla Apache
Total NM	11,341	484	
Total of All NA students			
Region II - NW Gallup Office			
School District	22 NM Tribes	Other	Pueblo/Tribe/Nation
Zuni	1283	5	Zuni
Magdalena	176	*	Navajo Nation
Gallup-McKinley	9376	117	Navajo Nation and Zuni
Los Lunas	290	*	Isleta Pueblo
Grants-Cibola	1567	45	Laguna, Acoma, and Navajo Nation
Total NM	12,692	167	
Total of All NA students			
Region III - Santa Fe Office			
School District	22 NM Tribes	Other	Pueblo/Tribe/Nation
Bernalillo	1212	37	Gochiti, Santo Domingo, San Felipe, Sandia, and Santa Ana
Albuquerque-APS	4370	558	Urban
Jemez Valley	266	*	Zia and Jemez
Jemez Mountain	91	*	Navajo Nation
Peñasco	23	*	Picuris
Española	215	19	Ohkay Owingeh and Santa Clara
Pojoaque	276	33	San Ildefonso, Nambé, Pojoaque, Santa Clara, Ohkay Owingeh, and Tesuque
Taos	213	23	Taos
Rio Rancho	576	100	Urban
Santa Fe	263	94	Urban
Ruidoso	397	21	Mescalero Apache
Tularosa	119	*	Mescalero Apache
Walatowa Charter	49	*	
Total NM	8,070	885	
Total of All NA students			
*less than ten			

Indian Education Division Service Area Map
 (Service is based on the largest number of Native American students.)



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3. PED Current and Planned Efforts

2014 Collaborative Activities

The Public Education Department's (PED) Indian Education Division has been engaged in the following conferences, workshops, information sessions, activities, and formal agreements to improve education achievement and accountability for American Indian students in New Mexico:

- Convened Federal Impact Aid Funds Information Sessions to provide an explanation of Indian Policies and Procedures. The importance of source verification methods, and a description of the State Equalization Guarantee (SEG) and the relationship of Impact Aid funds (categorical and non-categorical). Discussion regarding the Indian Policies and Procedures (IPP) document in meeting the eight "equal education opportunity" elements of Impact Aid funds. Although the federal IPP does not require a tribal official signature as does the New Mexico Indian Education Act, there is an expectation for the school district to engage in meaningful and transparent consultation with the tribes/pueblos who reside in the particular school district applying for federal Impact Aid Funds.
- Convened an Information Session on the history and purpose of New Mexico's SEG funding mechanism, including the calculation of Impact Aid funds received by certain New Mexico school districts regarding "federal connectedness" of students and land. The dialogue between school districts, tribes, and pueblos regarding Impact Aid funds and how the SEG distribution are determined have been meaningful for all entities as funding resources for school operations, instruction, and maintenance become increasingly important.
- The Bureau of Indian Education Executive Director, Dr. Monty Roessel, provided a report on the tentative education plans for New Mexico BIE schools and students at the 2013 New Mexico Indian Education Summit. Dr. Roessel outlined the BIE's goal to increase reading and writing proficiency rates to 60 percent, from the current 30 percent rate.
- At the 2013 Indian Education Summit, the Nenahnezad Bureau of Indian Education community school presented how it has implemented components of the Common Core State Standards into their school and curriculum. As American Indian students transfer between BIE and public schools, it is becoming increasingly important to collaborate with BIE schools.
- Formalizing an agreement with the Bureau of Indian Education-New Mexico regarding assessment (data, instruments, and reporting) collaboration with PED. The Indian Education Division convened all New Mexico pueblo and tribal education directors on February 3, 2013 to share the 2005 Memorandum of Understanding (MoU) between the PED and the BIE which was nullified because the tribes and pueblos were not aware or involved in the discussions regarding the MoU. As such, the PED and the BIE, along with tribal and pueblo education officials, discussed elements of the MoU and the process to approve a revised document. The PED reviewed and drafted a MoU, containing elements of the prior MoU, and returned it to the BIE for their review. The BIE Solicitor commented on the March 2014 draft and the edited draft was returned a final time to the PED in June 2014. The PED reviewed and agreed to the edited draft, and the final draft was sent to tribal and pueblo education directors and governors, chairmen, and presidents in late June. On July 10th, a meeting with all stakeholders was held in Albuquerque to review and discuss the contents of the MoU and to agree upon its final version. The BIE and the PED have agreed, with consultation of tribal and pueblo leaders, on the MoU. The final MoU will be signed on July 17, 2014.

- Convened K–12, higher education, and national/state/community non-profit organizations in an effort to form collaborative partnerships with tribes and pueblos to improve educational opportunities for American Indian students. The goal is to form alliance opportunities in the following areas: language and culture, American Indian education pipeline, parents and community partnerships, bridge programs, vocational-technical training, health and wellness, action planning, and collaboration. Recognizing that one state education program cannot affect education improvement alone, the Indian Education Division formed partnerships with the Southcentral Comprehensive Center, the Institute of American Indian Arts, and numerous other non-profit education, health, and community organizations to address areas of concern and interest.
- Partnered with Regional Technical Assistance Center—Southcentral Comprehensive Center (SCCC—based at the University of Oklahoma) to identify issues and provide technical assistance to tribes/pueblos and school districts through the IED. The SCCC provides resources to school districts in Oklahoma, Arkansas, Louisiana, and New Mexico to implement the common core state standards, assessment, culturally-relevant curriculum, and other areas of need through the respective state education agencies.
- Coordinated a Technical Assistance-Community Workshop with the College Board on materials and resources available from the College Board to schools, parents, and students as part of the Native American Student Advocacy Institute (NASAI) at the University of New Mexico. The College Board provided information on Advance Placement, SAT and AccuPlacer Testing instruments, waivers for low-income students taking the SAT, and other college readiness materials.
- Organized the 2013 New Mexico Indian Education Summit with the Institute of American Indian Arts in with over 120 registered participants attending. The Indian Education Act requires collaboration with higher education entities within the State of New Mexico regarding a seamless transition program for American Indian students. This Summit allowed for discussion and partnership opportunities between public schools, universities, tribal colleges, tribes, and pueblos.
- Organized the 2014 New Mexico Indian Education Building Alliances Conference with the Institute of American Indian Arts in with over 150 registered participants attending. The Indian Education Act requires collaboration with parents, tribal departments of education; community-based organizations; the department of education; universities; and tribal, state, and local policymakers to work together to find ways to improve educational opportunities for American Indian students by building partnerships and collaborating efforts. This conference allowed for discussion and building partnership opportunities between public schools, universities, tribal colleges, tribes, and pueblos.
- The Indian Education Division (IED) established three regions statewide to provide services and technical assistance to school districts, tribes, and pueblos. All three regions and the central office of the Indian Education Division are fully staffed to implement the purposes and duties of the Indian Education Act. Visibility, access, and collaboration have been increased between the IED, the school districts that serve American Indian students, and tribes/pueblos.
- Established formal agreements with the Central Consolidated School District and the Gallup McKinley County School District to house Indian Education Division staff at those specific locations as part of IED's regionalization plan. Although IED education administrators are being housed at the two school districts, they are assigned to collaborate with the school districts and tribes/pueblos within their particular region. Access, visibility, and collaboration are central elements to the regionalization plan.
- Convened required meetings of the Indian Education Advisory Council (IEAC). Members of the IEAC and the IED staff developed the following shared mission and vision statement for Indian Education in New Mexico:

Mission:

"To increase American Indian student academic and cultural achievement through culturally-relevant pedagogy, native language, and collaborative partnerships."

Vision:

"All American Indian students will become proficient in academic, cultural, and leadership standards to become productive and contributing members of their pueblo/tribe/nation and state."

The IEAC also prioritized four purposes of the Indian Education Act which enables school districts to submit proposals to receive funds for the School District Initiative, including

1. ensuring equitable and culturally relevant learning environments, educational opportunities, and culturally-relevant instructional material;
 2. ensuring maintenance of native language;
 3. encouraging parental involvement; and
 4. developing collaborative partnerships with school districts, the Bureau of Indian Education, urban American Indian organizations, and tribal governments.
- Draft rules for the continued implementation of the Indian Education Act have been developed and submitted to the Office of Legal Counsel, the deputy secretary of policy, and the deputy secretary of finance and administration. The state of New Mexico stipulates specific steps and procedures in the rule-making process, and these steps will be followed upon approval of the draft rules for the Indian Education Act.
 - Assistant secretary and staff meet regularly with tribal and pueblo leadership throughout the year. The IED meets with all tribal and pueblo leaders every year in compliance with the government-to-government provisions of the Indian Education Act. Individual tribal/pueblo leadership meetings are held as well to allow for presentation, discussion, and questions and answers related to grades, parental involvement, Indian Education funds, Impact Aid, language activities, and other areas of concern and interest.
 - Per the State-Tribal Collaboration Act, the IED, in collaboration with the various bureaus and divisions of the PED, develop the State Tribal Collaboration Report by July 31st of each year. Cultural competency classes have been offered to staff of the PED. The report outlines how the different programs and funds from the PED are directed and utilized by the school districts, tribes, and pueblos for the education of American Indian students in the state.
 - Advocated for the inclusion of students with disabilities into the Education for Parents of Indian Children with Special Needs (EPICS), including funding and programming. Information and advocacy for students with disabilities are shared at IED meetings, including the Indian Education Summit, information sessions, Indian Education Advisory Council meetings, and South Central Comprehensive Center meetings.
 - Coordinated Governor Martinez's visit to Central Consolidated School District to celebrate Nizhoni Elementary School students reading the largest number of books in the governor's Reading Challenge Initiative.
 - Convened language workshops in partnership with the PED Bilingual Multicultural Bureau to provide information and explanation of bilingual education funds and programs, as well as Indian Education Language funds. Brought together tribal/pueblo and school district language staff to coordinate language programs and services. Two sessions have been held to provide information on the differences and similarities between the IED and the Bilingual Multicultural Education Bureau, including curriculum, tribal certification, state licensure, funding requirements, implementation, assessment, and oral history modalities.

- Provided a \$400,000 grant through a competitive Request for Proposal process to Teach for America (TFA), in partnership with the Growing Educators for Native American Communities (GENAC), to increase “Teaching Support” at schools with significant numbers of American Indian students.
- Provided a \$300,000 grant through a competitive Request for Proposal process to the Save the Children organization to increase reading literacy of American Indian students attending school districts that serve a significant American Indian student population. A \$300,000 match is required.

Report from PED Divisions and Bureaus

Other PED Divisions and Bureaus activities and accomplishments related to American Indian student education include the following:

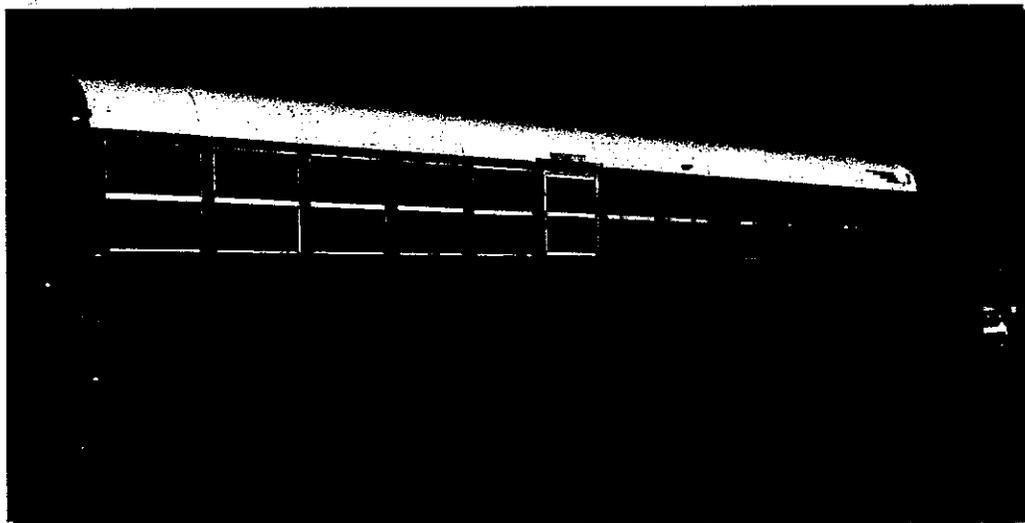
- Translated College Board’s Advance Placement (AP) materials for students who aspire to take Advance Placement courses
- Provided financial and technical assistance support to NM schools who serve students with disabilities through a contract with EPICS to provide workshops for parents on special education topics
- Provided funds to schools that provide K–3 Plus as part of New Mexico Reads to Lead! Initiative to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap, increases cognitive skills, and improves test scores
- Provided training on New Mexico’s Common Core State Standards to all NM schools through various regions, including schools that serve a significant American Indian population
- Continued the New Mexico Raise the Roof Initiative that provides teachers, reading coaches, and administrators family reading workshops to increase access to voluntary, high-quality PreK programs, expands early childhood community capacity, focuses on school readiness, and supports linguistically and culturally appropriate curriculum
- The Bilingual Multicultural Education Act of 2004, including the Title III and English Language Acquisition (ESEA 2009), are administered by the Bilingual Multicultural Education Bureau, and they work with all schools who receive bilingual education funds, including those school districts who enroll a significant American Indian student population.
- Implemented the Center for Disease Control (CDC) grant, Promoting Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance to reduce HIV infection and other STD among adolescents, including disparities and infection
- Administered the NM Youth Risk and Resiliency Survey to help school districts, schools, students, and communities to develop and implement sustainable program activities and interventions to improve the sexual health of all middle and high school students
- The PED School and Family Support Bureau works with all school districts to support HIV/STD prevention, education, and sexual health care targeting young adults.
- The Information Technology Bureau hosts an annual Data Conference to assist school districts who serve large American Indian populations to accurately and timely submit data on New Mexico’s 22 tribal and pueblo students, including those who are not enrolled members of New Mexico’s tribes and pueblos. Such data are compiled in the annual Tribal Education Status Report and are figured into Impact Aid and State funds awarded to school districts by the federal government and the State of New Mexico respectively.
- The PED Priority Schools Bureau collaborates with NM public school districts that have struggling schools and the University of Virginia’s Darden School of Business to support school leaders in reconfiguring school resources, and they appropriately assign resources to address challenges with the goal of improving teaching and learning opportunities.



Policy, Common Core State Standards, and Assessment

The current targeted PED priorities aligning with policy, CCSS, and assessment are as follows:

- As part of the advanced placement roll out, the PED is translating parent information into Navajo and will be piloting Pre-AP coursework in middle and high schools that have high Native American populations. Specific sites are yet to be determined.
- The PED is developing Common Core modules to support culturally responsive instruction. The Native American Community Academy (NACA) is highlighted as a school that provides culturally responsive instruction aligned to the CCSS.
- The Gates Foundation is supporting collaboration with the National Indian Education Association (NIEA) on culturally responsive instruction with Jemez and Zia pueblos.
- Culturally Linguistically Diverse (CLD) modules have been discussed at several meetings. The discussion included the professional development model to be used and how the PED modules can support their work.
- With the additional 15 percent CCSS English language arts (ELA) standards adopted by New Mexico that focuses on culturally responsive instruction, providing professional development to support teachers with culturally and linguistically diverse students is a major priority in the Common Core trainings being offered.
- The PED is working with Solution Tree, an educational publisher, to identify online courses that address culturally and linguistically responsive instruction. We are hoping to include these as part of the free Common Core professional development offered to teachers across the state.
- The PED has offered a CLD online course and has asked for feedback and input from educators at the various tribes and pueblos across the state.
- Dr. Icela Pelayo, PED Bilingual Multicultural Education State Director, has applied for, and received, a large grant from the W.K Kellogg Foundation to provide statewide professional development on culturally responsive instruction to teachers.



State-Tribal Education Partnership (STEP)—the PED and the Navajo Nation

The Navajo Nation has formalized a Data Sharing Agreement with the PED regarding Navajo students attending New Mexico public schools. In August 2012, the PED and the Navajo Nation entered into a Family Educational Rights and Privacy Act (FERPA) agreement that allows Navajo student data to be shared between the two entities when Navajo students are attending New Mexico public schools. The original FERPA agreement expired in June 2013, and it was renewed in May 2014 as a Data Sharing Agreement for a four-year term. The new agreement includes data sets identified in the State Tribal Education Pilot (STEP) partnership agreement between the Navajo Nation's Department of Dine' Education (DODE) and the PED.

The DODE is implementing elements of the STEP with the Navajo Nation Department of Dine' Education in collaboration with the Gallup McKinley County School District and the Central Consolidated School District. The Navajo Nation's STEP leadership changed which delayed meetings between all parties. A new coordinator has been hired to lead the program. Two staff members were also hired by the Navajo Nation STEP program and are now housed at the two partner school districts. The STEP is funded by the U.S. Department of Education. The Navajo Nation-New Mexico PED partnership is one of four STEP awards provided to states and tribes from throughout the United States.



Literacy Program—K–3 Plus Program

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:

District	Schools	Total FY14 Funding to Districts
Central Consolidated Schools	8	\$1,330,562.00
Gallup-McKinley County Schools	19	\$1,048,030.00
Grants/Cibola County Schools	5	\$386,918.00
Jemez Valley Public Schools	1	\$38,472.00

The purpose of New Mexico PreK is to the following:

- **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**

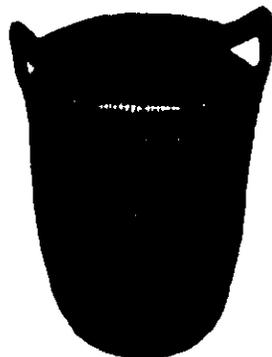
2. The districts listed below received grades K–3 **New Mexico Reads to Lead!** funding in 2013–2014 to provide reading coaches, professional development, and reading intervention materials. In addition, a K–3 formative assessment was provided at no cost for districts to provide ongoing student progress monitoring data to assist teachers in providing targeted reading instruction. More funds are available for districts and charter school to apply for 2014–2015 **New Mexico Reads to Lead!** funding.

New Mexico Reads to Lead! Funding for 2013–2014	
District	Total FY14 K–3 Reading Funding to Districts
Gallup-McKinley County Schools	\$195,000.00
Albuquerque Public Schools	\$1,060,500.00
Raton Public Schools	\$97,500.00
Ruidoso Municipal Schools	\$97,500.00
Bernalillo Public Schools	\$130,000.00
Aztec Municipal Schools	\$130,000.00
Los Alamos Public Schools	\$130,000.00
La Promesa Charter School	\$50,000.00
Pecos Independent School District	\$50,000.00
Española Public Schools	\$130,000.00
Central Consolidated Schools	\$162,500.00
Santa Fe Public Schools	\$195,000.00
Lovington Municipal Schools	\$130,000.00
Moriarty-Edgewood School District	\$130,000.00

3. **Readers Raise the Roof!** parent materials translated into Navajo (available Spring, 2014)
In conjunction with the statewide **New Mexico Reads to Lead!** initiative, the PED 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 Municipal Schools, Central Consolidated Schools, and Gallup-McKinley County Schools were included in these train-the-trainer opportunities. This is an ongoing resource.
4. **PreK Program** funding for four-year-old children was provided for the following districts serving Native American students in FY14:
- Albuquerque Public Schools—\$2,463,000.00
 - Bernalillo Public Schools—\$564,198.00
 - Bloomfield Schools—\$426,720.00
 - Central Consolidated Schools—\$1,158,000.00
 - Cuba Independent Schools—\$63,072.00
 - Farmington Municipal Schools—\$580,000.00
 - Gallup-McKinley County Schools—\$595,670.00
 - Grants-Cibola County Schools—\$240,000.00
 - Jemez Valley Public Schools—\$59,000.00
 - Los Lunas Public Schools—\$408,606.00
 - Magdalena Municipal Schools—\$40,874.00
 - Pojoaque Valley Schools—\$105,000.00
 - Rio Rancho Public Schools—\$1,137,252.00
 - Santa Fe Public Schools—\$660,000.00
 - Taos Municipal Schools—\$108,000.00
 - Zuni Public Schools—\$60,000.00

Information Technologies (IT) Division—Data Collection and Reporting

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

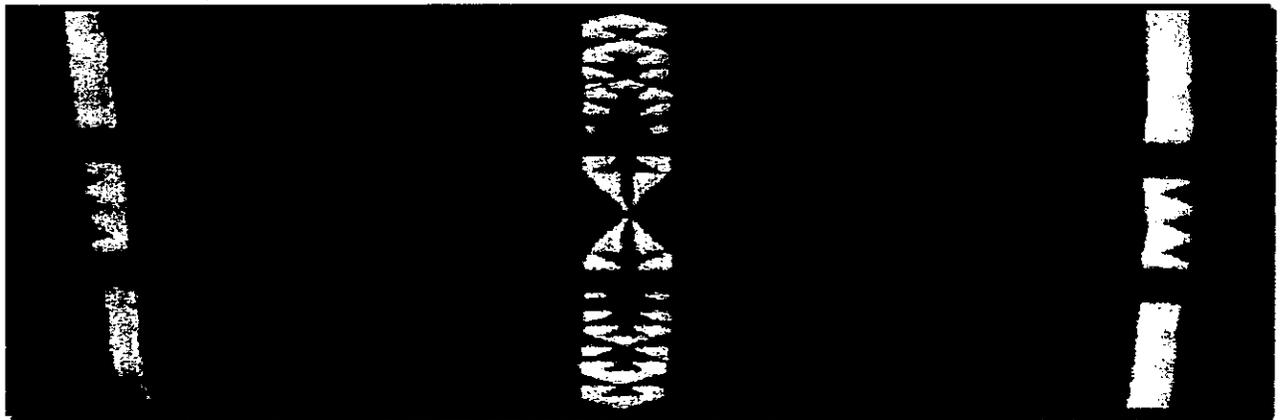


Dialogue Sessions—Creating Communication Pathways

The IED has hosted numerous 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 concern and interest. IED co-hosted two American Indian Education Summits held on November 21–22, 2013 and April 3–4, 2014.

This communication and collaboration is an important element within the Indian Education Act and was a commitment made by Governor Martinez and Secretary Skandera to tribes and pueblos at the State-Tribal Leaders Summit 2013. The IED has visited informally and formally all tribes and pueblos in New Mexico demonstrating a commitment to strengthen our collaborative partnerships. Assistant secretary and/or staff meet regularly with education and political tribal and pueblo leadership (not including Feasts):

Pueblo/Tribal Visits	
Tribe/Pueblo	Recent Date of Visit
Kewa (Santo Domingo)	5/19/14
San Felipe	5/20/14
Zuni	5/28/14
Ohkay Owingeh	6/9/14
Santa Ana	2/12/14
Picuris	3/12/14
Santa Clara	3/11/14
Taos	3/25/14
Pojoaque	5/6/14
Acoma	6/3/14
Isleta	5/9/14
Mescalero	5/20/14
Jicarilla	6/26/14
Zia	5/19/14
Jemez	Teleconference
Navajo Nation	6/20/14
Laguna	2/24/14
Cochiti	2/12/14
Nambe	3/12/14
Tesuque	4/24/14



Agency Meetings

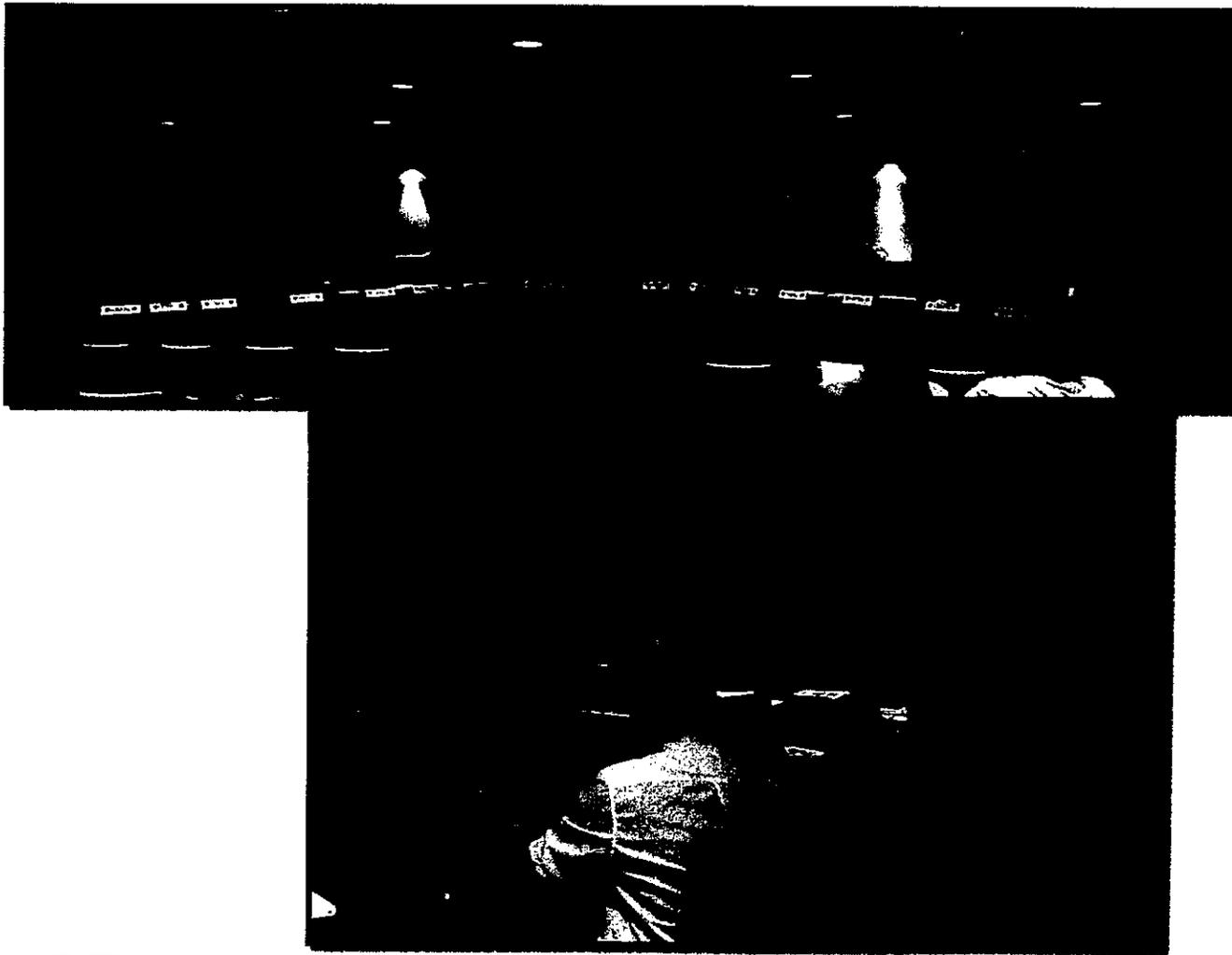
There is no time allotted to engage in meaningful discussions between agencies and/or departments, although State-Tribal Liaison meetings are conducted. For the PED and the IED, it is logical for our division to meet and coordinate activities with the Higher Education Department, the Indian Affairs Education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

Follow-up Meetings with Grant Recipients

Teaching Support and Rural Literacy grant meetings have been held with tribes and pueblos—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, 22 tribal/pueblo language programs, Save the Children, and Teach for America will be providing updates on their projects to the senior team of the IED.

Meetings with Stakeholders

The Indian Education Division met with the National Indian Education Association, the South Central Comprehensive Center from Oklahoma; Appleseed, Inc.; Future's for Children; Southwest Youth Services; and the College Board to discuss possible partnerships and collaboration.



4. Training supporting communication, collaboration, and cultural competency

State Personnel Certification of Training	
Type of Training	Agency Numbers SY 2013–2014
Promotion of effective communication and collaboration between state agencies and Indian nations, tribes, or pueblos	40+
Development of positive state-tribal government-to-government relations	40+
Cultural competency in providing effective services to American Indians or Alaska Natives	10+

5. Indian Education Programs—Funding

Tribal Language Sustainability Grants

The PED Indian Education Division provides \$30,000 (\$660,000) to each of New Mexico's tribes and pueblos to "ensure maintenance of native languages" as prescribed by the Indian Education Act. The following tribes and pueblos receive funds to implement language revitalization, maintenance, and sustainability activities:

- Pueblo of Acoma**

The Acoma Keres Language Policy Project implements a program to revitalize, strengthen, and sustain the Keres language by 1) contracting a consultant to develop a "train the trainer" program, which would train four people, 2) creating a language policy, 3) collecting program data and developing program evaluation measures to support the program initiatives, and 4) developing curriculum.
- Pueblo of Cochiti**

The Cochiti Keres Revitalization Program (CKLRP) maintains and provides language instruction for its various language programs. The CKLRP initiative provides for a project coordinator and a Keres language teacher. Keres classes are offered at Santa Fe Indian School (SFIS), Bernalillo High School, and Cochiti Elementary and Middle Schools. In addition, the CKLRP is in the process of creating an initiative to create and identify a pipeline for tribal members to become Keres language instructors. The goal is to have young fluent speakers work at the Cochiti Summer Language Program.
- Pueblo of Isleta**

The purpose of the Isleta Language Program is to revitalize, strengthen, and sustain the Tiwa language by 1) creating partnerships to support the language program, 2) profiling language preservation through use of technology 3) providing professional development for lesson planning and curriculum development, 4) collecting program data for evaluation purposes, and 4) increasing the number of certified language teachers in the community. The program is providing Tiwa Language classes for ten to twelve tribal employees, approximately 135 high school students, 140 BIE elementary students, and 20 students from the Native American Community Academy in Albuquerque, NM.
- Pueblo of Jemez**

The "Language is Life" Project consist of the Jemez Language team, its partners, and its community members. The project supports the Towa language initiatives. The Pueblo of Jemez is making strides to encourage language preservation. The project is serving community schools and children by integrating a full immersion program into the early childhood programs. In collaboration with the Jemez Pueblo Community library programs, the project has established a strong foundation in planning, building, and implementing arts and cultural education interactions.

- **Jicarilla Apache Nation**

The purpose of the Jicarilla Apache Department of Education's (JADE) language program is to define, develop, and integrate a community-based language program. Through meeting with tribal entities and inter-departments, the JADE language program would like to conduct a tribal needs analysis of the language program within the community. The needs analysis would serve as a guide for the development, integration, and implementation of a model culturally-relevant and history program that would support the educational system. The JADE language program would like to utilize the outcomes of the needs analysis to formulate programming and partnerships that are reflective of the goals, outcomes, and visions of the Jicarilla Apache Nation and its members.

- **Pueblo of Laguna**

The Pueblo of Laguna's, Laguna Community Foundation (LCF)—a non-profit organization—provides the oversight for the implementation of "The Community Engagement Projects" (CEP). The CEP's purpose is to implement a program to revitalize, strengthen, and sustain the Keres language by 1) engaging the community in discussions regarding language loss, 2) distributing and collecting a language survey, and 3) promoting activities to support and revitalize the language.

- **Mescalero Apache Tribe**

The Mescalero Apache Tribal language program continues its program with the development of curriculum materials, traditional audio recordings of stories, and personal tribal member narratives. The Mescalero Tribe has a partnership with New Mexico State University in developing, creating, and archiving audio recording of the Apache language. The tribe is working to transcribe the audio recordings to a written language. The tribe is seeking additional resources to continue to support the curriculum development and curriculum materials.

The Mescalero Apache tribe has a language instructor who provides weekly language classes to tribal members. There are approximately 20–30 students who attend the weekly language classes. The tribe has the very low Apache language fluency rate of five percent among the approximate 3,500 tribal members. The language classes are offered to tribal departments to meet the need of revitalizing the language and culture.

- **Pueblo of Nambe**

The Pueblo has approximately twenty-three fluent speakers. Of those, three have made steady progress to work with the UNM Department of Linguistics since 2002 to develop materials for use in the classroom and home. In 2014, a calendar was completed from a database that serves as the primary source material for developing new material, editing, updating of classroom materials, and a printed dictionary. The Tewa language is offered at the Pojoaque Valley School District to enrolled Nambe Pueblo tribal students.

- **Navajo Nation**

The Navajo Nation's language program will implement a Summer Language Teacher Immersion Camp to revitalize, strengthen, and sustain the Diné language by 1) providing professional development for Navajo language teachers during the summer break, 2) creating courses, workshops, and agenda for the summer program, 3) creating partnerships to support the Strengthening Tribal Language Grant (STLG) initiatives, and 4) compiling data on program and language to promote language revitalization.

- **Pueblo of Ohkay Owingeh**

Ohkay Owingeh has established the Ohkay Owingeh language committee. One initiative of the language committee is to recruit elders. The elders would be able to provide assistance in developing a curriculum. A grant manager has been hired to administer and monitor the program. The role of the grant manager is to rediscover, recreate, and implement the language program using community surveys.

- **Pueblo of Picuris**

The Pueblo of Picuris' Tiwa Language Program is community-based, and classes are held at Picuris Pueblo Tribal administration office. Picuris Pueblo collaborates with the Peñasco Independent School District to ensure the preservation and revitalization of the Tiwa language for future generations. Tribal students are learning their native language and culture through language classes offered two days per week for two hours a day, in the community and on Friday.

- **Pueblo of Pojoaque**

The Pueblo of Pojoaque's Tewa Language has a school-based focus. To ensure the delivery of instructional materials to the Pueblo of Pojoaque tribal members age six to fifteen, a Tewa language teacher partners with five independent schools in Santa Fe. Twenty-two students are currently being taught for 30–75 minutes, two to four times a week. Santa Fe Public Schools are currently utilizing the Indigenous Language Institutes learner-driven curriculum in their programs.

- **Pueblo of San Felipe**

The Pueblo of San Felipe Keres Language Program was established in 2008. A community language survey was used to develop a community-based program/curriculum and to build partnerships with local schools. The San Felipe Education Department has gained clarity on which neighboring schools have had partnerships with the San Felipe Language and Culture Program.

In the summer of 2013, the Katishtya Early Literacy Program conducted a successful literacy and transition program. The program targeted entering kindergarten students. The success of the program led to the continuation of the 2014 Katishtya Early Literacy Program.

- **Pueblo of San Ildefonso**

The Pueblo of San Ildefonso's Tewa Language Program's initiative is to continue the development of a full immersion framework for learning of the Tewa language through a summer Culture and Language Camp at the Head Start Day School, as well as with other health and wellness initiatives for youth.

Since the inception of the Tewa Revitalization and Preservation Project in 2009, the Pueblo of San Ildefonso has entered into a Memorandum of Agreement (MoA) with the San Ildefonso Day School—a BIE school—to teach the Tewa language and culture. The MoA included the teaching of the Tewa language and culture for one hour a day, four days a week.

- **Pueblo of Sandia**

The Pueblo of Sandia Tiwa Language Program completed a needs assessment. The data compiled was not sufficient to determine community outreach and Tiwa language learning outcomes. Hence, a language program coordinator was hired. The language program has begun networking with the tribal childcare development center and tribal leadership to seek additional funding. The program continues to encourage community involvement to revitalize the use of the Tiwa language and culture.

- **Pueblo of Santa Ana**
 The Santa Ana Language and Culture Program is at the core of all activities held in Santa Ana Pueblo. It is guided by the Language Revitalization Support Team. The funds are used to support professional development for early childhood instructors. In conjunction with Adams State University, a teacher training program has been established to provide college courses. The language teachers have been certified and trained to begin full immersion of the heritage language in the infant room, in the toddler room, and in the preschool room.
- **Pueblo of Santa Clara**
 The mission of Santa Clara Pueblo is to strengthen the Tewa Language Program and English language literacy in the community. The Tewa Program, Indigenous Language Institute (ILI), University of New Mexico, and the Tewa Language Workshop Committee worked together to utilize language consultants to certify 11 tribal language teachers and mentors to teach at the nearby BIA school. Funds are used for language preservation by supporting a culture and language instructor/archivist to re-format and archive the Tewa Language dictionary and photographs for preservation purposes.
- **Pueblo of Santo Domingo**
 The Pueblo of Santo Domingo Kewa Keres Language Program (KKLP) identified and certified teachers for the Keres language. Thirty-nine certified teachers were identified to teach the language at Santo Domingo elementary and middle schools. The next steps for KKLP will be to expand and strengthen the Keres Language Program. KKLP will assist language teachers in developing appropriate teaching materials during the 2014 summer program for children and youth. The KKLP is in the process of hiring the necessary support staff to initiate and implement their desired programming.
- **Pueblo of Taos**
 The Pueblo of Taos Tiwa language program is center-focused on the Early Childhood Education Center for students ages one through five. The Tiwa language program has designed curriculum and lesson plans that include activities parents can utilize for reinforcement at home. This allows parents to enhance their own knowledge of language and culture, which leads to parent's sharing in their children's learning experience.
- **Pueblo of Tesuque**
 The Pueblo of Tesuque language program goals are to assure that the fluency rate is increased annually through use of modern technology, hands-on activities, and a combination of other methods. Classes are taught weekly by a Tewa teacher at the community school to teach students basic language skills, while they are enrolled at the Tesuque Elementary School. Tewa language is accessed through one- on-one instruction afterschool.
- **Pueblo of Zia**
 The Pueblo of Zia tribal leaders and the Zia Language Committee recognize that language revitalization and maintenance must be pursued and prioritized. Since 2007, the language committee has been in existence, but the roles of the curriculum-consultant and his priorities were undefined. With new personnel, the goal of the Tribal Education Program is to re-establish the language committee, define the processes for certifying Zia language teachers to teach at schools, and to look at language preservation differently. They are considering utilizing "hands-on" teaching methodology for youth and community members.

- **Pueblo of Zuni**

The Pueblo of Zuni has designated the Zuni Public schools (ZPSD) to implement the Zuni language program. The project implements a program to revitalize, strengthen, and sustain the Zuni language by 1) providing professional development in curriculum and best practices, 2) collecting data on community and language to support the language program activities, 3) supporting the 520 language certification process, 4) creating and publishing Zuni language materials and lessons, and 5) sharing and reporting data regarding the language maintenance and revitalization efforts.



FY14 Strengthen Tribal Language Grant

Tribe/Pueblo	Amount Allocated	Budget Amount	Expended Amount	Balance
Acoma Pueblo	\$30,000.00	\$30,000.00	\$16,884.82	\$13,155.18
Cochiti Pueblo	\$30,000.00	\$30,000.00	\$7,032.72	\$22,967.28
Isleta Pueblo	\$29,977.50	\$29,977.50	\$20,195.08	\$9,804.92
Jemez Pueblo	\$30,000.00	\$30,000.00	\$17,854.02	\$12,145.96
Jicarilla Apache	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00
Laguna Pueblo	\$30,000.00	\$30,000.00	\$6,396.51	\$23,603.49
Mescalero Apache	\$30,000.00	\$30,000.00	\$28,651.83	\$1,348.17
Nambe Pueblo	\$30,000.00	\$30,000.00	\$13,661.00	\$16,339.00
Navajo Nation	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00
Ohkay Owingeh	\$30,000.00	\$30,000.00	\$9,001.29	\$20,998.71
Picuris Pueblo	\$29,379.00	\$29,379.00	\$15,117.79	\$14,882.21
Pojoaque Pueblo	\$30,000.00	\$30,000.00	\$21,408.74	\$8,591.26
San Felipe Pueblo	\$30,000.00	\$30,000.00	\$17,052.89	\$12,947.11
San Ildefonso Pueblo	\$29,980.65	\$29,980.65	\$8,688.19	\$21,292.46
Sandia Pueblo	\$30,000.00	\$30,000.00	\$16,045.51	\$13,954.49
Santa Ana Pueblo	\$30,000.00	\$30,000.00	\$6,539.00	\$23,461.00
Santa Clara Pueblo	\$30,000.00	\$30,000.00	\$13,093.61	\$16,906.39
Santo Domingo Pueblo	\$30,000.00	\$30,000.00	\$75.00	\$29,925.00
Taos Pueblo	\$30,000.00	\$30,000.00	\$6,507.98	\$23,492.02
Tesuque Pueblo	\$30,000.00	\$30,000.00	\$12,773.25	\$17,226.75
Zia Pueblo	\$30,000.00	\$30,000.00	\$6,662.98	\$23,337.02
Zuni Pueblo	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00
As of June 27, 2014	\$659,337.15	\$659,337.15	\$243,642.21	\$416,378.42



Exemplary Culture-Based Grants

The PED Indian Education Division provides \$20,000 (\$320,000) to 16 of 23 New Mexico school districts that have significant American Indian student enrollment to implement one of the following four purposes contained within the Indian Education Act:

- Ensure equitable and culturally relevant learning environments, educational opportunities, and culturally relevant instructional materials for American Indian students enrolled in public schools.
- Ensure maintenance of native languages.
- Encourage and foster parental involvement in the education of Indian students.
- Develop collaborative partnerships with school districts, the Bureau of Indian Education, urban American Indian organizations, and tribal governments.

The following school districts receive Indian Education Act funds:

- **Albuquerque Public School**

The Albuquerque Public School District (APS) will provide a project-based, cultural enrichment learning opportunity, open to Native American students enrolled in APS during the summer of 2014. This learning opportunity is intended to instill pride and motivation in the students who are identified as "urban Indians", who do not speak their language, and/or have limited access to language acquisition, and may not practice their cultural traditions.

- **Aztec Municipal School District**

Aztec Municipal Schools (AMS) is improving relationships with parents of Native American students in their district. The AMS has organized parent/student events that are geared toward strengthening communication and community/cultural understandings. The outcome has been to increase parental involvement through cultural and linguistic collaboration with the Bureau of Indian Education affiliated schools/dorms, consultants, and in improving educationally relevant activities. In addition, the AMS has been successful in creating programming for all Native American students in the areas of tutoring, academic monitoring, referrals for Native American students, and increased exposure to college readiness opportunities.

- **Bernalillo School District**

The Bernalillo School district has established a Native American Youth Leadership Council called the "Hahn Council". The focus is to increase parent involvement. The goal is to educate through workshops and in conducting a summit for the Native American parents.

- **Bloomfield Schools**

Bloomfield Schools opted out of the FY14 School District Initiative (SDI) grant application process.

- **Central Consolidated Schools**

Central Consolidated School District (CCSD) provided Navajo literacy classes in three communities as an afterschool program in the fall and spring. This provides the opportunity to increase parental involvement, improve literacy in the Navajo language, and provide families with language-learning tools to take home after each class.

The CCSD is implementing several methods of community outreach in order to increase awareness, For example radio, flyers, emails, and announcements at chapter house meetings. In addition, the CCSD provides transportation and dinner to attendees to increase participation.

- **Cuba Independent Schools**

Cuba Independent Schools (CIS) provides "Cultural Night" activities to provide families and their students the opportunity to embrace culturally relevant activities. Additionally, some activities took place during the school day, which provided opportunities to expose all students to Native American culture. Culturally relevant activities were also offered after school to promote specific programming to Native American students. In addition, parent/teacher conferences were held in conjunction with cultural activities to ensure greater exposure and attendance.

CIS has conducted culturally-relevant activities and has provided transportation and meals for these events. The transportation was provided for families and students who live in remote areas and meals were provided since dinner and event time coincided. In addition, parent/teacher conferences were held in conjunction with these activities.

- **Dulce Independent Schools**

Dulce Independent Schools (DIS) worked to increase the academic achievement of Native American students through developing collaborative partnerships between Jicarilla Apache Nation, Jicarilla Apache Cultural Affairs, and Jicarilla Apache Education programs. DIS convened a cultural relevance steering committee that will identify and create culturally relevant opportunities to increase academic achievement. To ensure continuity of programs and implementation of new initiatives, the School District Initiative (SDI) Grant Steering Committee has guided the planning and implementation of the SDI Grant for FY14.

- **Espanola School District**

The Espanola School District enhances the existing Native American language program for its classroom instructors and student services outreach and maintains a collaborative working relationship with the Ohkay Owingeh Pueblo and Santa Clara Pueblo. Current educational program activities targeting tribal students include: Tewa classes, after-school tutoring, Native American Club, Gatherings of Nations Pow-wow, and a Native American senior banquet.

- **Farmington Municipal Schools**

Farmington Municipal Schools opted out of the FY13–14 SDI grant application process.

- **Gallup McKinley County Schools**

The Gallup McKinley County Schools (GMCS) implement a program to create a semester and year-long Diné language and culture curriculum by 1) establishing a work plan and scope of work for language teams who are given specific roles and responsibilities; 2) developing, producing, and distributing messages on the importance of sustaining the Navajo language; 3) implementing and evaluating the Navajo Language and Culture curriculum with an alignment to the Oral Diné Language Assessment and World-Class Instructional Design and Assessment, and 4) building collaborations with the GMCS curriculum committee, parents, and the Navajo Nation's Department of Dine Education's State-Tribal Education Partnership program.

- **Grants-Cibola County Schools**

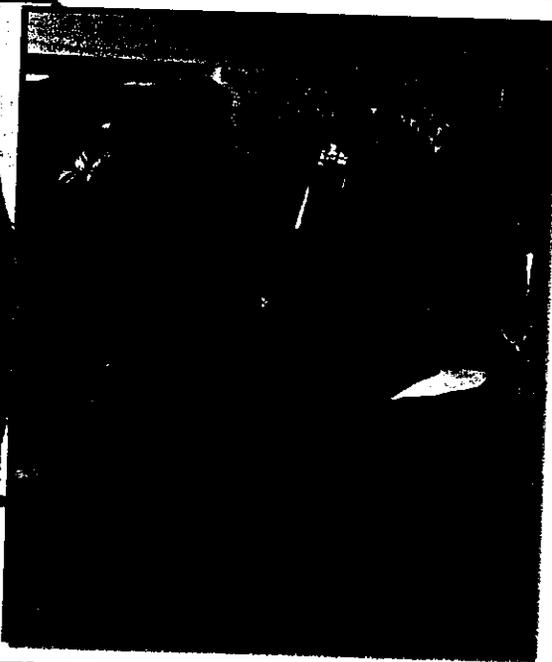
The Grants-Cibola County Schools promote parental involvement to improve student educational growth by 1) developing a parent-educator partnership team, 2) implementing three sections of the PED Parent Toolkit, 3) identifying and supporting students/families needing academic assistance, 4) implementing a Keres Knowledge Bowl for Native Language, and 5) providing professional development for parents, staff, faculty, and the GCCS Office of Indian Education staff.

- **Jemez Mountain Schools**
 Jemez Mountain Schools (JMS) has utilized their programming at the elementary level, to increase academic proficiency by creating a culturally supportive environment utilizing Navajo language and curriculum. JMS experienced some technical difficulties in receiving their funding for FY13–14, and they were not able to utilize their grant funding for FY13–14. However, they have submitted their RFI for FY14–15, and they are looking to continue their initiatives into the 2014–15 school year.
- **Jemez Valley Public Schools**
 Jemez Valley Public Schools opted out of the FY14 SDI grant application process.
- **Los Lunas Schools**
 The Los Lunas Schools continue to improve the academic and cultural performance of American Indian students by 1) engaging families in school activities and programs, 2) promoting parent-community-tribal partnerships for a cultural-based curriculum, 3) hosting demonstrations of culture, art lessons, and activities, 4) providing Common Core State Standards literacy and English/language arts lessons, lectures, and activities, and 5) offering learning excursions for students to gain knowledge of local culture, folklore, art, and customs.
- **Magdalena Municipal School District**
 The Magdalena Municipal School District increases American Indian student's academic and cultural achievement in the science, technology, engineering and mathematics (STEM) fields by 1) providing culturally-relevant pedagogy, native language, and collaborative partnerships; 2) creating thematic units and activities to be taught in class, out of class, and during summer school; 3) providing STEM-based professional development for teachers; 4) encouraging students to attend the STARBASE La Luz Academy Weather Balloon launch with the New Mexico Institute of Mining and Technology, the Star Party with NM Tech, and an Archeological Dig with NM Tech and Texas A&M; and 5) providing transportation for students to attend Friday, summer, and out-of-class activities.
- **Peñasco Independent School District**
 The Peñasco Independent School District (PISD) supported the Pueblo of Picuris' initiatives by providing Peñasco school busses and district employees to transport students to a culturally-relevant field trip and educational opportunities. The PISD operates four days a week, and on the fifth day, the school provides language/cultural opportunities at PISD.
- **Pojoaque Valley School**
 Pojoaque Valley Schools (PVS) promote family values and involvement. The PVS, in conjunction with their tribal education departments, coordinated a parent and senior night to provide families with resources and training to strengthen family-school communication and to encourage parental participation.
- **Rio Rancho Public School**
 The Rio Rancho School District's Indian Education Program is improving parent involvement through the Native American Parent Advisory Committee (NAPC). The NAPC targets Native American students and parents within the district. There are Native American liaisons at each school to support grades 9–12 native students in the areas of tutoring, providing online technology, and access to college and career opportunities.

- **Ruidoso School District**
 Ruidoso School District has provided three Native American liaisons, who are affiliated with the Mescalero Apache Tribe. The three liaisons serve within the three school sites, providing assistance with co-teaching, truancy, tutoring, and parental collaboration efforts with the Mescalero Apache Tribe. Liaisons utilize Apache cultural-based, relevant teachings and curricular material provided by the tribe. The school district offers an Apache language and culture class during the lunch hour on a voluntary basis. There are at least 10–15 students who participate in the noon hour Apache language class.
- **Santa Fe Public School**
 The Santa Fe Public Schools (SFPS) has created the Native American Student Services (NASS) committee. NASS is a parent advisory group that works with SFPS Native American student services. All three entities work together to plan, develop, implement, and approve supplemental programs that impact Native American students enrolled in the SFPS.
- **Taos Municipal Schools**
 The Taos Municipal Schools' Indian Education Program provides four tutors who provide direct services to students in math and language classes as needed. They monitor their students' attendance and academic progress and serve as advocates for the students and their families. The Indian Education Program supports the development of a curriculum unique to the indigenous perspective of New Mexico history and wellness.
- **Tularosa School District**
 The Tularosa School District opted out of the program for the fiscal year 2014.
- **Zuni Public School District**
 The Zuni Public School District ensures equity and cultural relevance by promoting school-wide cultural-based education, parent involvement, and best practices to improve student learning and support the district's Educational Plan for Student Success (EPSS) goals by 1) providing professional development and instruction to all 520 certified Zuni curriculum language teachers; 2) developing a parent support component to address areas of concern; 3) defining the impact of the school's re-design model and its outcomes; 4) providing cultural instruction, including field trips to historical sites; and 5) showcasing school programs in newspapers, at conferences, and events.
- **Native American Community Academy**
 Native American Community Academy supports one educational consultant specializing in Native American education to plan and implement instructional leadership and professional development for teachers.
- **Walatowa High Charter School**
 The Walatowa High Charter School project engages the Pueblos of Jemez and Zia with the Jemez Valley Communities in the School activities and programs. Travel, training, and professional development have been identified to increase student learning and success in a school-wide, cultural-based education.

FY14 School District Initiative

School District	Amount Allocated	Budget Amount	Expended Amount	Balance
Albuquerque Public Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Aztec Municipal Schools	\$20,000.00	\$20,000.00	\$8,275.42	\$11,724.58
Bernalillo Public Schools	\$20,000.00	\$20,000.00	\$11,366.15	\$8,633.85
Central Consolidated Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Cuba Independent Schools	\$20,000.00	\$20,000.00	\$5,087.78	\$14,912.22
Dulce Independent Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Espanola Public Schools	\$20,000.00	\$20,000.00	\$6,349.23	\$13,650.77
Gallup McKinley County Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Grants Cibola County Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Los Lunas Public Schools	\$20,000.00	\$20,000.00	\$3,022.09	\$16,977.91
Magdalena Municipal Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Peñasco Independent Schools	\$20,000.00	\$20,000.00	\$17,245.77	\$9,530.00
Pojoaque Valley Schools	\$20,000.00	\$20,000.00	\$19,836.00	\$164.00
Rio Rancho Public Schools	\$20,000.00	\$20,000.00	\$9,001.25	\$10,998.75
Ruidoso Municipal Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Santa Fe Public Schools	\$20,000.00	\$20,000.00	\$9,797.00	\$10,203.00
Taos Municipal Schools	\$20,000.00	\$20,000.00	\$12,193.80	\$7,806.20
Zuni Public Schools	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
Native American Community Charter	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Walatowa Charter High	\$20,000.00	\$20,000.00	\$2,900.00	\$17,100.00
As of June 27, 2014	\$400,000.00	\$400,000.00	\$125,074.49	\$301,701.28



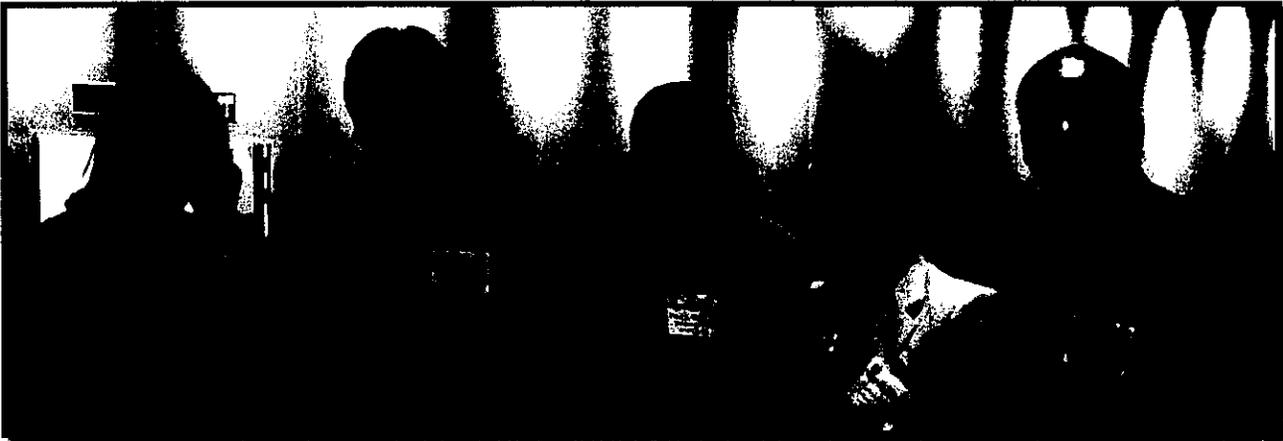
Teaching Support Grant

The Teaching Support Grant of \$400,000 was 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 of education.

Teach For America—New Mexico (TFA-NM) is a nonprofit organization with a regional office located in Gallup, New Mexico. Since 2001, Teach For America (TFA) has been committed to expanding educational opportunity for Native American students in New Mexico. TFA's mission is to help build a movement to end educational inequity in our state. Currently TFA reaches out to 21 communities; the forward outlook is to expand services to more communities. This year, over a 100 of our corps members taught on the Acoma/Laguna Pueblos, Navajo Nation, Zuni Pueblo, and in other communities.

As a member of the Native Alliance Initiative, TFA-NM has established five priorities 1) providing an additional source of effective teachers, 2) advancing student achievement, 3) fostering culturally responsive pedagogy, 4) partnering with Native organizations and governments, and 5) building a sustainable alumni leadership pipeline.

In New Mexico, we continue to partner with NACA who have played a critical role in helping TFA-NM to provide educational opportunity for Native American students in New Mexico. NACA is a small charter school that integrates culture, wellness, language, community, family, and preparation for college into each child's education. Specifically, TFA-NM partners with NACA for their Growing Educators for Native American Communities (GENAC) program. GENAC is an innovative alternative teacher licensure model for individuals aspiring to teach and lead in Native American communities. Educators who participate in this program learn hands-on through a comprehensive strengths-based, culturally relevant, and innovative teacher training and professional development model.



Rural Literacy Grant

The Rural Literacy Grant of \$300,000 was awarded to Save the Children. The grant 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.

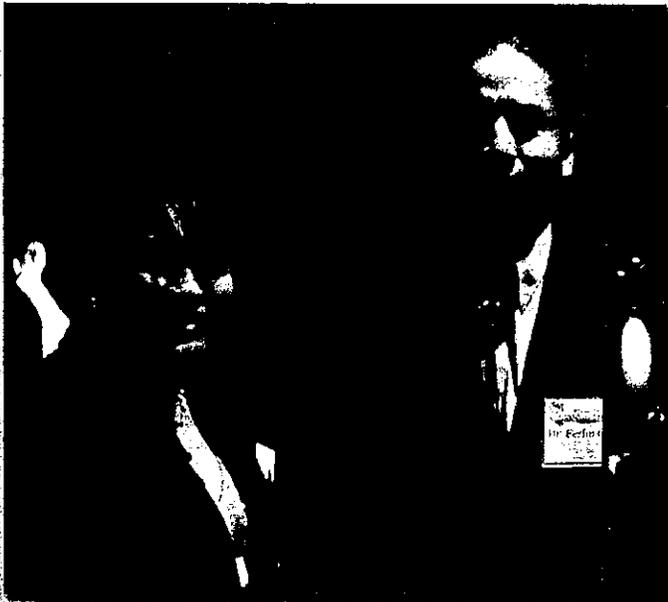
Save the Children (STC) is a non-profit organization that, through the provision of emergency supplies to the Navajo people, has been present in New Mexico since the great Navajo blizzard of 1947–1948. Since 2003, STC has implemented core programming in the state and currently partners with eleven schools in four counties, serving approximately 3,200 children. STC's core New Mexico programs include the Literacy Program, the Healthy Choices Program, the Early Steps to School Success Program, and the Resilient and Ready Communities Program.

The Literacy Program provides elementary school children, ages 5–12, with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers.

The Healthy Choices Program aims to increase health information to children and provide them access to regular physical activity and healthy snacks in a school environment.

The Early Steps to School Success Program is designed to assist children, birth to age five, with language and social and emotional development; to equip parents with the skills and knowledge to successfully support their child's growth; and to develop strong home-school connections.

The Resilient and Ready Communities Initiative helps communities at risk of disaster meet new national standards and integrate best practices for supporting children's safety and well-being through preparedness planning and programs.



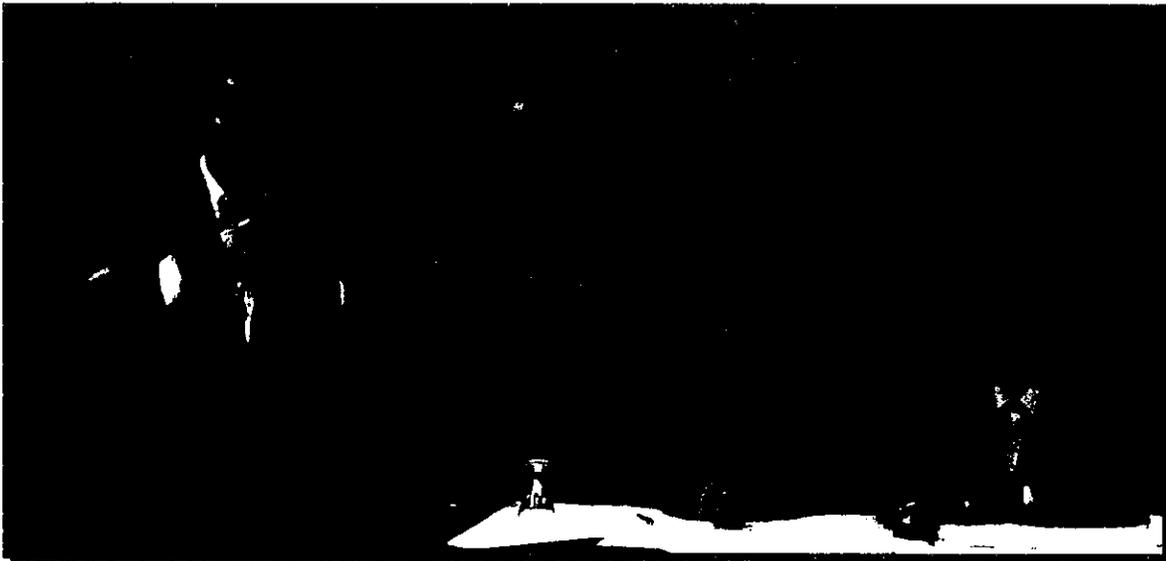
Reports

The New Mexico PED and the IED 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 IED, in compliance with the Indian Education Act, is developing the Tribal Education Status Report (TESR) 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
- (11) school districts consultation with district Indian education committees, school-site parent advisory councils and tribal, municipal, and Indian organizations
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students

Meetings Regarding Indian Policies and Procedures (IPPs)

Tribal/pueblo education officials and the respective school districts serving Indian students have held several meetings regarding the role and importance of the IPPs. Specifically, the Indian Add-on funds, derived from Impact Aid fund and its relationship to the IPPs, are the point of concern and discussion. So far, the PED has held two summits, in the fall 2013 and spring 2014, with the 22 tribes/pueblos and 23 school districts in Santa Fe, New Mexico.



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

District	Federal Application Number	Application Received	Indian Policies and Procedures
Albuquerque	41-NM-2014-0005	01/24/14	Yes
Aztec			
Bernalillo	41-NM-2014-1008	02/11/14	Yes
Bloomfield	41-NM-2014-1006	01/22/14	Yes
Central	41-NM-2014-0603	02/27/14	Yes
Cuba	41-NM-2014-1009	02/24/14	Yes
Dulce	41-NM-2014-0712	01/30/14	No
Española	41-NM-2014-0203	02/12/14	Yes
Farmington	41-NM-2014-0402		
Gallup	41-NM-2014-1005	02/14/14	Yes
Grants	41-NM-2014-3185	01/29/14	Yes
Jemez Mountain	41-NM-2014-1802	01/24/14	Yes
Jemez Valley	41-NM-2014-1001	01/27/14	Yes
Los Lunas	41-NM-2014-1004	02/19/14	Yes
Magdalena	41-NM-2014-1015	02/24/14	No
Peñasco	41-NM-2014-0907	01/29/14	Yes
Pojoaque	41-NM-2014-0010	02/20/14	Yes
Ruidoso	41-NM-2014-1002	01/27/14	Yes
Santa Fe			
Taos	41-NM-2014-0903	01/23/14	Yes
Tularosa	41-NM-2014-0401	01/10/13	Yes
Walatowa High Charter School	41-NM-2014-6406	2/03/014	Yes
Zuni	41-NM-2014-3201	2/0/14	Yes



Charter Schools

A work team convened with Representative Patricia Lundstrom to engage Navajo-Red Lake Chapter education stakeholders to study the development of a charter school at Navajo, New Mexico related to House Memorial 43, *requesting the Indian Education Division of the PED and the Indian Affairs Department to study the feasibility of a Bi-State Charter School in the Red Lake Chapter of the Navajo Nation*. Charter schools, fiscally and legally autonomous, have been a desirable option for many Native American communities, as they allow for a more innovative and tailored approach to educating the students in a particular community. Although there has been disagreement from one member of the Gallup McKinley County School District in support of a school district charter school in Navajo, the Red Lake Chapter resolution provided by Council Delegate Roscoe Smith clearly supports the idea of studying the option of a charter school.

The Native American Community Academy (NACA) shared the experience they had in establishing a school district charter school in Albuquerque that focuses on American Indian students. The NACA staff also committed foundation funds it received to support a position at Navajo to serve as the lead in providing data, information, and other items to establish a charter school. Ms. Kayla Begay, a community member and current teacher at Navajo Pine Elementary School, serves as the lead person in collecting relevant data for the study, along with the work group. A Letter of Intent to establish a charter school in Navajo has been submitted to the Public Education Commission. A full application is being developed and will be submitted in July 2014.

On March 18, 2014, Dream Diné Charter School in Shiprock was approved to become a state charter school. Dream Dine' Charter will be in its planning school year 2014–2015, and beginning service in August 2014. The charter will be a place-based school in the fullest sense. The unique culture, geography, and history of the Dine' (Navajo) people will be the focus of a specialized curriculum in this charter. Professional educators will utilize a dual language methodology, using Dine' and English to teach and reinforce concepts and content. Experiential learning opportunities and service-learning projects will provide our students the local context to apply classroom content, empowering them to become local and global change agents.

There are several established charter schools that are compelling options for Native American communities within the state.

- The Native American Community Academy (NACA), a locally-authorized school with the Albuquerque Public Schools was approved in school year 2006–2007. NACA's mission is "to engage students, educators, families, and community in creating a school that will prepare our students to grow from adolescence to adulthood and begin strengthening communities by developing strong leaders who are academically prepared, secure in their identity, and healthy." NACA's renewal will take place in SY 2015–2016. The Walatowa Charter School in the Jemez Pueblo was originally a locally-authorized charter school of the Jemez Valley Public Schools.
- The Walatowa mission is "to serve the students of the Jemez Pueblo community and surrounding areas by 1) providing rigorous college preparatory curriculum, with emphasis on math, science, health and technology; 2) fostering leadership development; 3) preserving language and culture; and 4) strengthening physical wellness." Walatowa just completed their first year in existence as a state-authorized charter school and is up for renewal in SY 2016–2017.
- Finally, the San Diego Riverside Charter School is one of the oldest charter schools in New Mexico, locally-authorized by the Jemez Valley Public Schools. This school was approved in 1999, San Diego Riverside's mission states: "We, the San Diego Riverside Charter School community, in partnership with our elders, grandparents, parents, and concerned citizens at Walatowa (Jemez) commit ourselves to provide our students with a solid foundation for life-long learning and to meet the social, cultural and developmental

needs of our students. We achieve high standards of educational excellence by creating a motivating and safe environment for the pursuit of dreams and aspirations while nurturing the intellectual, physical and emotional growth of each individual. We strengthen and sustain pride in our unique traditional language, cultural identity, values, and ethics. As a community-oriented charter school, we encourage involvement of the entire community, recognize the importance of quality education for all, and facilitate educational partnerships among teachers, students, and parents, along with other institutions and organizations."

The CSD and the IED will continue holding workshops and meetings together in order to foster the knowledge and outreach regarding charter schools as an option and opportunity for schools designed and tailored to meet the unique needs and desires of Native American communities within the state of New Mexico.



Bilingual Multicultural Education Bureau

Purpose

The PED's Bilingual Multicultural Education Bureau (BMEB) works to ensure the implementation of the provisions of the state Bilingual Multicultural Education Act (2004) and Title III, English Language Acquisition (ESEA 2009).

Mission

The BMEB serves with effective leadership, timely customer service, and relevant technical assistance to support districts and schools across the state of New Mexico, implementing Bilingual Multicultural Education and Title III Programs addressing the academic learning and language needs of English learners (ELs) and immigrant students.

Vision

New Mexico's children have access to effective bilingual multicultural education programs providing culturally and linguistically responsive, rigorous, instructional programming that supports all students—including migrant, immigrant and/or ELs—to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success, such that students are prepared beyond the classroom to lead productive, purposeful lives in service to the larger community.

Core Values

To move New Mexico forward and ensure our programs result in high academic achievement and positive education outcomes for all students, we resolve to guide our efforts by our shared core values for the benefit of the children of the state of New Mexico.



Public Education Department
 Bilingual Multicultural Education Bureau
 Program Summary

Program	State Bilingual Education Program	Title III English Language Acquisition Program
Program Description	Bilingual Multicultural Education Program (BMEP) means a program using two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process (Bilingual Multicultural Education Act, 2004). Icela Pelayo, Ph.D., State Director	The English Language Acquisition Program is an instructional program based on scientifically-based research that assists English Learner (EL) students attain proficiency in English and in academics.
Contact/ Coordinators	BMEB Staff: Sandra Rodriguez, Ph.D.—Phone Number: (505) 827-6505 Elisabeth Valenzuela, Ph.D.—Phone Number: (505) 827-4270 Sherri Green—Phone Number: (505) 827-6594	Icela Pelayo, Ph.D., State Director Sherri Green, Management Analyst—100% federally funded Elisabeth Valenzuela, Ph.D., Education Administrator 50% federally and 50% state funded Sandra Rodriguez, Ph.D., Education Administrator —100% state funded
Funding Source	General Fund	Formula-based for EL/LEP and immigrant children. USDE distributes the funds to SEA and SEA makes sub-grants to LEAs.
Funding Amount (FY05)	Approximately \$36.5 million (Funding is based on the previous year's numbers of students in one-, two- or three-hour programs as reported.)	\$4.0 million <ul style="list-style-type: none"> • \$ 202,373.00 PED administrative costs • \$ 3,845,101.00 Districts/State charters with approved programs
Dollar amount per student served	FY 2013-2014 Students in a one-hour program: \$312.25 Students in a two-hour program: \$606.13 Students in a three-hour program: \$918.39	FY 2013-2014: \$71.68
Basis/ Formula for Funding	Formula-based for all participating students (EL/LEP/Others) in LEAs. LEAs must have approved applications by the PED. Funding is based on prior years numbers reported in STARS.	Formula-based for EL/LEP and immigrant children; none eligible for grants in 2013-2014. USDE distributes the funds to SEA and SEA makes sub-grants to LEAs.
Ages/Grades Served	K-12 with priority to K-3 students	K-12 English learner (EL) and immigrant students

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Program	State Bilingual Education Program	Title III English Language Acquisition Program
<p>Eligibility Criteria</p>	<p>To be eligible for state financial support, each Bilingual Multicultural Education program shall:</p> <ol style="list-style-type: none"> (1) provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in a district; (2) fund programs for culturally and linguistically different students in the state in grades kindergarten through three for which there is an identifiable need to improve the language capabilities of both English and the home language of these students before funding programs at higher grade levels; (3) use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program; (4) use teachers who have specialized in elementary or secondary education and who have received specialized training in bilingual education conducted through the use of two languages. These teachers or other trained personnel shall administer language proficiency assessments in both English and in the home language until proficiency in each language is achieved; (5) emphasize the history and cultures associated with the students' home or heritage language; (6) establish a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation and evaluation of the bilingual multicultural education program; and (7) provide procedures to ensure that parental notification is given annually prior to bilingual multicultural education program placement. (Article 23—Bilingual Education Law). 	<p>To be eligible for financial support, districts must submit an application based on the number of EL students (K-12) reported in STARS. Also, districts can submit applications (competitively based) to serve the needs of immigrant students.</p>

Program	State Bilingual Education Program	Title III English Language Acquisition Program
Number of Native American Students Served	8,507 Native American students in BME Programs; 3,165 Native American ELs in BME Programs (Source: STARS 80th day 2013–2014)	8,376 Native American students in Title III Programs; (Source: STARS 80th day 2013–2014)
Number of teachers with NALCC	Approx. 139 (Native American Language and Culture Certificate endorsed teachers)	Approx. 139 (Native American Language and Culture Certificate endorsed teachers)
Number of Teachers Participating	120	Not Available
Number of Programs (Districts/ Awardees)	47 Districts (including state charter schools)	31 Districts (including state charter schools)
Overall Goals	The state's Bilingual Multicultural Education Program goals are for all students, including English learners, to <ol style="list-style-type: none"> 1. become bilingual and biliterate in English and a second language, including Spanish, a Native American language—where a written form exists and there is tribal approval—or another language; and, 2. meet state academic content standards and benchmarks in all subject areas. 	Ensure that Limited English Proficient (EL/LEP) students and immigrant students <ol style="list-style-type: none"> 1. attain English proficiency; 2. develop high levels of academic attainment in core academic subjects; and, 3. meet the same challenging state academic standards as all children are expected to meet.
Expected Outcomes	All students (EL/FEP and others) participating in the program will <ol style="list-style-type: none"> 1. attain language proficiency in English and in the home language as measured by state-approved language proficiency test; and 2. attain proficiency in academic subjects as measured on the Standards Based Assessment. 	All EL students participating in the program will <ol style="list-style-type: none"> 1. attain English language proficiency; and 2. attain proficiency in academic subjects as measured by the state approved academic assessment program.

<p>Program Measures and/or Standards</p>	<p>1. Language Proficiency</p> <p>a. English</p> <ol style="list-style-type: none"> 1) Percentage of EL students making progress in acquiring English language proficiency 2) Percentage of EL students attaining English language proficiency <p>b. Home Language (Language Other Than English)</p> <ol style="list-style-type: none"> 1) Percentage of EL and Fluent English Language Proficient (FEP) students making progress in acquiring home language proficiency 2) Percentage of EL and FEP students attaining home language proficiency <p>2. Academic Achievement</p> <p>a. Math</p> <ol style="list-style-type: none"> 1) Percentage of EL students making progress 2) Percentage of EL students at or above proficient or advanced level 3) Percentage of FEP students making progress 4) Percentage of FEP students at or above proficient or advanced level <p>b. Reading/Language Arts</p> <ol style="list-style-type: none"> 1) Percentage of EL students making progress 2) Percentage of EL students at or above proficient or advanced level 3) Percentage of FEP students making progress 	<p>English Language Proficiency</p> <ol style="list-style-type: none"> 1. Percentage of EL students making progress in acquiring English language proficiency 2. Percentage of EL students attaining English language proficiency <p>Academic Achievement</p> <p>a. Math</p> <ol style="list-style-type: none"> 1. Percentage of EL students making progress 2. Percentage of EL students at or above proficient or advanced level <p>b. Reading/Language Arts</p> <ol style="list-style-type: none"> 1. Percentage of EL students making progress 2. Percentage of EL students at or above proficient or advanced level
<p>Student Assessment Methods</p>	<p>Language Proficiency Annual English language assessment Academic Achievement Annual assessment in language arts/reading, science, and math</p>	

State Bilingual Education Program

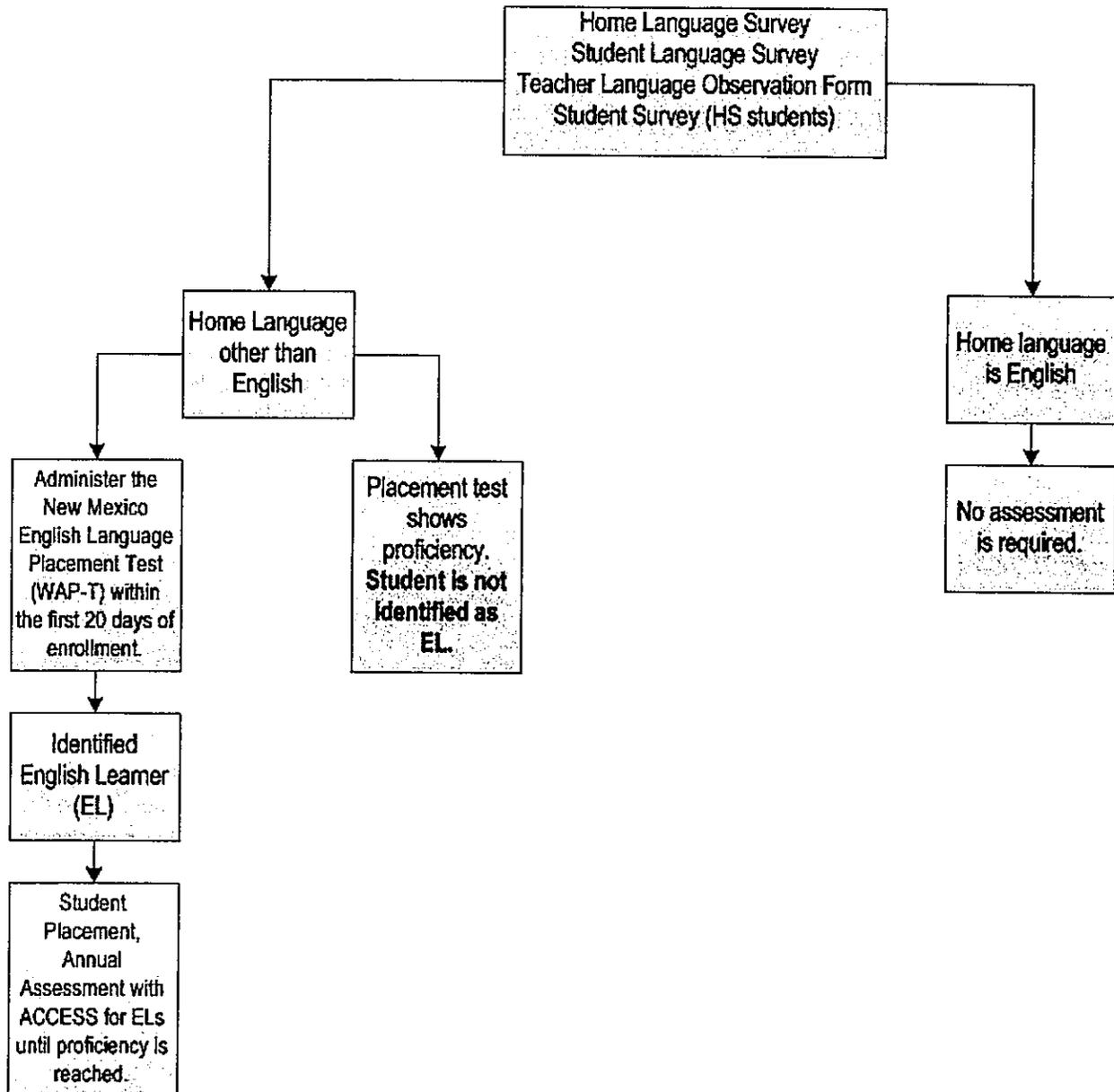
Title III English Language Acquisition Program

<p>Program Evaluation Methods</p>	<p>Annual district evaluation of program effectiveness and student progress/attainment in English, home language, and academics</p> <ul style="list-style-type: none"> Based on districts reports, the PED prepares a report to the legislature. Annual report to the Legislative Education Study Committee Annual focused monitoring visits by the BMEB team to one-third of the districts implementing programs 	<p>Biennial report with SGT (School Growth Targets)</p> <ul style="list-style-type: none"> Description of program and activities conducted Description of progress made by EL students in learning English and in academic achievement Number and percentage of students attaining English proficiency at the end of each school year Progress made by students in meeting challenging state academic content standards and student academic achievement
<p>Reporting Requirements</p>	<p>Annual Progress Report Expenditure Report (HB 2 requirement)</p>	<p>Consolidated Application to USDE Biennial Report to USDE</p>
<p>Professional Development Initiatives</p>	<ul style="list-style-type: none"> Bilingual Education/Title III Directors Institutes Co-sponsor of the New Mexico Association for Bilingual Education Conference and Dual Language New Mexico Federal Program Conference Spring Budget Workshop New Mexico Coalition of School Administrators Spanish Summer Immersion Institutes Application Trainings State Task Forces Memorandum of Understanding with Spain and Mexico Notification of other state, regional, and national conferences and training opportunities 	<ul style="list-style-type: none"> Bilingual Education/Title III Directors Institutes Co-sponsor of the New Mexico Association for Bilingual Education Conference and Dual Language New Mexico Federal Program Conference Spring Budget Workshop New Mexico Coalition of School Administrators Spanish Summer Immersion Institutes Application Trainings State Task Forces Memorandum of Understanding with Spain and Mexico Notification of other state, regional, and national conferences and training opportunities
<p>Current Issues/Concerns</p>	<ul style="list-style-type: none"> District database systems for student performance and tracking of funds Disaggregation and analysis of data by different subgroups Current language proficiency assessments Assessment of Native American languages Accuracy of data in STARS Expansion of services for all students with K-3 priority Curriculum development K-12 Professional development for all district personnel 	<ul style="list-style-type: none"> District database systems for student performance and tracking of funds Assessment data for all EL students Accuracy of data in STARS Professional development for all district personnel

<p>Program Directions and Trends</p>	<p>Stronger accountability for student progress and attainment in English language and academic achievement in both languages</p>	<p>Stronger accountability for student progress and attainment in English and academic achievement</p>
<p>Future Planned Activities</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Refine data collection instruments and reporting process <input checked="" type="checkbox"/> Follow up on the implementation of corrective action plans for focused monitoring visits <input checked="" type="checkbox"/> Continue working with task forces (Curriculum Development, Licensure and Professional Development, Accountability and Program Evaluation) <input checked="" type="checkbox"/> Implement the Native American Language and Culture Certificate <input checked="" type="checkbox"/> Continue implementation of MoUs with Mexico and Spain to expand resources including teachers, professional development, and materials <input checked="" type="checkbox"/> Continue supporting Spanish Language Immersion Institutes <input checked="" type="checkbox"/> Continue working with other internal and external groups and programs <input checked="" type="checkbox"/> Expand technical assistance opportunities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Refine data collection instruments and reporting process <input checked="" type="checkbox"/> Follow up on the implementation of Title III Improvement Plans for focused monitoring visits <input checked="" type="checkbox"/> Continue working with task forces (Curriculum Development, Licensure and Professional Development, Accountability and Program Evaluation) <input checked="" type="checkbox"/> Continue working with other internal and external groups and programs <input checked="" type="checkbox"/> Adopt 2012 WIDA English Language Development (ELD) Standards that correspond to New Mexico Common Core State Standards (CCSS) <input checked="" type="checkbox"/> Expand technical assistance opportunities
<p>Program Connects/ Aligns with Other Programs?</p>	<p>SEAs and local education agencies in partnership with public and private non-profit organizations and institutions of higher education.</p> <p>Academic Language Development for All in New Mexico (ALD4ALL) is a \$1.2 million, three-year long multi-stakeholder collaborative project, supported by the W.K. Kellogg Foundation, that addresses the academic and language learning needs of English Learners (ELs) and culturally and linguistically diverse (CLD) students. The project goals are to: 1) identify schools/programs with bilingual multicultural education programs effectively serving ELs and CLD students; 2) document and describe effective practices within selected schools/programs serving ELs and CLD students; and 3) use the effective practices to inform and develop job-embedded/on-site professional development for teachers and administrators; 4) adopt home/heritage language development or language arts standards and assessment; and 5) adopt state seal of bilingualism/biliteracy.</p>	<p>SEAs and local education agencies in partnership with public and private non-profit organizations and institutions of higher education.</p> <p>Academic Language Development for All in New Mexico (ALD4ALL) is a \$1.2 million, three-year long multi-stakeholder collaborative project, supported by the W.K. Kellogg Foundation, that addresses the academic and language learning needs of English Learners (ELs) and culturally and linguistically diverse (CLD) students. The project goals are to: 1) identify schools/programs with bilingual multicultural education programs effectively serving ELs and CLD students; 2) document and describe effective practices within selected schools/programs serving ELs and CLD students; and 3) use the effective practices to inform and develop job-embedded/on-site professional development for teachers and administrators; 4) adopt home/heritage language development or language arts standards and assessment; and 5) adopt state seal of bilingualism/biliteracy.</p>

English Learners Identification

Procedures for the Identification of English Learners



PED Health Education

Public Education Department Health Education

Attendance policy guidance in the *Planning for Safe Schools in New Mexico School Guide, Revised 2013* has a specific component concerning Native Americans.

All attendance policies should have a Native American component that is respectful of tribal laws and traditions when carrying out the duties of early identification, intervention, and parental notification.¹

The New Mexico Health Education Standards contain components incorporating cultural beliefs, influence of culture, and cultural practices. Examples from the Health Education Standards grades 9–12 are listed below with pertinent sections highlighted.

In Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

Grade Performance Standards

9–12 1.2. describes influences of **cultural beliefs** and how they influence personal selection of health products and services;

9–12 1.3. explains factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; and mental, social, and emotional well-being (e.g., religion, values, habits, budget).

In Content Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. 9–12 Benchmark 1 analyzes how **cultural practices** can enrich and challenge health behaviors.

Grade Performance Standards:

9–12 1. explains how cultural practices (both positive and negative) in the school and community contribute to health, safety, and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; and mental, social and emotional wellbeing.

9–12 2. analyzes how the media and **culture portray** gender roles (e.g., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender.).

9–12 3. analyzes **cultural values and beliefs** compared with personal values and beliefs in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; and mental, social, and emotional well-being.

¹ *Planning for Safe Schools in New Mexico School Guide, Revised 2013*, page 22.

Youth Risk and Resiliency Survey (YRRS)

The Youth Resiliency Project is a new initiative within the PED funded by the Centers for Disease Control Department of Adolescent and School Health to help pilot sites across the state increase their capacity to deliver exemplary sexual health education, offer or refer for sexual health services, establish safe and supportive environments for students and staff, and modify or create needed policy. The PED has created formal partnerships with 14 sites across the state that have significant Native American student populations, including Bernalillo Public Schools, Central Consolidated School District, Española Public School District, Gallup-McKinley County Schools, and Walatowa High Charter School. The PED offers professional development and technical assistance to all partners through site-driven collaboration. Since beginning the partnerships at the end of 2013, each site has received information and professional development at the School Health Education Institute and a Site Share Fair as well as technical assistance from the program coordinator in developing their action plan and budget for year two, which begins in August 2014. Each of the sites is responsible for determining need within their own community, setting yearly goals, and determining who will achieve those goals and by what time, as well as communicating with the PED about their specific needs.

Each site is addressing each of the four components of the grant differently.

- Bernalillo Public School staff is working to identify existing health education curriculum, applicable district policy, health service offerings, their health service referral process, school safe spaces, and anti-bullying professional development opportunities. They are committed to addressing the different and diverse needs of their students.
- Central Consolidated School District staff has appointed a former adolescent health clinician who has extensive experience working within schools to oversee the program. She is in the process of undertaking School Health Indexes for each school in the district to determine need and will be reviewing the health curriculum and determining specific staff training needs.
- Española Public School District administrators are in the process of establishing staff to work on the project, and they are interested in collaborating with clinicians at El Centro Family Health Center, which runs the school-based health clinic at Española Valley High School, to increase both student access to sexual health services and also capacity to deliver exemplary sexual health education.
- Gallup-McKinley County School administrators have chosen a lead administrator to work on the project, and they are in the process of identifying health educators and individuals from the Department of Health who can support project activities. Their goal is to identify larger district health education goals, create baseline data regarding the health curriculum, and determine what health services are available to students.
- Walatowa High Charter School will increase students' exposure to valid health education and health services by having the school nurse and health educator partner with representatives from the Pueblo of Jemez Health and Human Services, Tewa Women United, and Cannon Health Clinic.

Each site will continue to develop the action plan according to their needs and work on action items as well as attending professional development events and seeking assistance from the project coordinator, when necessary.



Youth Risk Behavior Surveillance System (YRBS)			
Purpose	National YRBS	State/District YRBS (NM YRRS)	Other YRBS
	<input checked="" type="checkbox"/> To determine the prevalence of health-risk behaviors among students <input checked="" type="checkbox"/> To assess trends in these behaviors <input checked="" type="checkbox"/> To examine the co-occurrence of health-risk behaviors		
Content	<ul style="list-style-type: none"> • Unintentional injuries and violence • Tobacco use • Alcohol and other drug use • Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection • Unhealthy dietary behaviors • Physical inactivity 		
Sample	Nationally representative sample of public and private high school students	Representative sample of public high school students in a state or school district	Representative samples of students in: <ul style="list-style-type: none"> • Middle schools • Alternative schools • Navajo Nation schools • Bureau of Indian Affairs schools • Juvenile justice facilities • College
Methods	Self-administered, paper-and-pencil questionnaires, conducted in classrooms		
Timing	Biennially, since 1991		Varied
Example Statements	2011 High School Results Native Americans and Asian or Pacific Islanders were more likely to attempt suicide than White students.	2011 Middle School Results Native American and African Americans were more likely than Hispanic or White students to be current marijuana smokers.	2011 High School Results Native Americans were more likely to be current cigarette smokers than White or Hispanic students, yet they were far less likely than any other racial/ethnic group to be frequent smokers.
Ownership of Data	CDC	States and Districts	Varied
Contractor	ORC Macro	Westat, Inc., Plus companies hired by states and districts	Varied
Website	www.cdc.gov/yrbs		
*Brochure	Division of Adolescent and School Health (DASH) Department of Health and Human Services Centers for Disease Control and Prevention (CDC)		

New Mexico will publish a comprehensive, state, middle school report and a comprehensive, state, high school report. A county report will be published for each of the 33 counties that participate in this project. Finally, each participating school district superintendent (80+ out of 89) will receive a district middle school report and a district high school report for her/his district. A series of presentations, school-community workshops, and webinars will follow during the year in between administrations of the surveys. Fact sheets and most reports will be available online at www.youthrisk.org.

NM GRADS program

Coordinated School Health and Wellness Bureau—Support for Expectant and Parenting Teens Program

NMPED received the grant, Support for Expectant and Parenting Teens, Women and their Families in July 2013 from U.S. Department of Health and Human Services, Office of Adolescent Health. This funding is being utilized to implement the GRADS+: Making Connections for Success initiative in order to develop strong state and local partnerships, increase teen family access to school and community services through the NM GRADS (Graduation Reality and Dual-role Skills) program, and increase awareness about teen dating violence.

Expectant and parenting teens face a range of challenges such as juggling multiple roles without co-parent support, poverty, risk of dropping out of school, behavioral health issues, and homelessness. NM GRADS is a school-based program for expectant and parenting teens in 25 sites across New Mexico that encourages teen parents to stay in school, access needed services, become self-sufficient, graduate, and pursue postsecondary opportunities or employment. The program includes a host of services such as a for-credit class using 10 GRADS+ competencies, case management, home visitation, peer education, and on-site child care in 19 sites. New components of the program include supporting young fathers, college and career readiness, and early childhood/infant mental health.

The primary goal of this grant is to provide support to expectant and parenting students in the areas of education, primary health care, behavioral health, and other social services to support their health and well-being, educational competence and economic self-sufficiency. Three of the GRADS sites have more than 50 percent American Indian students, these are Career Prep High School (100 percent) in Shiprock, Bernalillo High School (54 percent), and Central High School (81 percent) in Gallup. A career academy was provided to Career Prep HS and Bernalillo HS that was comprised of inspirational speakers and opportunities to meet with career advisors. It helped expectant and parenting students realize their career interests, career pathways, and available postsecondary options. Transportation for students is a challenge in all three sites. Please see chart below for details on services and activities provided to NM GRADS students at these sites.

Nutrition accomplishments with Native American tribes and pueblos

Administration—The Student Nutrition Bureau helped get BIE schools in Arizona and Utah reassigned to the Arizona and Utah departments of education for school meals. New Mexico had administered four non-New Mexico programs because the other states reportedly told their school food authorities they were unwilling to provide services to the areas, which are geographically closer to NM than to their administrative centers. Through talking with USDA and BIE, NM was able to draft a memorandum of understanding transferring student information for free and reduced-price lunches and amounts claimed to the proper states without putting any of the school meal programs in jeopardy.

Training—The student nutrition bureau held a day-long training in new application and claims processes for school meals personnel in Farmington, which was attended by over 25 BIE school food administrators. Santa Fe staff worked one-on-one with administrators, who will now be able to use the new systems USDA at PED are putting in place to simplify record-keeping and reimbursements for federal school meals programs. Eventually, it is likely that BIE schools will be able to feed all enrolled students at no cost to the students because of documentation offered by the new systems and required by USDA. We are also working with the USDA in obtaining FDPIR information that could assist the State of New Mexico in finding additional students who can become categorically eligible for free lunches.

Grants—The Student Nutrition Bureau began contacting BIE schools about potential grant funds for improving kitchen equipment in BIE schools. The USDA has made funds available for equipment grants for all deserving school food programs that serve high numbers of free and reduced-priced meals. The PED is in the process of disseminating the grants documents out into the field. In preparation for the grants cycle, the PED contacted BIE school food administrators and informed them to begin assembling information to use in applying for the grants.

Special Education—New Mexico Real Results



New Mexico Real Results is a PED initiative in collaboration with the U.S. Department of Education's Office of Special Education Programs to improve the reading growth rates of students with disabilities in low-performing schools (schools with grades of D or F). The project budgeted \$1.5 million in the school year 2013–2014 to support students and families in Real Results schools.

Real Results targets schools in which the lowest quartile students are not making sufficient progress and in which there are high percentages of students with disabilities. All Real Results schools are Title I recipients with high percentages of economically disadvantaged students, and most of the schools have a majority Native American student population.

In the school year 2013–2014, Real Results worked with the following nine schools:

- 1) Cochiti Elementary School (Bernalillo Public Schools)
- 2) Enos Garcia Elementary School (Taos Municipal Schools)
- 3) Jemez Valley Elementary School (Jemez Valley Public Schools)
- 4) Mesa Elementary School (Central Consolidated Schools)
- 5) Moriarty Elementary School (Moriarty-Edgewood Schools)
- 6) Mountainview Elementary School (Moriarty-Edgewood Schools)
- 7) Ranchos Elementary School (Taos Municipal Schools)
- 8) Santo Domingo Elementary School (Bernalillo Public Schools)
- 9) Tohatchi Elementary School (Gallup-McKinley County Schools)

Real Results is increasing literacy achievement by making connections among schools and families. "Real Results reaches out to school communities and provides tools for schools and families to support students. Schools and parents working together to help students learn are always more successful," said Mario Vigil, coordinator for New Mexico Real Results.

Sustainability is an important aspect of Real Results' work. Real Results is designed to work with schools for up to three years. After this, the work done to create connections among schools and families will continue.

Real Results schools and communities are provided with technical assistance and professional development on instructional strategies to improve the instruction for all students and to support connections among families and the school. Trainings have been provided to school communities on data-based instruction, developing capacity and sustainability of improvement efforts, literacy resources available for families and students, effective collaboration, and advocacy to improve literacy

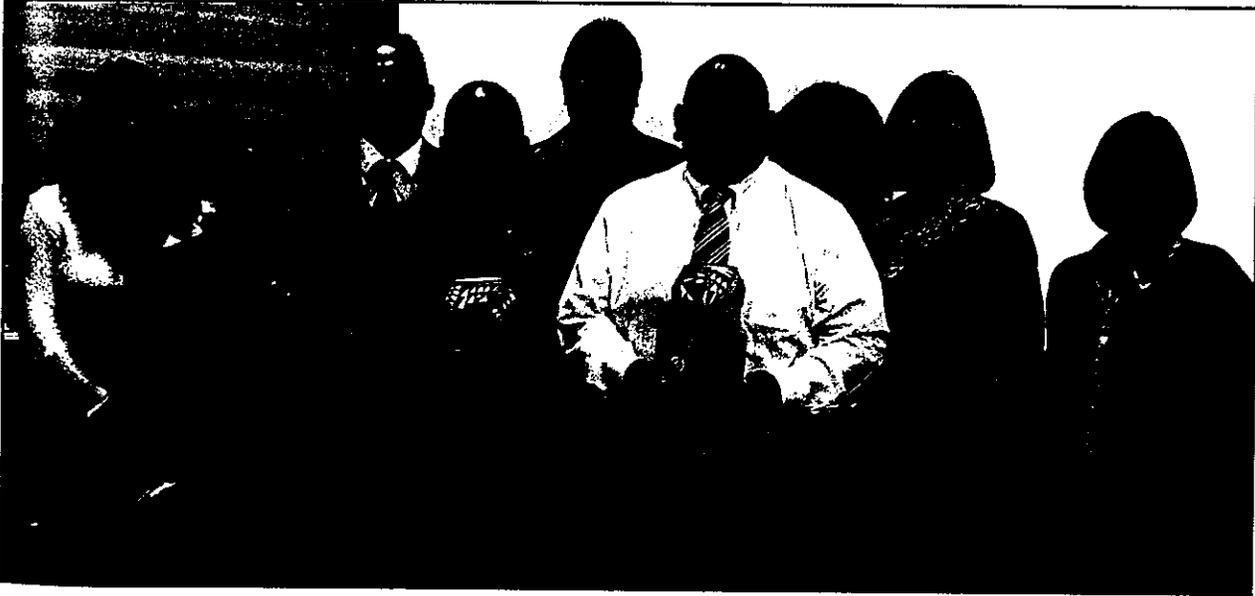
The Public Education Department and its contractors provide Real Results schools with resources to improve literacy achievement. The schools have a single-point-of-contact within the PED to support implementation of Real Results and the

school's Educational Plan for Student Success (EPSS). Each school receives up to \$125,000 to support activities in the schools' EPSSs. School communities receive training from New Mexico's Parent Training and Information Centers [Parents Reaching Out (PRO) and Education for Parents of Indian Children with Special Needs (EPICS)]. Schools also receive technical assistance from the PED and contracted specialists to support quality reading instruction.

Real Results contracted with EPICS to support Real Results schools and families. The \$199,000 contract for the school year 2013–2014 helped EPICS to provide workshops for parents on improving services for Native American students with disabilities (\$50,400), to provide scholarships for Native American parents to attend workshops and trainings (\$20,025), to conduct an annual Family Leadership Academy (\$10,000), to support parental involvement activities in five Real Results school communities (\$84,575), and to provide training and material to parents on the Common Core State Standards (\$24,000).

“Schools and parents working together to help students learn are always more successful.”
-Mario Vigil, coordinator for New Mexico Real Results

The contract also supports EPICS's translation of family resources (\$10,000). As part of the training for parents on reading literacy resources, the PED and EPICS continue supporting the Native American translation project which translates into the Navajo language materials for the Readers Raise the Roof! and for the Family Workshop Blueprint. The translation project aims to make the materials more culturally relevant and increase parental involvement in reading instruction in Navajo communities. And EPIC, in collaboration with community libraries, also works with Real Results schools to develop summer reading programs and book clubs for students and families.



Mesa Elementary and Santo Domingo Elementary receive awards at the 2014 Native American Conference on Special Education

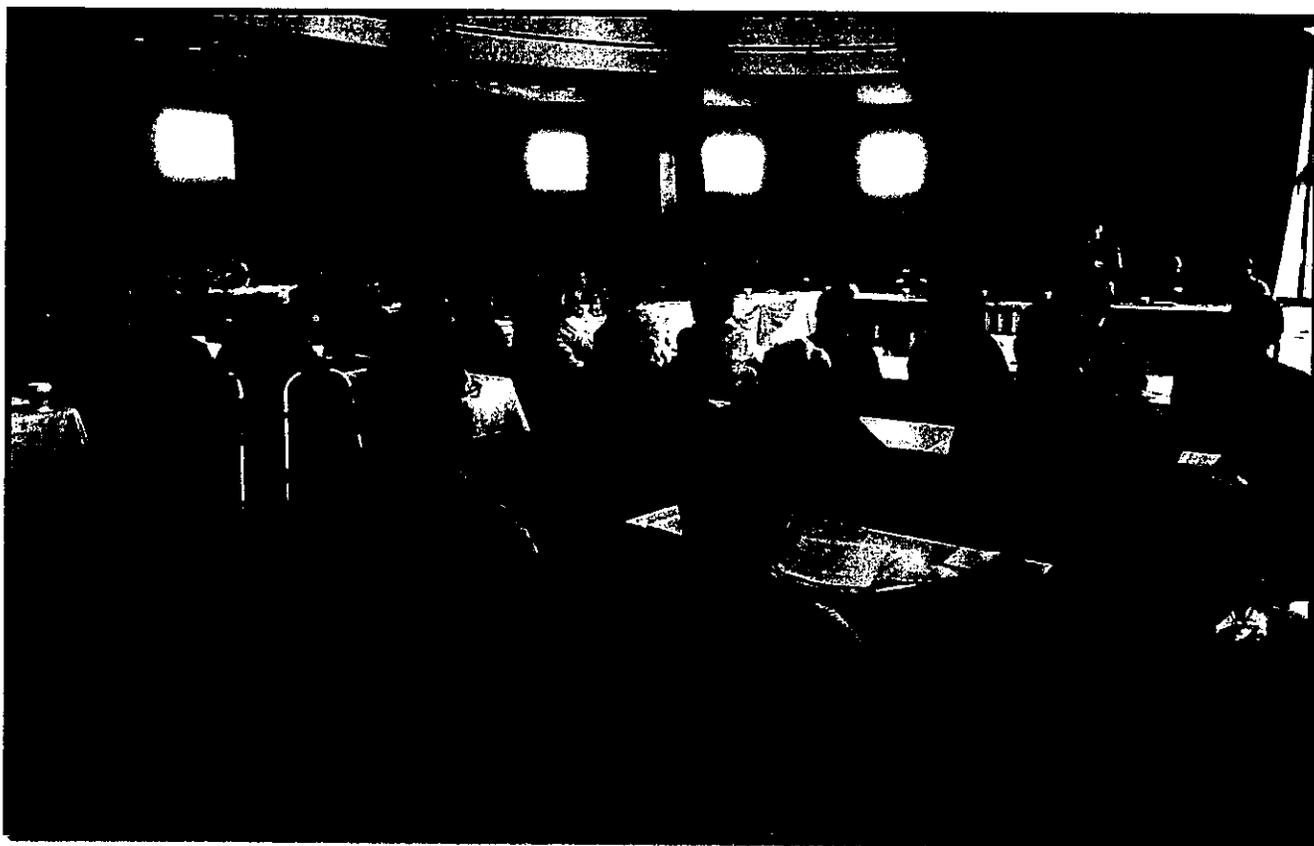
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In March 2014, Real Results staff and contractors presented at EPICS's 2014 Native American Conference on Special Education to inform the community about the Real Results reading initiative. In May 2014, Real Results schools, EPICS, PRO, and REC #6 celebrated the schools' achievement data in Albuquerque with the Public Education Department's Director of Federal Programs, Denise Koscielniak and Deputy Secretary, Paul Aguilar.

Real Results plans to add five more schools to the 2014–2015 cohort, three of which are majority Native American schools.

TABLE 1: Real Results schools, their years in program and award amounts 2013–2014

School	Year in Program	Award amount 2013–2014
Cochiti Elementary School	1	\$125,000
Enos Garcia Elementary School	1	\$125,000
Jemez Valley Elementary School	1	\$125,000
Mesa Elementary School	2	\$100,000
Moriarty Elementary School	2	\$100,000
Mountainview Elementary School	1	\$125,000
Rancho Elementary School	2	\$100,000
Santo Domingo Elementary School	2	\$100,000
Tohatchi Elementary School	1	\$125,000



6. The PED method established for notifying employees of the State-Tribal Collaboration Act provisions

Agency Collaborations

Meetings were held with the PED Senior Team, informing them of IED initiatives, the STCA, and requesting information on their activities with tribes and pueblos. The following staff members from the PED have been involved in the collaborations.

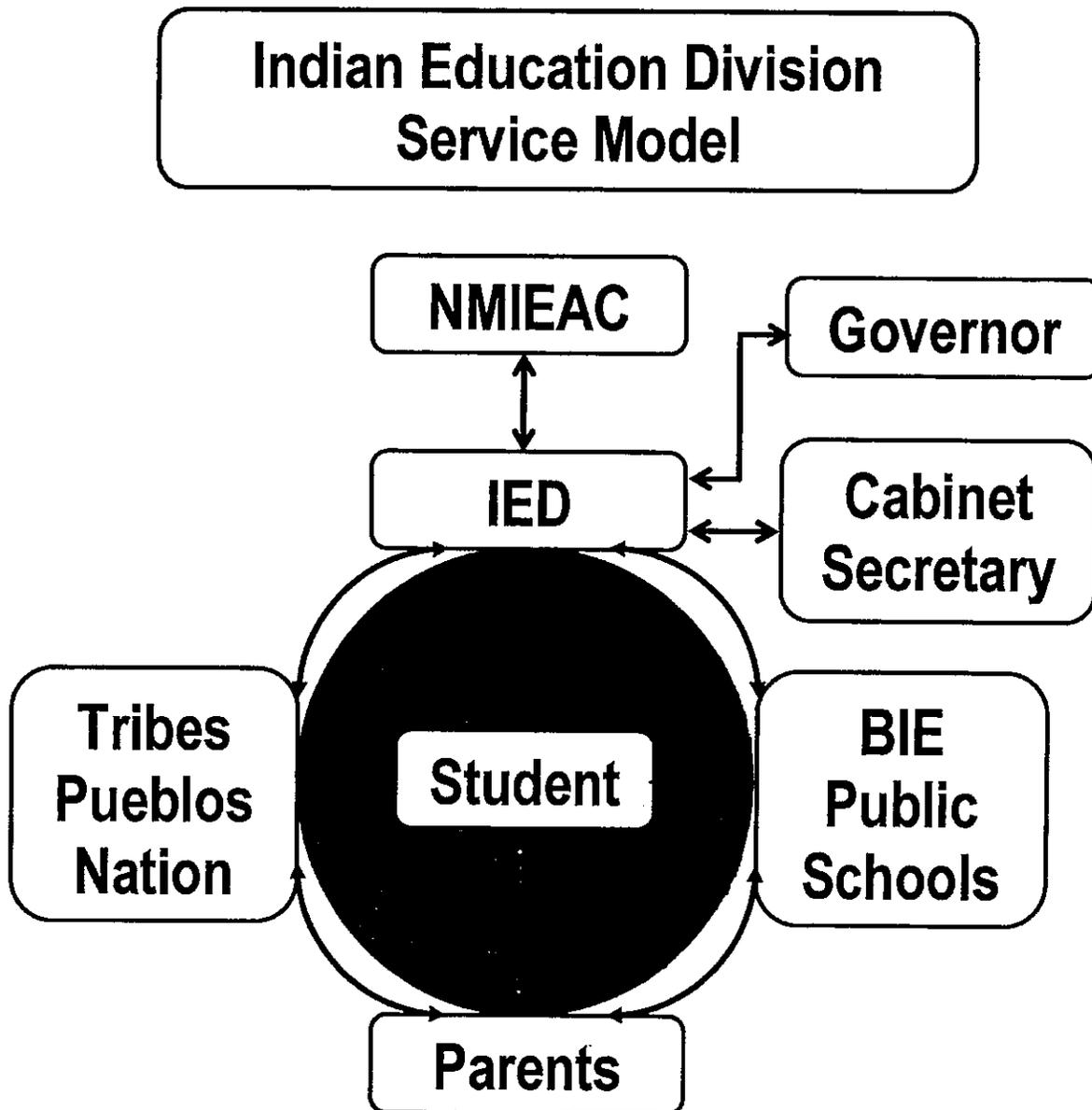
Richard Trujillo Data Collection and Application Support Manager Information and Technology Division	Judith S. Harmon Data Analyst Assessment and Accountability Division	Cindy Gregory, PhD Chief Statistician Assessment and Accountability Division	Susan O'Brien Assistant Director, Educator Quality Division
Ida Tewa Early Childhood Special Education Bureau	Lora Church Bridge Grant Coordinator School and Family Support Bureau	Yolanda Gonzales School Budget School Budget and Finance Bureau	Kimberly Ulibarri Legislative Program Manager Constituent Services and Strategic Initiatives
Lesley Galyas Mathematics and Science Director Educator Quality Division	Melinda Webster Literacy Program Director Policy Division	Icela Pelayo, PhD Director of Bilingual Education Bilingual Multicultural Education Bureau	Yolanda Valencia Manager Professional Development Bureau Educator Quality Division
Edward Woodd Education Administrator Charter Schools Division	Shafeeq Shamsid-Deen Policy Program Manager Policy Division	Karina Vanderbilt Policy Program Manager Policy Division	Eric Spencer Director College and Career Readiness Bureau
Lynn Vasquez PARCC	Veronica Cordova Professional Licensure Bureau	Miriam Moorhouse Project Manager Constituent Services and Strategic Initiatives Division	Amiee Barabe Office of the Secretary
Annjenette Torres Director of Legislative Services	Larry Behrens Public Information Officer	Pete Goldschmidt, PhD Assistant Secretary Assessment and Accountability Division	Denise Koscielniak Director Federal Programs

The IED meets regularly with Paul Aguilar, Matthew Montano, Leighann Lenti, Michael Archibeque, and Secretary Skandera.

Conclusion

In summary, the New Mexico PED is committed to actively engaging stakeholders in achieving an increase in independence and proficiency for Native American students by maximizing the use of available resources, collaborating with participant entities, creating communication pathways, incorporating language and culture, expanding academic options, involving parents, and building capacity.

If we wish to provide access to better academic and cultural achievement for our Native American students, it is essential that a collaborative model integrating New Mexico services across agencies, pueblos, tribes, nations, and school districts remain the foundation of the future.



Appendix A



Glossary and Acronyms

ACT	American College Testing
APR	Annual Performance Report
BAR	Budget Adjustment Requests
CLD	Culturally Linguistically Diverse
CCSD	Central Consolidated Schools
CCSS	Common Core State Standards
CSPR	Consolidated State Performance Report
CYFD	New Mexico Children, Youth, and Family Department
DOH	Department of Health
EL	English learners
EPICS	Education for Parents of Indian Children with Special Needs
ESHE	Exemplary Sexual Health Education
FAFSA	Free Application for Federal Student Aid
FRA	Free and Reduced Lunch
GMCSO	Gallup-McKinley County Schools
HSD	Human Services Department
IPP	Indian Policies and Procedures
LGBT	lesbian, gay, bisexual, and transgender
LEA	Local Education Agency
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
NAEHCY	National Association for the Education of Homeless Children and Youth
NIEA	National Indian Education Association
NNDODE	Navajo Nation Department of Diné Education
PARCC	Partnership for Assessment of Readiness for College and Careers
PED	New Mexico 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
YDR	Youth at Disproportionate Risk
YRBS	Youth Risk Behavior Survey
YRRS	Youth Risk and Resiliency Survey

Appendix B



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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.

ARTICLE 23

Bilingual Multicultural Education

22-23-1 Short title.

22-23-1.1 Legislative findings.

22-23-2 Definitions.

22-23-3 Repealed.

22-23-4 Department; powers; duties.

22-23-5 Bilingual multicultural education program plan; evaluation.

22-23-6 Bilingual multicultural education programs; eligibility for state financial support.

22-23-1. Short title. (2004)

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

22-23-1.1. Legislative findings. (2004)

The legislature finds that:

A. while state and federal combined funding for New Mexico's bilingual multicultural education programs was forty-one million dollars (\$41,000,000) in 2003, the funds do not directly support bilingual multicultural education program instruction;

B. the state's bilingual multicultural education program goals are for all students, including English Learners, to:

(1) become bilingual and biliterate in English and a second language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language; and

(2) meet state academic content standards and benchmarks in all subject areas;

C. districts do not fully understand how to properly assess, place and monitor students in bilingual multicultural education programs so that the students may become academically successful;

D. because inaccurate reporting on student participation in bilingual multicultural education programs has a direct impact on state and federal funding, accountability measures are necessary to track bilingual multicultural education program funds;

E. the federal No Child Left Behind Act of 2001 does not preclude using state funds for bilingual multicultural education programs;

F. Article 12, Section 8 of the constitution of New Mexico recognizes the value of bilingualism as an educational tool;

G. professional development is needed for district employees, including teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents and financial officers in the areas of:

(1) research-based bilingual multicultural education programs and implications for instruction;

(2) best practices of English as a second language, English language development and bilingual multicultural education programs; and

(3) classroom assessments that support academic and language development;

H. parents in conjunction with teachers and other district employees shall be empowered to decide what type of bilingual multicultural education program works best for their children and their community. Districts shall also provide parents with appropriate training in English or in the home or heritage language to help their children succeed in school;

I. because research has shown that it takes five to seven years to acquire academic proficiency in a second language, priority should be given to programs that adequately support a child's linguistic development. The state shall, therefore, fund bilingual multicultural education programs for students in grades kindergarten through three before funding bilingual multicultural education programs at higher grade levels;

J. a standardized curriculum, including instructional materials with scope and sequence, is necessary to ensure that the bilingual multicultural education program is consistent and building on the language skills the students have previously learned. The instructional materials for Native American bilingual multicultural education programs shall be written, when permitted by the Indian nation, tribe or pueblo, and if written materials are not available, an oral standardized curriculum shall be implemented;

K. equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for all students participating in the program. For Native American students enrolled in public schools, equitable

and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials are required to satisfy a goal of the Indian Education Act [22-23A-1 NMSA 1978]; and

L. the Bilingual Multicultural Education Act [22-23-1 NMSA 1978] will ensure equal education opportunities for students in New Mexico. Cognitive and affective development of the students is encouraged by:

- (1) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (2) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
- (3) teaching students to appreciate the value and beauty of different languages and cultures.

22-23-2. Definitions. (2004)

As used in the Bilingual Multicultural Education Act [22-23-1 NMSA 1978]:

- A. "bilingual multicultural education program" means a program using two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process;
- B. "culturally and linguistically different" means students who are of a different cultural background than mainstream United States culture and whose home or heritage language, inherited from the student's family, tribe or country of origin, is a language other than English;
- C. "department" means the public education department;
- D. "district" means a public school or any combination of public schools in a district;
- E. "English language learner" means a student whose first or heritage language is not English and who is unable to read, write, speak or understand English at a level comparable to grade level English proficient peers and native English speakers;
- F. "heritage language" means a language other than English that is inherited from a family, tribe, community or country of origin;
- G. "home language" means a language other than English that is the primary or heritage language spoken at home or in the community;
- H. "school board" means a local school board; and
- I. "standardized curriculum" means a district curriculum that is aligned with the state academic content standards, benchmarks and performance standards.

22-23-3. Repealed.

22-23-4. Department; powers; duties. (2004)

- A. The department shall issue rules for the development and implementation of bilingual multicultural education programs.
- B. The department shall administer and enforce the provisions of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978].
- C. The department shall assist school boards in developing and evaluating bilingual multicultural education programs.
- D. In the development, implementation and administration of the bilingual multicultural education programs, the department shall give preference to New Mexico residents who have received specialized training in bilingual education when hiring personnel.

22-23-5. Bilingual multicultural education program plan; evaluation. (2004)

- A. The school board may prepare and submit to the department a bilingual multicultural education program plan in accordance with rules issued by the department.
- B. At regular intervals, the school board and a parent advisory committee from the district shall review the goals and priorities of the plan and make appropriate recommendations to the department.
- C. Bilingual multicultural education programs shall be located in the district and delivered as part of the regular academic program. Involvement of students in a bilingual multicultural education program shall not have the effect of segregating students by ethnic group, color or national origin.

D. Each district shall maintain academic achievement and language proficiency data and update the data annually to evaluate bilingual multicultural education program effectiveness and use of funds. The department shall annually compile and report this data to the appropriate interim legislative committee.

E. Districts shall provide professional development to district employees, including teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents and financial officers in the areas of:

- (1) research-based bilingual multicultural education programs and implications for instruction;
- (2) best practices of English as a second language, English language development and bilingual multicultural education programs; and
- (3) classroom assessments that support academic and language development.

F. Bilingual multicultural education programs shall be part of the district's professional development plan. Bilingual educators, including teachers, teacher assistants, instructional support personnel, principals and program administrators, shall participate in professional development and training.

22-23-6. Bilingual multicultural education programs; eligibility for state financial support. (2004)

A. To be eligible for state financial support, each bilingual multicultural education program shall:

- (1) provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in a district;
- (2) fund programs for culturally and linguistically different students in the state in grades kindergarten through three for which there is an identifiable need to improve the language capabilities of both English and the home language of these students before funding programs at higher grade levels;
- (3) use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- (4) use teachers who have specialized in elementary or secondary education and who have received specialized training in bilingual education conducted through the use of two languages. These teachers or other trained personnel shall administer language proficiency assessments in both English and in the home language until proficiency in each language is achieved;
- (5) emphasize the history and cultures associated with the students' home or heritage language;
- (6) establish a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation and evaluation of the bilingual multicultural education program; and
- (7) provide procedures to ensure that parental notification is given annually prior to bilingual multicultural education program placement.

B. Each bilingual multicultural education program shall meet each requirement of Subsection A of this section and be approved by the department to be eligible for state financial support.

New Mexico Bilingual Rule

TITLE 6 PRIMARY AND SECONDARY EDUCATION

CHAPTER 32 EDUCATIONAL STANDARDS - BILINGUAL MULTICULTURAL EDUCATION

PART 2 GUIDELINES FOR IMPLEMENTING BILINGUAL MULTICULTURAL EDUCATION PROGRAMS

6.32.2.1 ISSUING AGENCY: Public Education Department
[6.32.2.1 NMAC - Rp, 6.32.2.1 NMAC, 11-30-05]

6.32.2.2 SCOPE: This regulation applies to public schools receiving bilingual state funding, K-12.
[6.32.2.2 NMAC - Rp, 6.32.2.2 NMAC, 11-30-05]

6.32.2.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-2-1, 22-23-1 through 22-23-6, NMSA, 1978.

[6.32.2.3 NMAC - Rp, 6.32.2.3 NMAC, 11-30-05]

6.32.2.4 DURATION: Permanent

[6.32.2.4 NMAC - Rp, 6.32.2.4 NMAC, 11-30-05]

6.32.2.5 EFFECTIVE DATE: November 30, 2005, unless a later date is cited at the end of a section.

[6.32.2.5 NMAC - Rp, 6.32.2.5 NMAC, 11-30-05]

6.32.2.6 OBJECTIVE: This regulation provides requirements for developing and implementing Bilingual Multicultural and Language Revitalization programs (in accordance with Section 22-23-4, NMSA 1978 and Standards for Excellence, Subsection B of 6.30.2.11 NMAC and supports the state of New Mexico's long-standing policy in furthering bilingual multicultural education.

[6.32.2.6 NMAC - Rp, 6.32.2.6 NMAC, 11-30-05]

6.32.2.7 DEFINITIONS: As used in the Bilingual Multicultural Education Act [22-23-1, NMSA 1978]:

A. "bilingual multicultural education program" means a program using two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process;

B. "culturally and linguistically different" means students who are of a different cultural background than mainstream United States culture and whose home or heritage language, inherited from the student's family, tribe or country of origin, is a language other than English;

C. "department" means the public education department;

D. "district" means a public school or any combination of public schools in a district;

E. "English language learner" means a student whose first or heritage language is not English and who is unable to read, write, speak or understand English at a level comparable to grade-level English proficient peers and native English speakers;

F. "heritage language" means a language other than English that is inherited from a family, tribe, community or country of origin;

G. "home language" means a language other than English that is the primary or heritage language spoken at home or in the community;

H. "school board" means a local school board; and

I. "standardized curriculum" means a district curriculum that is aligned with the state academic content standards, benchmarks and performance standards.

[6.32.2.7 NMAC - Rp, 6.32.2.7 NMAC, 11-30-05]

6.32.2.8 DEPARTMENT DUTIES: The department shall be responsible for carrying out the powers and duties as provided in the Bilingual Multicultural Education Act, Sections 22-23-1 through 22-23-6 NMSA 1978.

[6.32.2.8 NMAC - N, 11-30-05]

6.32.2.9 PROGRAM GOALS: The state's bilingual multicultural education program goals are for all students, including English Learners, to:

A. Become bilingual and biliterate in English and a second language, including Spanish, a Native American language (with appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children) or another language. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking, and comprehension; and

B. Meet state academic content standards and benchmarks in all subject areas.

[6.32.2.9 NMAC - N, 11-30-05]

6.32.2.10 PROGRAM ELIGIBILITY: To be eligible for financial support, each program shall:

A. provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;

- B. fund programs for culturally and linguistically different students in the state in grades kindergarten through three for which there is an identifiable need to improve the language capabilities of both English and the home language of these students before funding programs at higher grade levels;
 - C. use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
 - D. establish a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation, and evaluation of the program;
 - E. provide procedures to ensure that parental notification is given annually prior to program placement; and
 - F. provide personnel endorsed in bilingual education, TESOL, or certified in Native American language and culture.
- [6.32.2.10 NMAC - Rp, 6.32.2.8 NMAC, 11-30-05]

6.32.2.11 PROGRAM APPROVAL:

- A. A public school district shall submit an initial application to the department by the date of the preceding school year as specified by the department for each school requesting program approval.
 - B. The initial application shall include:
 - (1) projected number of students to be served; and
 - (2) signatures of superintendent, bilingual education/title III coordinator, and school principal.
 - C. The department shall review initial applications for approval. Districts with initially- approved applications shall submit by the 20th day of the target school year the following:
 - (1) annual measurable achievement objectives (AMAOs) for English and home language;
 - (2) instructional plan; and
 - (3) actual number of students to be served.
- [6.32.2.11 NMAC – Rp, 6.32.2.13 NMAC, 11-30-05]

6.32.2.12 PROGRAM ELEMENT - INSTRUCTION:

- A. Public schools providing an approved bilingual multicultural education program shall include:
 - (1) instruction to attain language proficiency and literacy skills in two languages, one of which is English;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards; and
 - (4) instruction in the history and cultures of New Mexico.
- B. Public schools providing an approved Native American heritage language revitalization program shall include:
 - (1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension;
 - (2) sheltered content instruction;
 - (3) standardized curriculum that is aligned with the state academic content standards, benchmarks and performance standards;
 - (4) instruction in the history and cultures of New Mexico Native American tribes and
 - (5) public schools providing a Native American heritage language revitalization program (or other approved bilingual education model) shall obtain appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children.
- C. The following content areas shall be included in all programs:
 - (1) language arts in the home or heritage language; for funding purposes, time allotted for instruction in the home language must be equivalent to the time provided for English language arts and must be consecutive in nature (that is, not fragmented throughout the day);
 - (2) modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students; and
 - (3) depending on the program model:

- and/or (a) content area instruction in two languages that utilizes the student's language, history, and/or culture;
- (b) fine arts instruction in two languages that utilizes the student's language, history, culture, and the arts traditions of his/her community.

D. All programs shall implement one or more of the following bilingual education models in the school program:

- (1) dual language immersion: designed to develop:
 - (a) high academic achievement in two languages;
 - (b) additive bilingual and biliterate proficiency; and
 - (c) cross-cultural skills development.
- (2) enrichment: designed to further develop the home language of fully English proficient students and to teach the cultures of the state;
- (3) heritage language: designed to support and revitalize a student's native language and culture through oral and/or written language instruction; Native American language programs require approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children;
- (4) maintenance: designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English;
- (5) transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

[6.32.2.12 NMAC - Rp, 6.32.2.10 NMAC, 11-30-05]

6.32.2.13 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:

A. Public school districts shall provide professional development to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:

- (1) research-based bilingual/multicultural and/or language revitalization programs and implications for instruction;
- (2) best practices of English as a second language (ESL); English language development (ELD) and bilingual/multicultural and/or language revitalization programs; and
- (3) principles of language acquisition.

B. Bilingual/multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978. Bilingual educators, including teachers, instructional support personnel, principals, and program administrators, will participate in professional development. Principals and program administrators shall participate in training that addresses program supervision.

[6.32.2.13 NMAC - Rp, 6.32.2.12 NMAC, 11-30-05]

6.32.2.14 PROGRAM ELEMENT - ASSESSMENT:

A. Trained personnel shall administer state-approved language proficiency assessments in English and the home language annually until proficiency in each language is achieved.

B. Public school districts shall comply with federal assessment requirements, including Titles I and III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended and office for civil rights requirements.

C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.

D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.

[6.32.2.14 NMAC - Rp, 6.32.2.11 NMAC, 11-30-05]

6.32.2.15 EVALUATION

A. To evaluate bilingual multicultural education program effectiveness and use of funds, each district shall maintain academic achievement and language proficiency data and update the data annually.

- (1) Districts shall submit to the department an annual progress report.

- (2) Reports shall be submitted by September 30th of the following year.
 - (3) The report shall include:
 - (a) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home language) and academic achievement;
 - (b) a current analysis of assessment results by school and by model(s);
 - (c) data demonstrating that participating students have met the state targets for annual measurable achievement objectives (AMAOs); and
 - (d) an expenditure report from the general ledger on use of funds for the program.
- B. The department shall compile and analyze the student data submitted by public school districts and shall report annually to the appropriate interim legislative committee.
- [6.32.2.15 NMAC – Rp, 6.32.2.14 NMAC, 11-30-05]

6.32.2.16 PROGRAM RENEWAL: The district annual report will be the indicator to determine the effectiveness of the program, and need for program renewal and/or modification. The following cycle will apply for evaluation of program effectiveness:

- A. after the first year (SY 2005-06), districts will report baseline data;
- B. after the second year, districts shall submit a progress report, by school, indicating how schools met annual measurable achievement objectives from year one to year two; if data shows improvement, the public school district may continue the program as previously outlined in the initial or modified application;
- C. after two consecutive years of the school's failing to make progress toward meeting AMAOs, the department shall:
 - (1) notify the public school district that the school has not demonstrated reasonable progress;
 - (2) assist the school in the development of an improvement plan; and
 - (3) provide technical assistance to the school and district.
- D. After four consecutive years of the school's failure to make progress toward meeting AMAOs, the department shall:
 - (1) require the school to modify the curriculum, program, and method of instruction; or
 - (2) the program shall be redesigned, modified, or discontinued by the department.

[6.32.2.16 NMAC – Rp, 6.32.2.15 NMAC, 11-30-05]

HISTORY OF 6.32.2 NMAC:

PRE-NMAC HISTORY: The material in this regulation is derived from that previously filed with the State Records Center and Archives under: State Board of Education Regulation 73-21, Guidelines for Submitting Bilingual-Multicultural Education Proposals, filed June 18, 1973 and State Board of Education Regulation No. 75-19, Guidelines for Implementing Bilingual-Multicultural Programs, filed January 22, 1976.

HISTORY OF REPEALED MATERIAL: 6.32.2 NMAC, Guidelines for Implementing Bilingual Multicultural Programs, repealed effective 07-01-03; 6.32.2 NMAC, Guidelines for Implementing Bilingual Multicultural Education Programs, repealed effective 11-30-05.