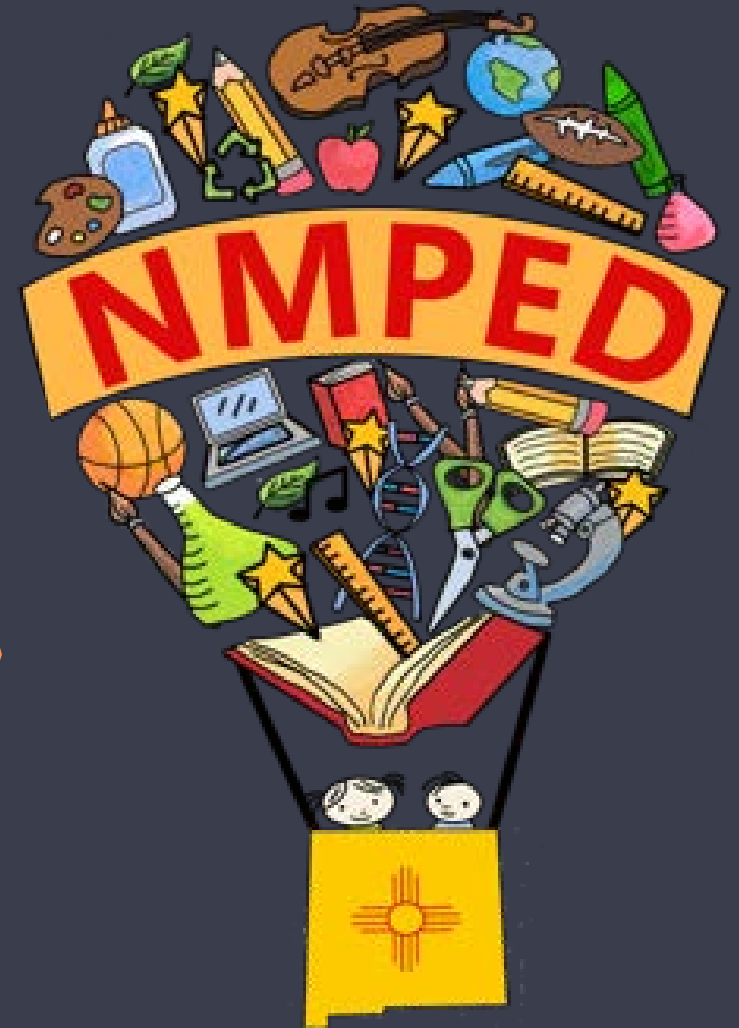


Improving Indian Education Act - Implementation and Outcomes

Public Education Subcommittee
Legislative Finance Committee
September 21, 2021

Lashawna Tso, Assistant Secretary of Indian Education
Public Education Department (PED)



Investing for tomorrow, delivering today.

Overview

- 2019 Amendments – Indian Education Act
- Meetings with Stakeholders
- Indian Education Investments
- IED's Strategic Goals for 21-22
- Current Initiatives





Indian Education Act

New Mexico will:

A. Equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials.

M/Y- 34, 37, 42 IED Goals-1-4

B. Maintenance of Native languages.

M/Y- 31-35, 44 IED Goals-1, 2

C. Study, develop, and implement positive educational systems

M/Y- 32 IED Goals-1

D. Increase tribal involvement and control M/Y- 39,41 IED

Goals- 4

E. Cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation. M/Y- 39, IED

Goals- 3,4, 5



Indian Education Act

F. Formal government-to-government relationship between the state and tribes, BIE and other entities that serve American Indian students. M/Y- 39, IED Goals- 3, 5

G. Relationship – state and urban Native Americans M/Y- 39, IED Goals- 3,5

H. Ensure all Stakeholders work together to improve educational opportunities for American Indian students. M/Y- 39, IED Goals- 3,4, 5

I. Tribes are notified of all curricula development for their approval and support. M/Y- 44, IED Goals- 3,4, 5

J. Alignment the Bureau of Indian Education and state assessment programs so that comparable information is provided M/Y- 40, 43, IED Goals- 4

K. Encourage and foster parental involvement in the education of Native students. M/Y 36, IED Goals- 3,4,5

Historically Defined Indian Impacted School District

“Historically defined Indian impacted school district” means a school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria:

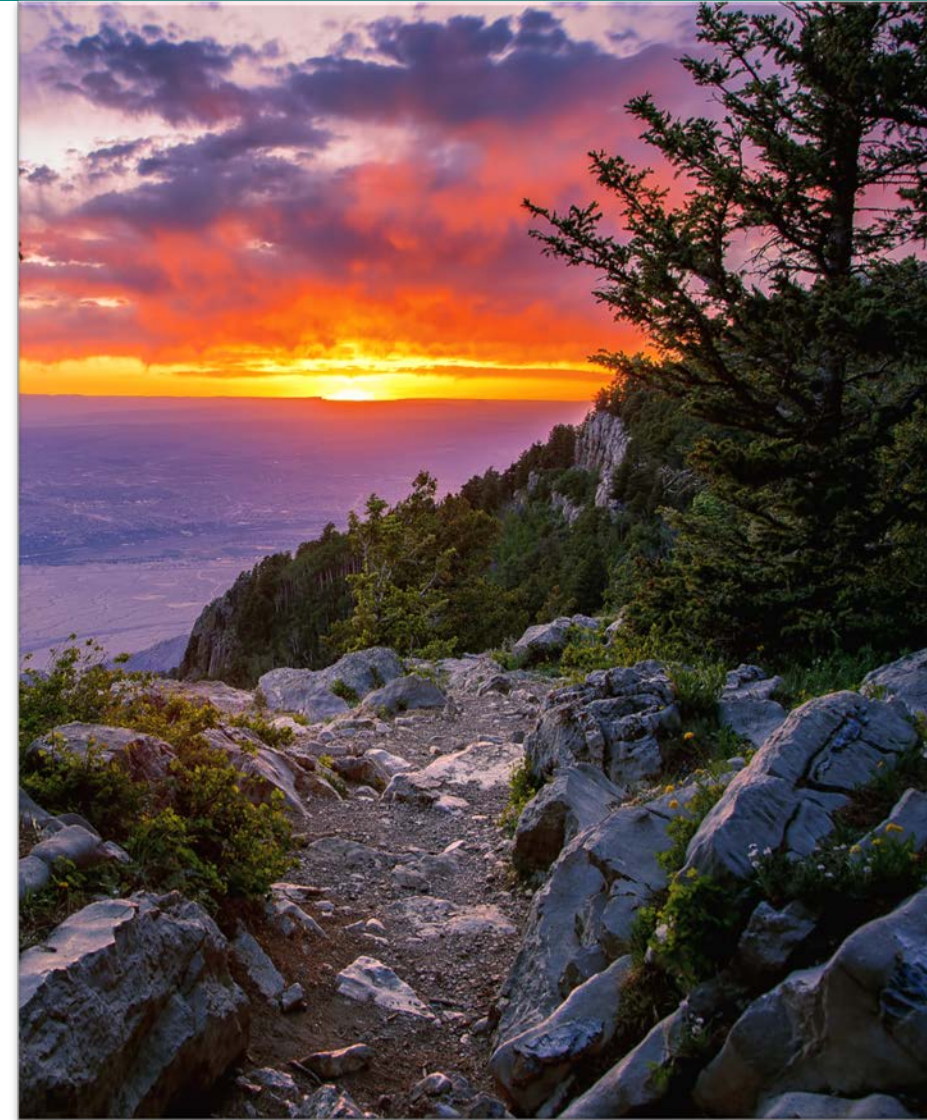
- (1) serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
- (2) identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
- (3) identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.



Historically Defined Indian Impacted School District

Prior to April 15 of each year –

- **HDII shall submit:**
 - Provide a written statement, operating budget for the following fiscal year
 - Submit a written statement to any Indian nation, tribe, or pueblo located within the exterior boundaries of the HDIISD
 - Hold public meeting with members of the district's AI/AN students' tribal leadership, parents, and the IED at least twice during each school year, (November 30 and April 30) to report on the AI/NA SNA and the HDIISD evaluation of progress
 - Develop an accountability tool, which shall be reevaluated annually, that measures the success or failure of a public school's efforts pursuant to the systemic framework provided for in 6.35.2.12 NMAC
 - Conduct, submit to the department, and publish on its website an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.



HB250 – Student Needs Assessment

- The student needs assessments provides direction for programs, projects, and activities.
 - To close the achievement gap between AI/AN Students and all other student groups, School District budgets shall prioritize the needs of AI/AN students. (i.e. state and federal funding for AI/AN students, at-risk students, or economically disadvantaged students)
- Public meetings: November 30 and April 30
- Tribal Consultation: LEAs and tribes meet to outline priorities and address the needs as outlined in the student needs assessment.



HB250 – Systemic Framework



Based on the priorities developed through the AI/AN student needs assessment and the priorities established in the HDII school district's budget for the school year, the systemic framework may include any of the following elements:

1. academic and other programs within the context of the Indian education division's development or selection of culturally relevant curricula and instructional materials as provided in Subsection E of Section 22-23A-5 NMSA 1978:
2. culturally related activities that: (a-f)
3. additional educational services focused on the holistic well-being of the whole child, including: (a-f)

Submittal to PED and publish on District website: There is an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.

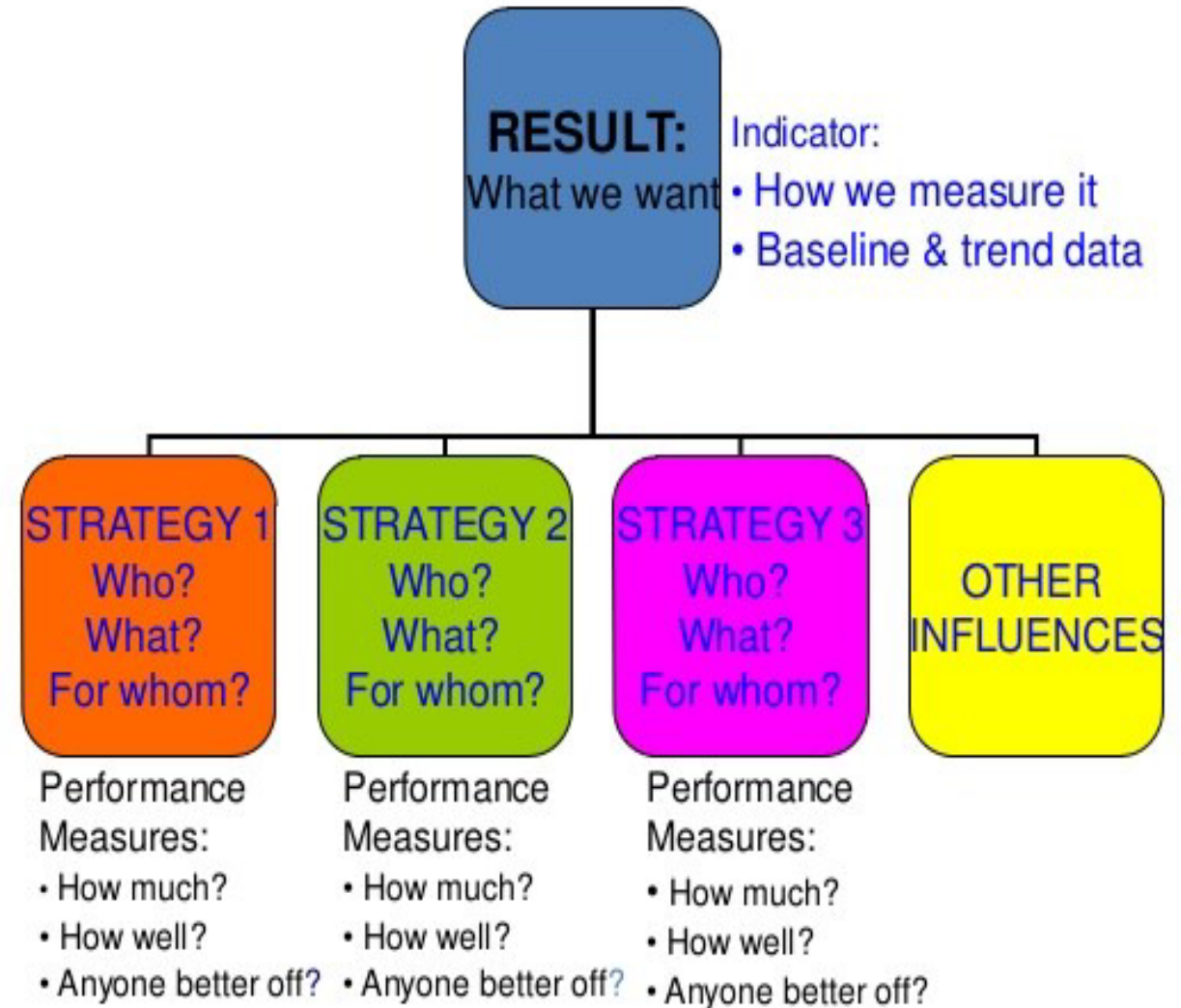
After identifying areas for improvement, work with key stakeholders to set priorities and allocate resources, including deciding how to implement specific interventions or programs.

Implementing and monitoring the plan-Logic Model

1. Situation
2. Priorities
3. Inputs
4. Outputs (activities/participation)
5. Outcomes (short term, medium term, and long term)

HB250 – Accountability Tool

- Measures the success or failure of a public school's efforts pursuant to the systemic framework
- Conduct, submit to the PED, and publish on its website an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.
- <https://www.srca.nm.gov/parts/title06/06.035.0002.html>



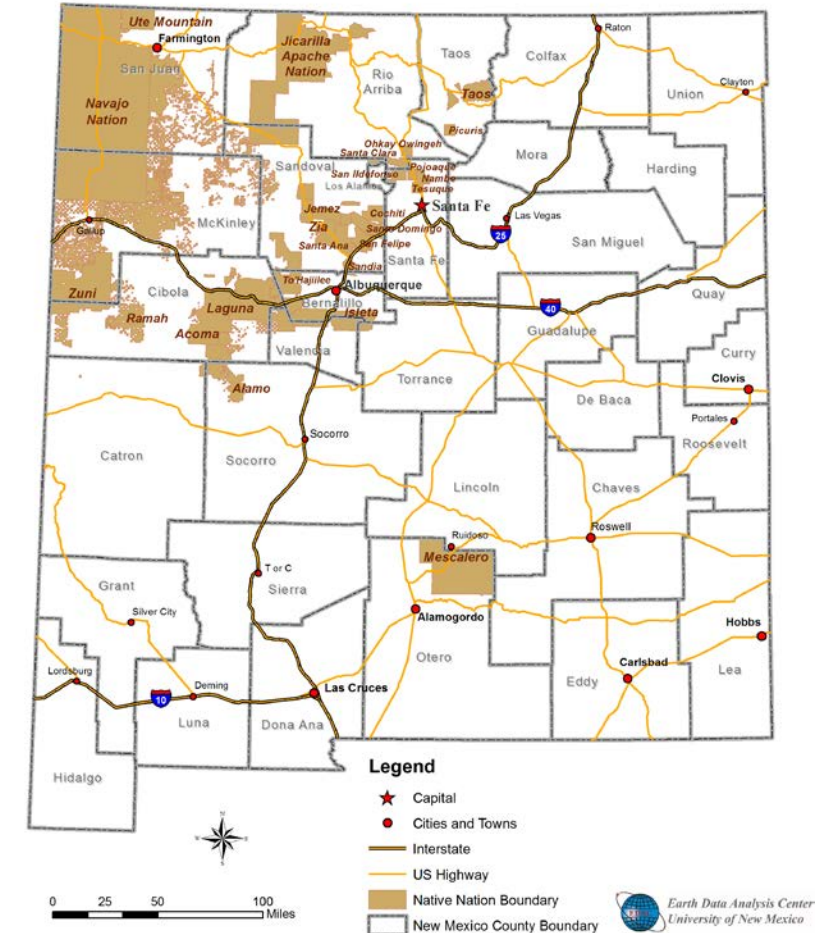


Implementation of HB250

- March 2, 2020, and March 3, 2020: Met with subgroup to discuss the implementation of the SNA.
- May 11, 2020, and May 12, 2020: Presented on the SNA with superintendents, school district Indian education directors, and TEDs.
- August 5, 2020: Met with subgroup to discuss the systemic framework, accountability tool and student needs assessment from prior meetings.
- August 19, 2020, and August 20, 2020: Presented on the systemic framework and accountability tool with superintendents, school district Indian education directors, and TEDs.

Indian Education Investments

- **Indian Education Act: \$5.25 Million**
 - IEA for Districts and Tribes/Pueblos/Nations,
- **Indigenous, Multilingual, Multicultural, and Special Education Initiatives \$1.5 Million**
- **Native Language Program Grant \$192,960.80**
- **SB377:**
 - \$4.5 Million to Tribal Libraries-have a MOU with DCA to transfer these funds FY21-23
 - \$4.5 Million to Tribal Education Departments to implement education blueprints FY21-23
 - \$1,615,700 to Tribal Education Department for Native Language Programs FY21-23



IED Strategic Goals 21-22

Division Goal 1	Division Goal 2	Division Goal 3
<p>Provide cultural sensitivity/CLR training for certified personnel, school board members, and charter school governing bodies.</p>	<p>Create a systemic and sustainable teacher pipeline for Indigenous Language Instructors statewide to support the indigenous language initiative.</p>	<p>Publish a Technical Assistance and Focused Monitoring guidance handbook, tools, site visit team model</p>
<p>Alignment to NM PED Goal: Educator Ecosystem- <i>Ensuring every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.</i></p>	<p>Alignment to NM PED Goal: Asset-Based Supports and Opportunities- <i>Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.</i></p>	<p>Alignment to NM PED Goal: Whole Child Education- <i>Increase student learning and development by supporting schools and classrooms to engage in practices aligned with evidence that all students learn best when deeper, enriched academic learning is integrated with social-emotional learning and that all practices are culturally and linguistically responsive.</i></p>

IED Strategic Goals 21-22

Division Goal 4	Division Goal 5	Division Goal 6
<p>Publish a Technical Assistance and Implementation guidance handbook for the RFA-IEA process and RFR.</p>	<p>Publish a Technical Assistance and Implementation guidance handbook for Tribal Consultation.</p>	<p>Professional development for NMPED employees, other State agency employees, certified personnel, school board members, charter school governing bodies and legislatures.</p>
<p>Alignment to NM PED Goal: Whole Child Education-Increase student learning and development by supporting schools and classrooms to engage in practices aligned with evidence that all students learn best when deeper, enriched academic learning is integrated with social-emotional learning and that all practices are culturally and linguistically responsive.</p>	<p>Alignment to NM PED Goal: Asset-Based Supports and Opportunities- Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.</p> <p>Whole Child Education-Increase student learning and development by supporting schools and classrooms to engage in practices aligned with evidence that all students learn best when deeper, enriched academic learning is integrated with social-emotional learning and that all practices are culturally and linguistically responsive.</p> <p>Profiles and Pathways- Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career- ready and contribute as productive members of their community.</p>	<p>Alignment to NM PED Goal: Asset-Based Supports and Opportunities- Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.</p> <p>Whole Child Education-Increase student learning and development by supporting schools and classrooms to engage in practices aligned with evidence that all students learn best when deeper, enriched academic learning is integrated with social-emotional learning and that all practices are culturally and linguistically responsive.</p>

IED Strategic Goals 21-22

Division Goal 7	Division Goal 8
<p>Improve the funding process for Indian Education grantees by streamlining internal systems and processes.</p>	<p>Improve partnerships with IE advocates (tribes, legislators, districts, charters, alliances, advisories, coalitions, etc.) by creating sustainable relationship-building practices.</p>
<p>Alignment to NM PED Goal: Asset-Based Supports and Opportunities- <i>Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.</i></p> <p>Whole Child Education-<i>Increase student learning and development by supporting schools and classrooms to engage in practices aligned with evidence that all students learn best when deeper, enriched academic learning is integrated with social-emotional learning and that all practices are culturally and linguistically responsive.</i></p>	<p>Alignment to NM PED Goal: Asset-Based Supports and Opportunities- <i>Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.</i></p> <p>Whole Child Education-<i>Increase student learning and development by supporting schools and classrooms to engage in practices aligned with evidence that all students learn best when deeper, enriched academic learning is integrated with social-emotional learning and that all practices are culturally and linguistically responsive.</i></p> <p>Educator Ecosystem- <i>Ensuring every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.</i></p> <p>Profiles and Pathways- <i>Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career- ready and contribute as productive members of their community.</i></p>



Initiatives



INDIAN EDUCATION DIVISION REQUEST FOR APPLICATIONS TECHNICAL ASSISTANCE GUIDE

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SEPTEMBER 2021



AGENDA

Quarterly Meetings
New Mexico Public Education Department
Indian Education Division

IEA- October 4, 2021- 3:00-4:00 pm

The intent of these meeting is to cover the following:

- I. Introductions- IED Staff, Tribal Education Directors, Indian Education Directors
- II. The purpose of the Quarterly meetings- IED staff
 - a. Round table discussion of what is working
 - b. Round table discussion of any problems & barriers
 - c. Student successes
 - d. Presentations from grantees
 - e. Goals/projected outcomes of their program
 - f. Funding/Expenditures
- III. Have a District and Tribal Representative present on their program Initiatives
- IV. Have a round table discussion to ask questions to the presenters
- V. Open up the round table to discuss any of the topic areas above
- VI. Closing- what would like to get out of these meetings moving forward

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
INDIAN EDUCATION DIVISION

TRIBAL CONSULTATION GUIDANCE HANDBOOK



The State of New Mexico
New Mexico Public Education Department



Thank you!

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