



NACA-INSPIRED SCHOOLS NETWORK
INDIGENIZING EDUCATION
ANPAO DUTA FLYING EARTH
ACTING EXECUTIVE DIRECTOR

INDIAN AFFAIRS
COMMITTEE
AUGUST 1, 2019



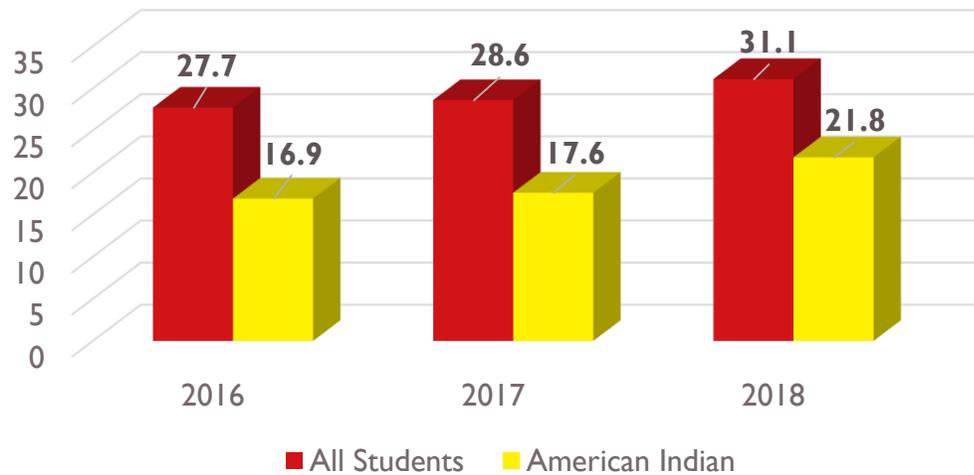
GREAT STRIDES DURING THE 2019 LEGISLATIVE SESSION

SB329: Opening Schools on Tribal Land	Sponsored by Senator Linda Lopez and Representative Georgene Louis Requires that the PED, school districts and charter school consult with tribes prior to opening or closing a school on tribal land. Adds failure to comply with the consultation requirements in the Indian Education Act as a reason a charter school may not be approved or renewed in the Charter School Act.
HB250: Native American Student Needs Assessment	Sponsored by Representative Derrick Lente Requires that historically defined Indian impacted school districts, including charter schools, to conduct a needs assessment to determine what services are needed to assist Indian students in graduating and becoming college- or career-ready; meet with local tribes to priorities the needs of Indian students in closing the achievement gap; and develop and publish a systematic framework for improving educational outcomes for Indian students.
General Appropriation Act and SEG	Sponsored by Representative Sheryl Williams Stapleton, Representative Andres Romero, Representative Patricia Lundstrom, Senator Mimi Stewart, Senator Gay Kernan, Senator Bill Soules Increased the At-Risk Index to increase overall SEG revenue for students who are ELL, highly mobile and living in poverty. Increased funding for the Indian Education Act fund.

STUDENT PERFORMANCE 2016-2018

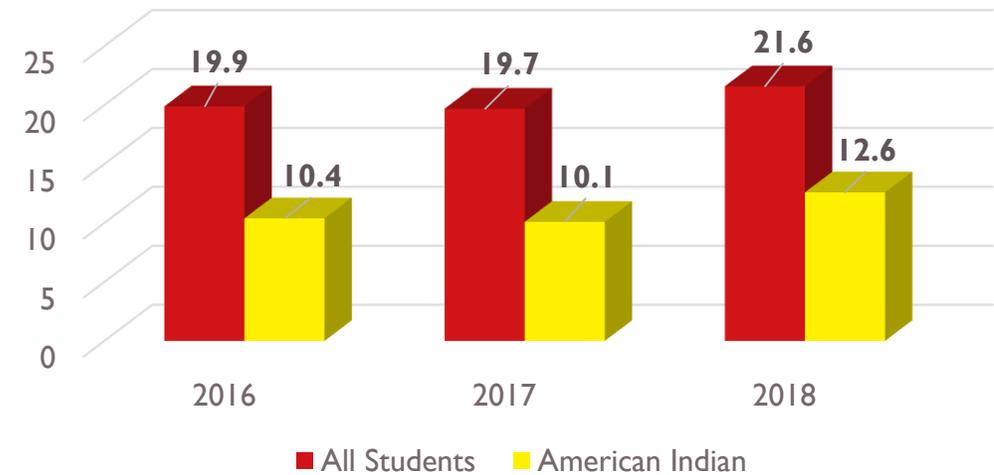
English Language Arts

Percent Proficient



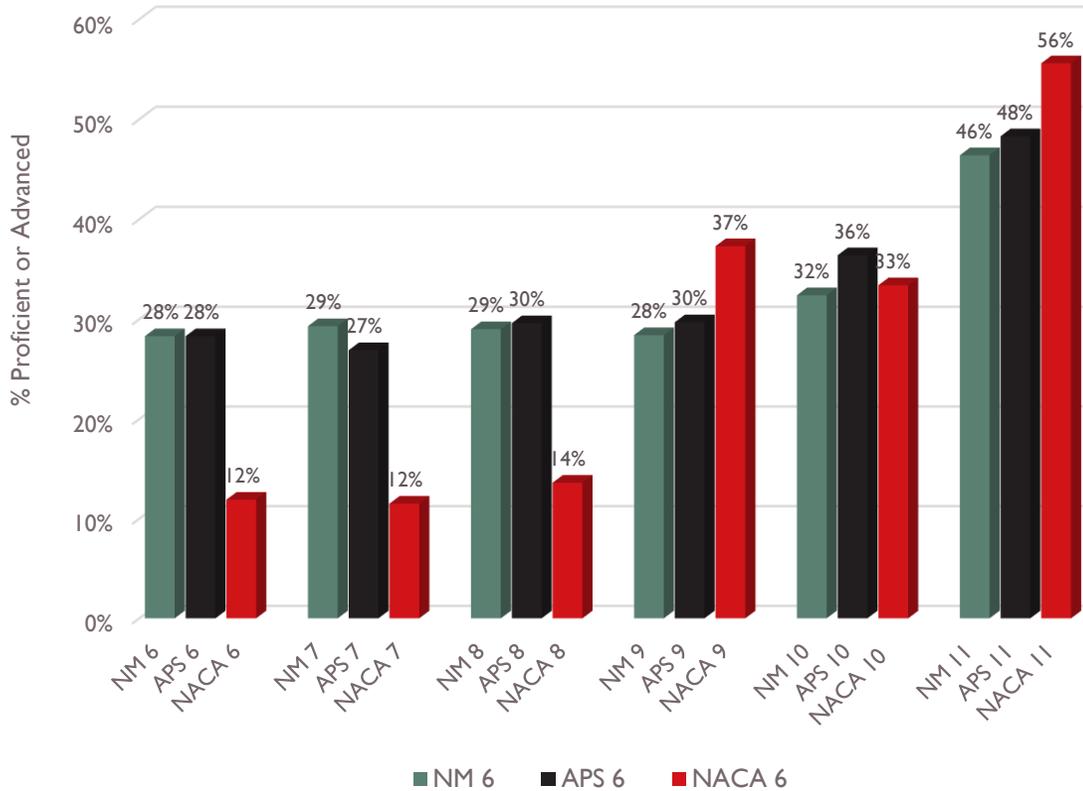
Math

Percent Proficient

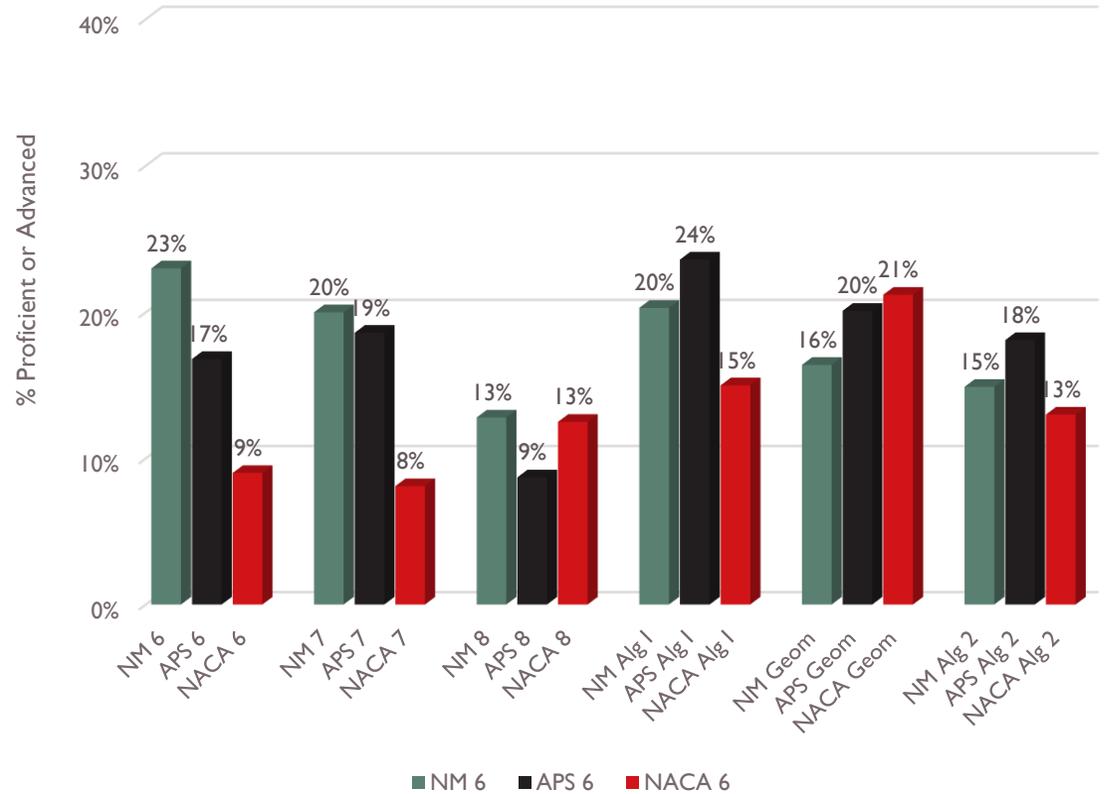


NACA, INSPIRATION FOR THE NETWORK, CONTINUES TO LEAD

English Language Arts
2017-18

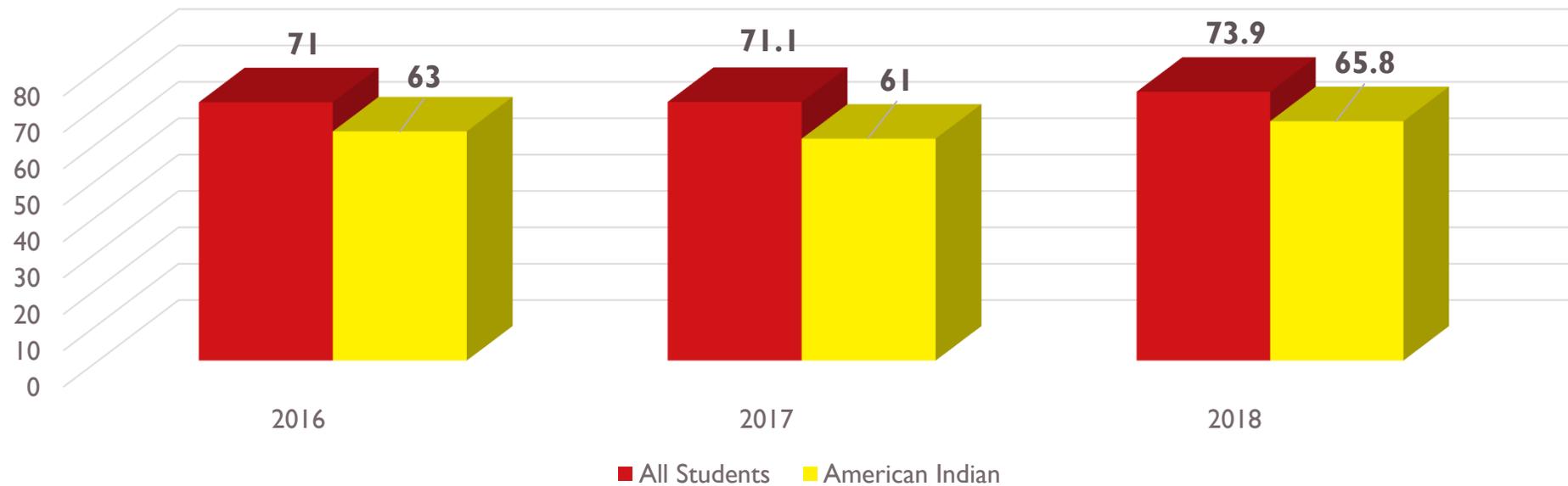


Math
2017-18



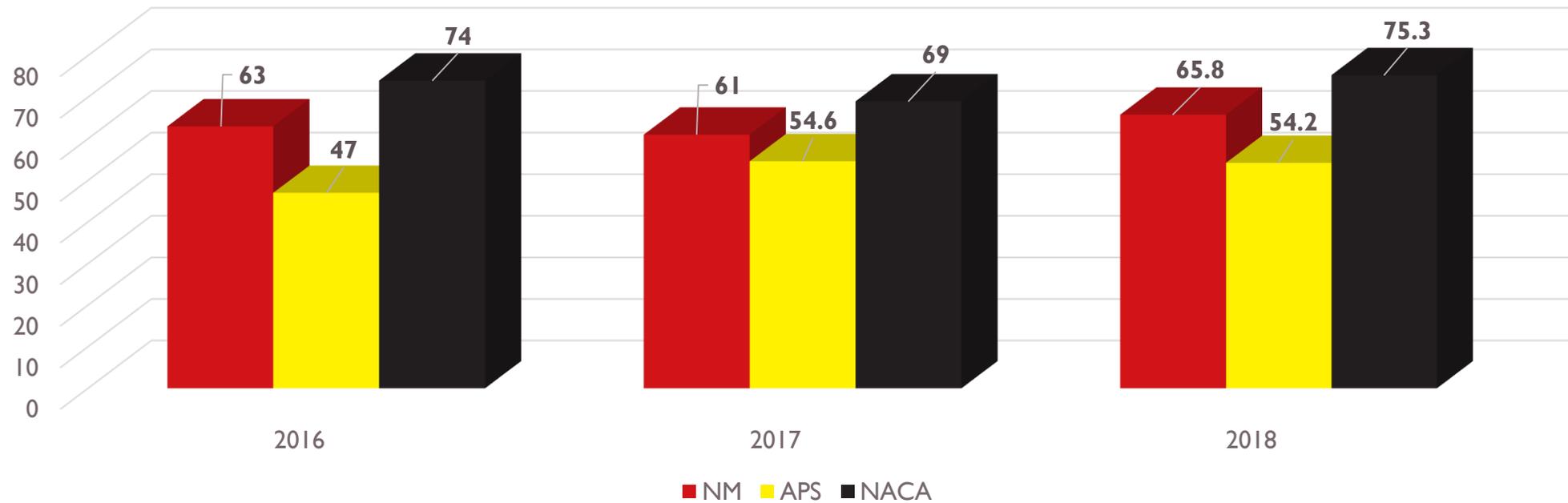
STUDENT GRADUATION RATES 2016-2018

Percent 4-Year Graduation Rate



NACA GRADUATION RATES COMPARISON

Percent 4-Year Graduation Rate



DREAM DINÉ
Grades K-4, Charter

ZIA PUEBLO
Possible BIE to Tribal Control

KHA'P'O COMMUNITY SCHOOL
Grades K-6, BIE to Tribal Control

DZIŁ DIT Ł'OOÍ SCHOOL OF EMPOWERMENT, ACTION AND PERSEVERANCE (DEAP)
Grades 6-9, Charter

Shiprock

Navajo

Gallup



Cochiti

Kewa

Albuquerque

Taos

Santa Clara

Las Cruces

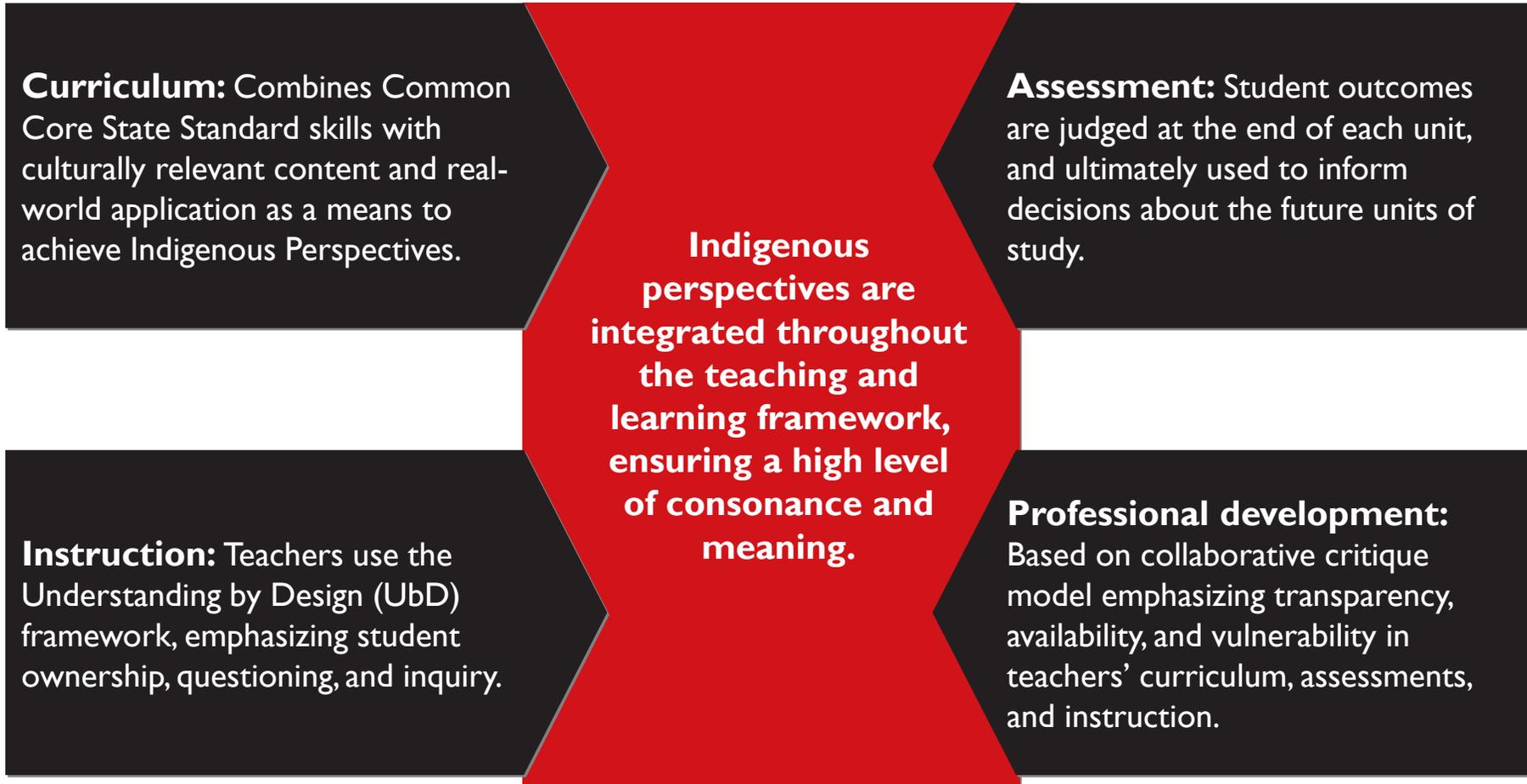
KERES CHILDREN'S LEARNING CENTER
Early Learning
Montesori

NACA
Grades K-4, 6-12,
APS Charter

SIX DIRECTIONS INDIGENOUS SCHOOL
Grades 6-8, Charter

RAÍCES DEL SABER COMMUNITY SCHOOL
Grades K-5

INDIGENIZING EDUCATION



COMMUNITIES IN OTHER STATES SEEK OUT NISN FOR SUPPORT LAUNCHING AND TRANSFORMING SCHOOLS

California

- Homies Empowerment Community High School (Oakland)

Colorado

- American Indian Academy of Denver
- Ute Mountain Ute

Oklahoma

- Sovereign Community School (Oklahoma City)
- Comanche Academy (Lawton)
- Pawnee Academy

South Dakota

- He Dog School
- Todd County Middle School
- Spring Creek Elementary
- Defenders of the Waters School
- Sicangu Community Development Corporation
- Thunder Valley Community School

REMAINING OBSTACLES

In order to ensure Native American students are ready for college, career and life, we must address the following:

- Lack of competent and culturally-relevant educators
- Culturally irrelevant curriculum
- Insensitive school culture practices & punitive discipline
- Unwelcoming school environment
- Lack of targeted funding for language and culture program integration

STRATEGIES TO INDIGENIZE EDUCATION: TEACHING AND LEADERSHIP

- Make investments in culturally-responsive teaching and school leadership preparation programs
 - Learn from Growing Educators for Native American Communities (GENAC)
 - Support alternative teacher preparation pathways that emphasize recruiting & training indigenous educators
- Support of Fellowship, Mentorship and Development

STRATEGIES TO INDIGENIZE EDUCATION: RELEVANT SCHOOL AND LANGUAGE PROGRAMS

- Expand investments in Indigenous Language Programs
 - Tribal Language Department Support and Language Teacher Training – Indian Education Act
 - Heritage Language Program Funding – State Equalization Guarantee
- Prioritize Teacher Professional Development and Curriculum Development
 - Dedicated time and space for teacher development of pedagogy and curriculum matter
- Ensure Career and Technical Education Opportunities honor Indigenous Culture

STRATEGIES TO INDIGENIZE EDUCATION: SOCIAL AND EMOTIONAL WELLBEING

- Integrate and support holistic wellness as a measure of student success
 - Intellectual, Physical, Social/Emotional and Community & Relationship Wellness
- Fund programming targeted at Boys & Young Men of Color

CREATE AN “INDIGENOUS EDUCATION TRANSFORMATION ZONE”

- Access to the Indigenous Systems Leaders Network, a first of its kind fellowship with some of the strongest training in the nation, for leaders who want to build their capacity to lead transformation at the systems level in Indigenous communities.
- A school support team, that would work collaboratively to support and provide access to best practices nationally and resources of how to indigenize those practices.
- Training for educators to conduct parent-teacher home visits.
- Measurements/accountability based on a specific school/community report card, based on measures of success determined by the community.
- Development of a cohesive plan and vacancy assessment by community and access to a specialized talent and leadership development program to Grow Educators for Native American Communities (GENAC).
- IETZ would require additional investments from the Legislature and Executive to provide additional supports and program panning to school districts and schools with significant Native student populations and, in particular, public schools on tribal land.