

Indian Affairs Committee

Thursday, August 1, 2019

KARA BOBROFF
INTERIM SECRETARY OF EDUCATION
NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Mission

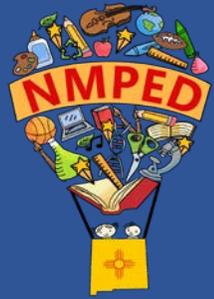
Equity, Excellence & Relevance

- The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

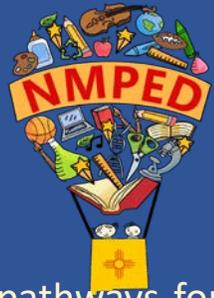
Vision

Rooted in our Strengths

- Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.



Core Values



Student-Centered: We center our decision-making process and policy platform on providing relevant educational pathways for every student's chosen future.

Responsive: We recognize students in New Mexico have varying social and cultural backgrounds and individual communities in New Mexico have different assets and unique needs.

Collaborative: We value partnerships with the Legislature, other state agencies, non-profits, local businesses, labor organizations, educators, parents, students, families, and communities.

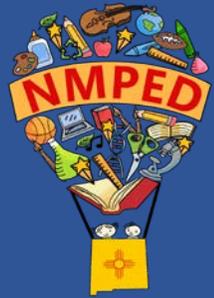
Transformative: We aim to engage in a process of racial healing that is built upon truth, equity, intentional learning, and sharing of lived experiences within the context of race, identity, belonging, and justice.

Innovative: We value creating spaces for educators to design, develop, and create new ways of thinking about education. We aim to provide support and resources for new policies that promote innovative learning models rooted in the strengths of New Mexico that meet the needs of all students.

Reflective: We believe learning is a continuous improvement process involving intentional self-awareness and reflective practice to encourage thoughtfulness, personal growth, profound learning, and meaningful change.

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Goal – Whole Child Educational System

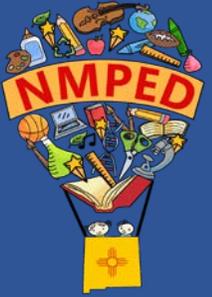


Priorities

- Culturally and Linguistically Responsive Education Framework
- Quality Special Education Services
- Art, Music, PE, Social Studies and the Humanities
- Social and Emotional Learning
- Academic Literacy - Deeper Learning

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Goal – Thriving Educator Ecosystem

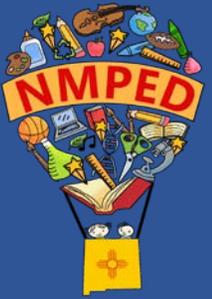


Priorities

- Educator Preparation and Teacher Residencies
- Grow Your Own Educators Program
- Licensure, Advancement, Mentoring, Induction
- Educator Quality and Professional Learning
- Educational Leadership

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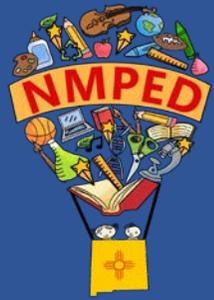
Goal – Close the Opportunity Gap



Priorities

- Extended Learning Time Programs
- After School and Summer Enrichment
- Community Schools
- Equitable Instructional Materials, BIE not included
- Targeted and Comprehensive Support and Improvement for Struggling Schools

Goal – Profiles and Pathways for Student Success

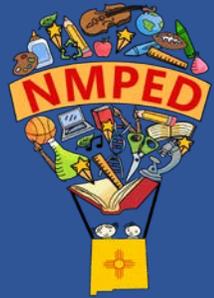


Priorities

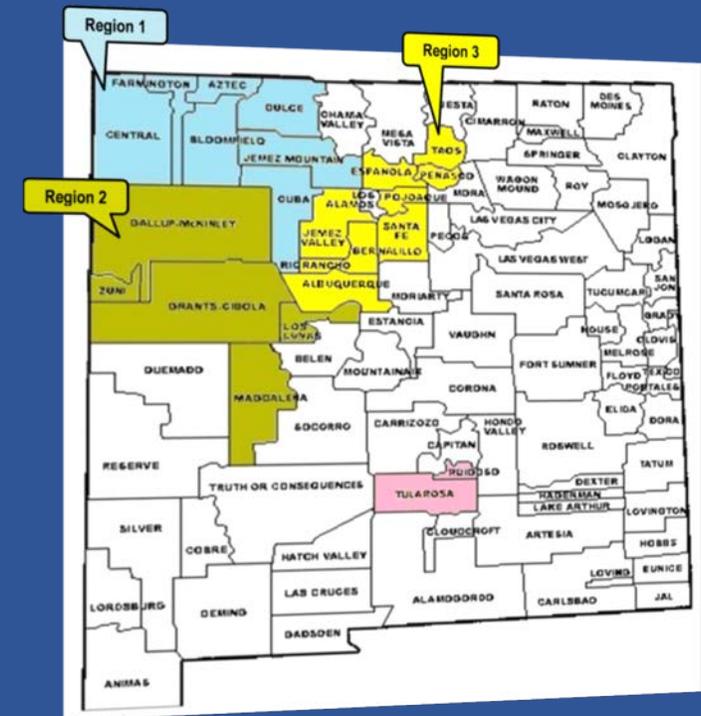
- College and Career Readiness - Profile of a New Mexico Graduate
- Universal Pre-Kindergarten
- STEAM Programming
- Career and Technical Education Pathways
- Dual Credit, Advanced Placement, and College Pathways

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Student Demographics

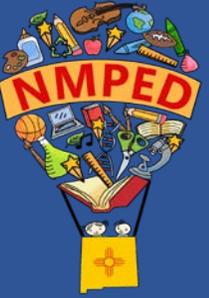


- Total Students from New Mexico tribes and pueblos - 34,831
- Total from non-New Mexico tribes and pueblos - 3,835
- Total American Indian Student in New Mexico Schools - 38,666



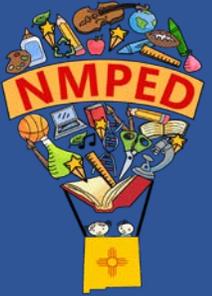
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HB 250 Amended Indian Education Act



- Systemic Framework
 - Aligned to Identified Priorities in Needs Assessment and Budget
 - Programs and Services, Culturally Relevant Activities, Professional Development
- Guidance - Forthcoming
 - Needs Analysis
 - Allocating Funding
 - Updating policies and guidance
 - Systems leaders

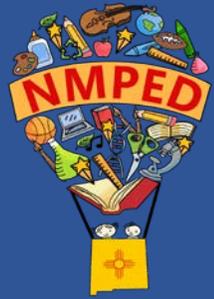
Impact Aid - Purpose



Students meet the same challenging State academic standards, it is the purpose of title 20 (formerly called PL 874), to provide financial assistance to local educational agencies that—

- experience a substantial and continuing financial burden due to the acquisition of real property by the United States;
- educate children who reside on Federal property and whose parents are employed on Federal property;
- educate children of parents who are in the military services and children who live in low-rent housing;
- educate heavy concentrations of children whose parents are civilian employees of the Federal Government and do not reside on Federal property; or
- need special assistance with capital expenditures for construction activities because of the enrollments of substantial numbers of children who reside on Federal lands and because of the difficulty of raising local revenue through bond referendums for capital projects due to the inability to tax Federal property.

Types of Impact Aid



Payments for Federal Property (Section 7002)

- Payments for Federal Property assist local school districts that have lost a portion of their local tax base because of Federal ownership of property.

Basic Support Payments (Section 7003(b))

- To be eligible for assistance a local school district must educate at least 400 such children in average daily attendance, or the federally connected children must make up at least 3 percent of the school district's total average daily attendance.

Children With Disabilities Payments (Section 7003(d))

- A school district that receives these funds **MUST** use them for the increased costs of educating federally connected children with disabilities — both children living on Indian lands and children of members of the uniformed services.

Construction Grants (Section 7007)

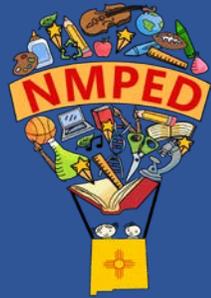
- Go to local school districts that educate high percentages of certain federally connected children

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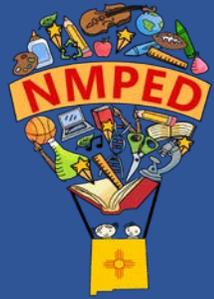
NM State Equalization Guarantee



The exact amount is determined by:

- Adding together revenue coming into the district as the result of a required half-mill property tax levy; and revenue generated under Impact Aid (formerly called PL 874), except that revenue generated specifically for special education; and any revenue generated through Forest Reserve funds;
- Multiplying the result by 75 percent to determine the revenue for which the state takes credit; and
- Subtracting the 75 percent credit amount from program cost.
- Districts participating in the Utility Conservation program will have an additional amount subtracted from the program cost; that amount is held in a separate fund to be used solely for that program. Similarly, 90 percent of amounts certified under the Energy Efficiency and Renewable Energy Bonding Act are deducted to be transferred to the New Mexico Finance Authority.

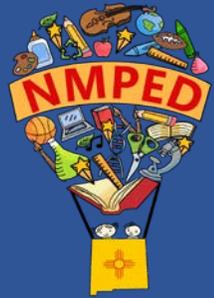
Impact Aid Next Steps



- Committees where discussions are taking place
 - Indian Affairs
 - LFC
 - PSCOC oversight
- PED Actions: Policy engagement sessions, cross-agency collaboration with IAD, DFA and PED
- Thank you

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CLR Instruction Initiative



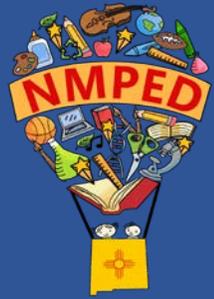
Systems Leaders – Three One-Day Workshops facilitated by Dr. Sharroky Hollie

- A focus on Culture and the Instructional Beliefs, Culturally Responsive Leadership and Culturally Responsive Classroom Management, Start Workshop and Supporting Teachers in Becoming CLR

Teacher Leaders – Two-Day Workshop facilitated by Dr. Sharroky Hollie

- A focus on Culture and the Instructional Beliefs, Culturally Responsive Classroom Management, Culturally Responsive Academic Vocabulary Workshop

Framework Guidance

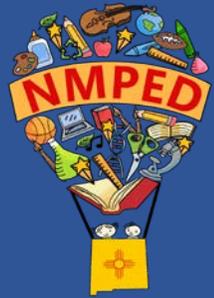


- Multicultural Education Framework
 - Culturally and Linguistically Relative
 - Culturally and Linguistically Responsive
 - Language Programming
- Charter School Policy
 - Needs Analysis
 - Allocating Funding
 - Updating policies and guidance
 - Systems leaders

5 Public School Districts
&
6 NMPED Bureaus

50 Instructional Coaches and
Teachers are from 5 Districts that
participated in Pathway I

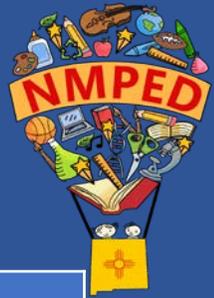
Bilingual Multicultural Education Act



The state's bilingual multicultural education program goals are for all students, including English language learners, to:

- 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

Language Programs



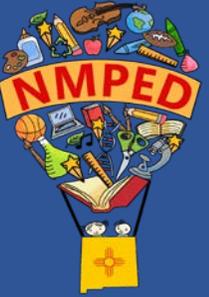
**Student Participation in Native American Language Programs
SY 2013–2014 to SY 2017–2018**

| Year | Language/Number of Students | | | | | | | Total |
|-----------------|-----------------------------|-----------------------|-------|------|------|------|------|-------|
| | Diné (Navajo) | Jicarilla (Apache) | Keres | Tewa | Tiwa | Towa | Zuni | |
| SY 13–14 | 6,113 | 314 | | 99 | 11 | | 967 | 7,504 |
| SY 14–15 | 6,164 | 411 | 331 | 266 | 32 | 88 | 665 | 7,957 |
| SY 15-16 | 5,807 | 397 | 475 | 334 | 38 | 91 | 778 | 7,920 |
| SY 16-17 | 5,366 | 379 | 444 | 119 | 32 | 87 | 868 | 7,295 |
| SY 17-18 | 5,321 | 321 | 493 | 288 | 55 | 91 | 825 | 7,394 |

SOURCE: STARS, 80th Day, BEP Query, 2016–2017, Dulce, Bernalillo, Bloomfield, Central Consolidated, Cuba, Dream Dine Charter, Gallup, Farmington, Jemez Mountain, Magdalena, Peñasco, Española, Pojoaque, and Jemez Valley

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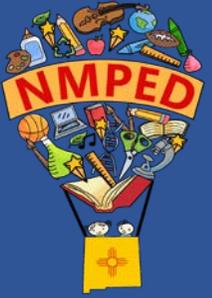
IED and Indigenous Education Initiatives



- Request for Application – Indian Education Act
 - Review and award in August of 2019
- Request for Application – Indigenous Education Initiative
 - Review and award to three schools in September of 2019
- Indigenous Education Curriculum Initiative
 - Units completed and ready for use and training Summer 2020

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Contact Information



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