

Presentation for the Indian Affairs Committee

Update from the Public Education Department

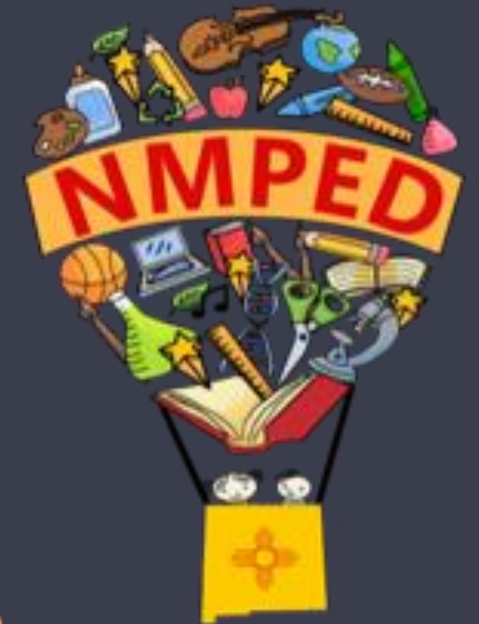
KatieAnn Juanico, Assistant Secretary, Indian Education Division

Dr. Margaret Cage, Deputy Secretary, Special Education

Sara Cordova, Director, School Budget Bureau

October 31, 2024

Investing for tomorrow, delivering today.



*A Presentation by the
New Mexico Public
Education Department*

Indian Education Division



Indian Education Funding Proposal

Governor Michelle Lujan Grisham, in partnership with Pueblos, Tribes, and Nations across the state, has a unique opportunity to improve student outcomes for Native American students with expanded recurring funding to the Indian Education fund.

- Funding will flow from the New Mexico Public Education Department (PED) Indian Education Division to the 22 Pueblos, Tribes, and Nations at the beginning of each fiscal year to support educational outcomes of students in grades pre-kindergarten–12.
- The funding amount for each Pueblo, Tribe, and Nation will be based on student counts from the 120-day reporting period of the previous year.

Objectives of the Indian Education Funding Proposal

50 million dollars will be requested to support the Indian Education Fund for FY26. This includes a portion that will be awarded to school districts and charter schools serving high numbers of Native American students.

- Funding will be recurring for a minimum of three years to measure impacts on student outcomes.
- Funding will be available to tribally controlled schools and Bureau of Indian Education Schools.
- Funding will not be reimbursement based.
- Increased funding will be provided to students with special needs.
- Funding will be accessible each year based on student counts.

Allowable Costs of the Indian Education Funding Proposal

Funds can be used for most allowable costs. Allowable costs include:

- Educational and behavioral support.
- After school and summer programming.
- Academic tutoring.
- Credit recovery.
- Paid apprenticeships and work-based learning opportunities.
- Bridge programs that support transition services.
- Out-of-school opportunities, like attending conferences, youth camps, and out-of-state travel.
- Transportation services.



How Will the Indian Education Funding Proposal Affect the Indian Education Fund as It Functions Currently?

In alignment with the Indian Education funding proposal, the PED will update 6.35.2 NMAC to reflect the objectives of the proposal. Updates to the rule will also include:

- Language to omit a required application for funding.
- Language to emphasize required mid-year and end-of-year reporting.



Indian Education Funding Proposal: Where We Are Now and Next Steps

The Indian Education funding proposal was shared with 22 Tribal leaders at the Fall 2024 Government-to-Government Indian Education Summit on October 16, 2024. Tribal leaders provided feedback on the proposal and identified the need for more discussion regarding the formula used to determine allocated amounts per Pueblo, Tribe, and Nation. Next steps include:

- Gather additional feedback from tribal leaders through a document that will be provided to the Indian Education Division.
- An additional presentation at the All Pueblo Council of Governors (APCG) meeting in November 2024.
- A joint virtual meeting with Jicarilla Apache Nation, Mescalero Apache Tribe, and Navajo Nation.

Regalia Legislation

During the Fall 2024 Government-to-Government Indian Education Summit, the education agencies, in partnership with the Indian Affairs Department, presented a draft of the regalia legislation. The regalia legislation relates to traditional tribal regalia and objects of cultural significance at public, private, and charter school events.

- Purpose: Recognize the state's commitment to preserve the distinct and unique cultural heritage of the Indian Pueblos, Tribes, and Nations that are represented in New Mexico.



Trends in Student Achievement, Attendance, and Graduation Rate for Native American Students



Trending Improvement

New Mexico is making statewide progress in achievement, attendance, and graduation for Native students.

- Closing the gap in graduation rates for Native students
- Native students' growth in literacy rates are exceeding the rest of the state.
- Significant increase in Native student attendance rates; decrease in chronic absenteeism

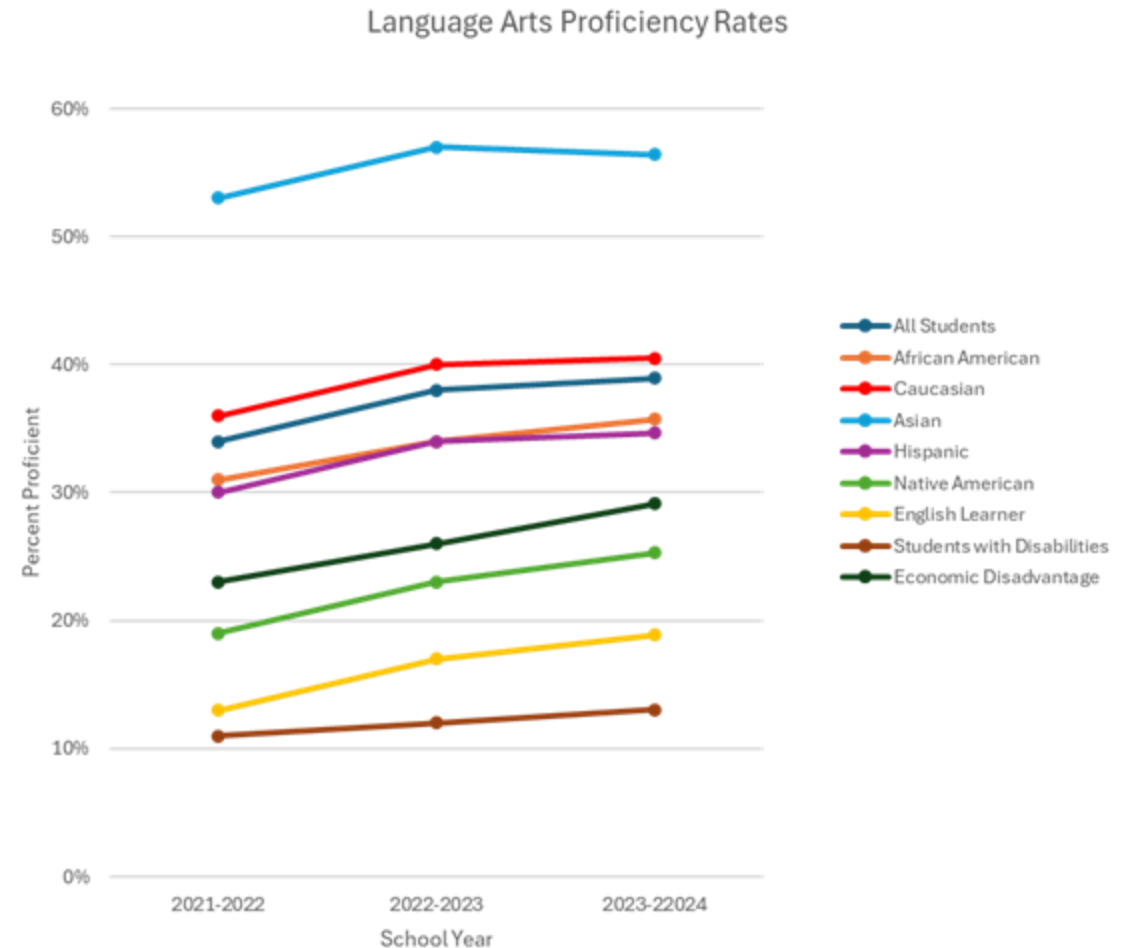
Academic Achievement – English Language Arts

English proficiency rate increase

- All groups
- Native American students
- English learners

Improvement targets

- Preliminary assessment results are not yet actionable



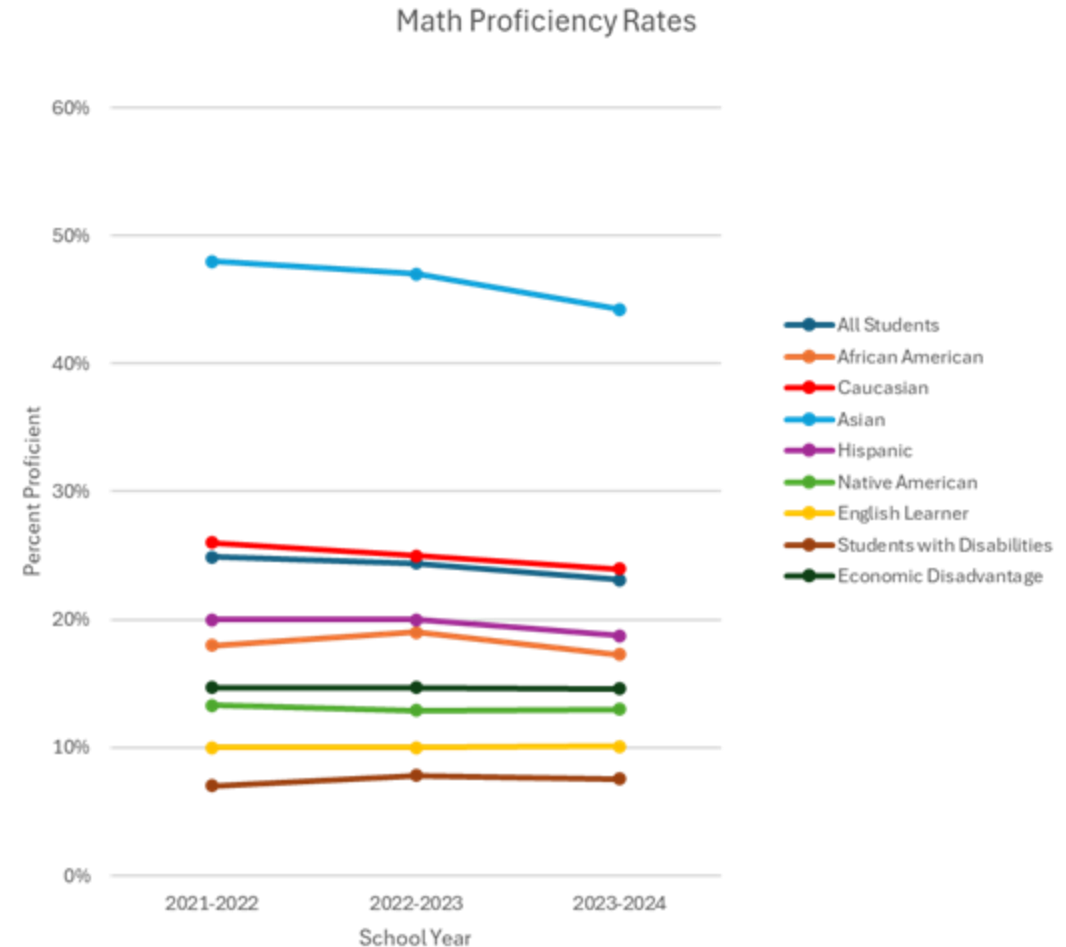
Academic Achievement - Mathematics

Math proficiency

- Little change overall

Improvement targets

- Increase math achievement levels for all students
- Preliminary assessment results are not yet actionable



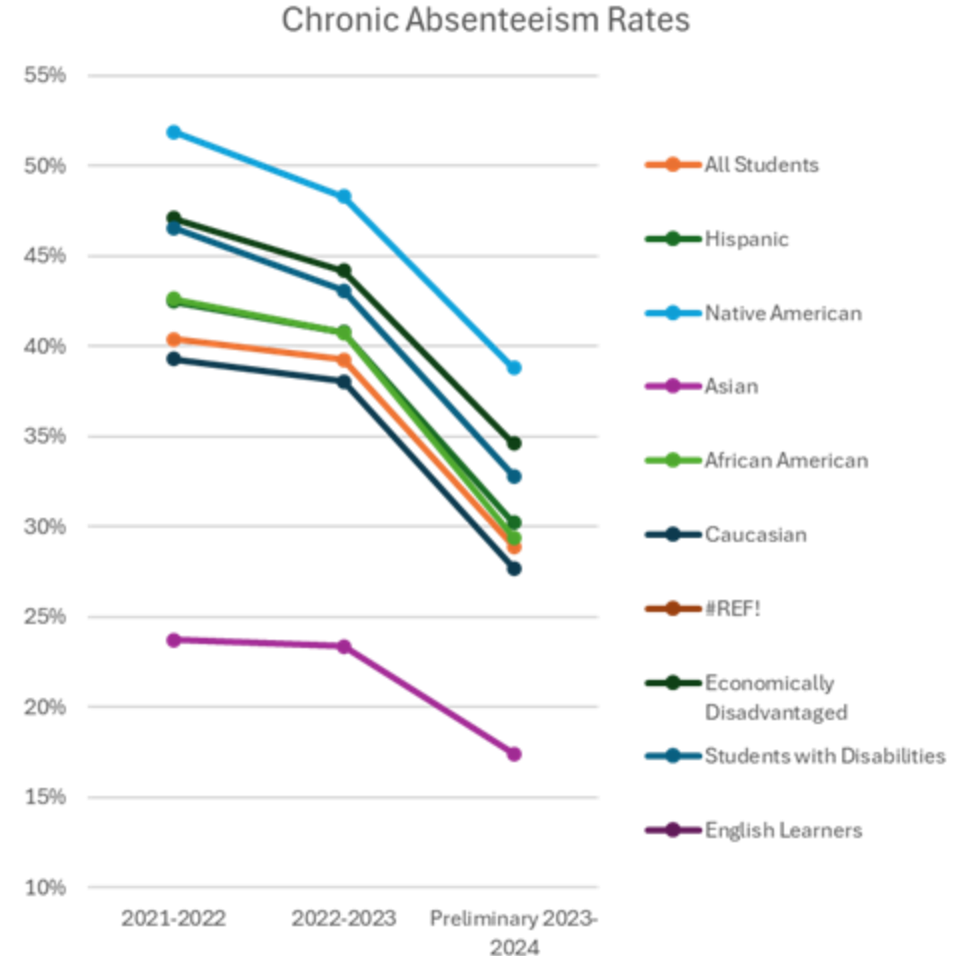
Attendance

Increase in regular attendance

- Native American students
- Students with disabilities
- Economically disadvantaged students

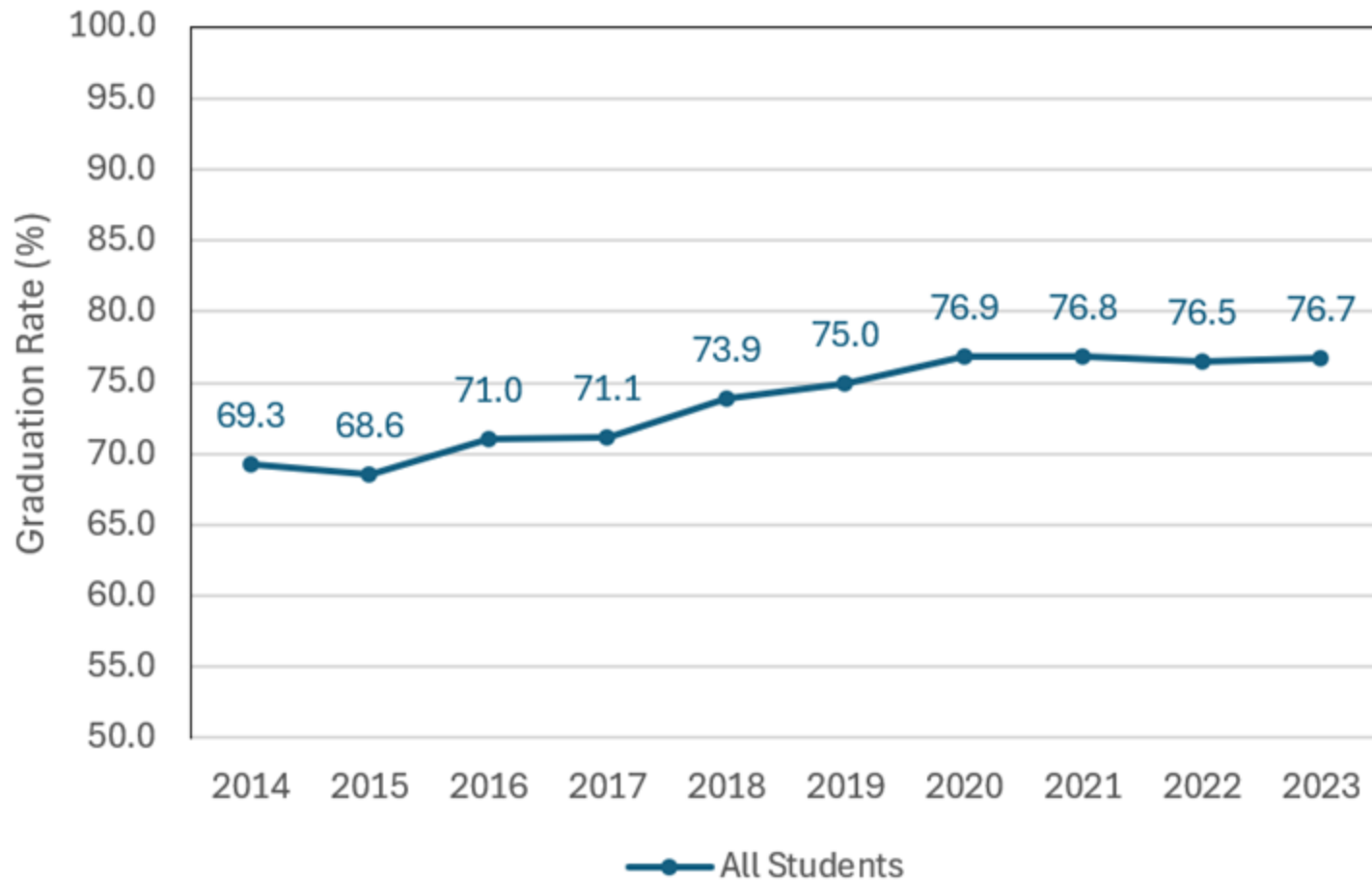
Focus for improvement

- Hispanic students
- District and charter compliance with Nova data submission details



Longitudinal Statewide Graduation Rates

New Mexico 4 Year Adjusted Cohort Graduation Rate, All Students



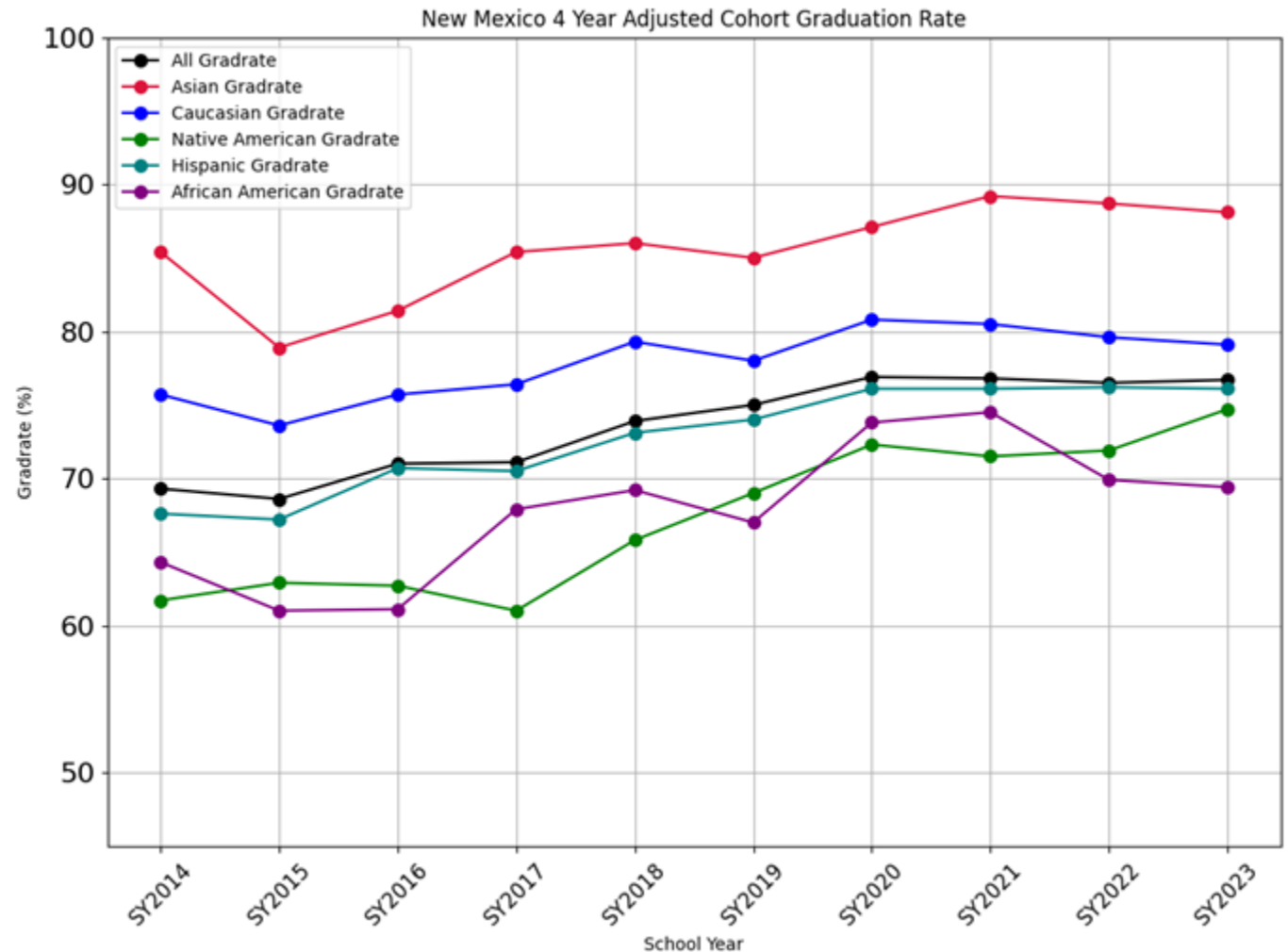
Graduation – Race and Ethnicity

Closing the gap

- Native American students
- 10 years of steady improvement

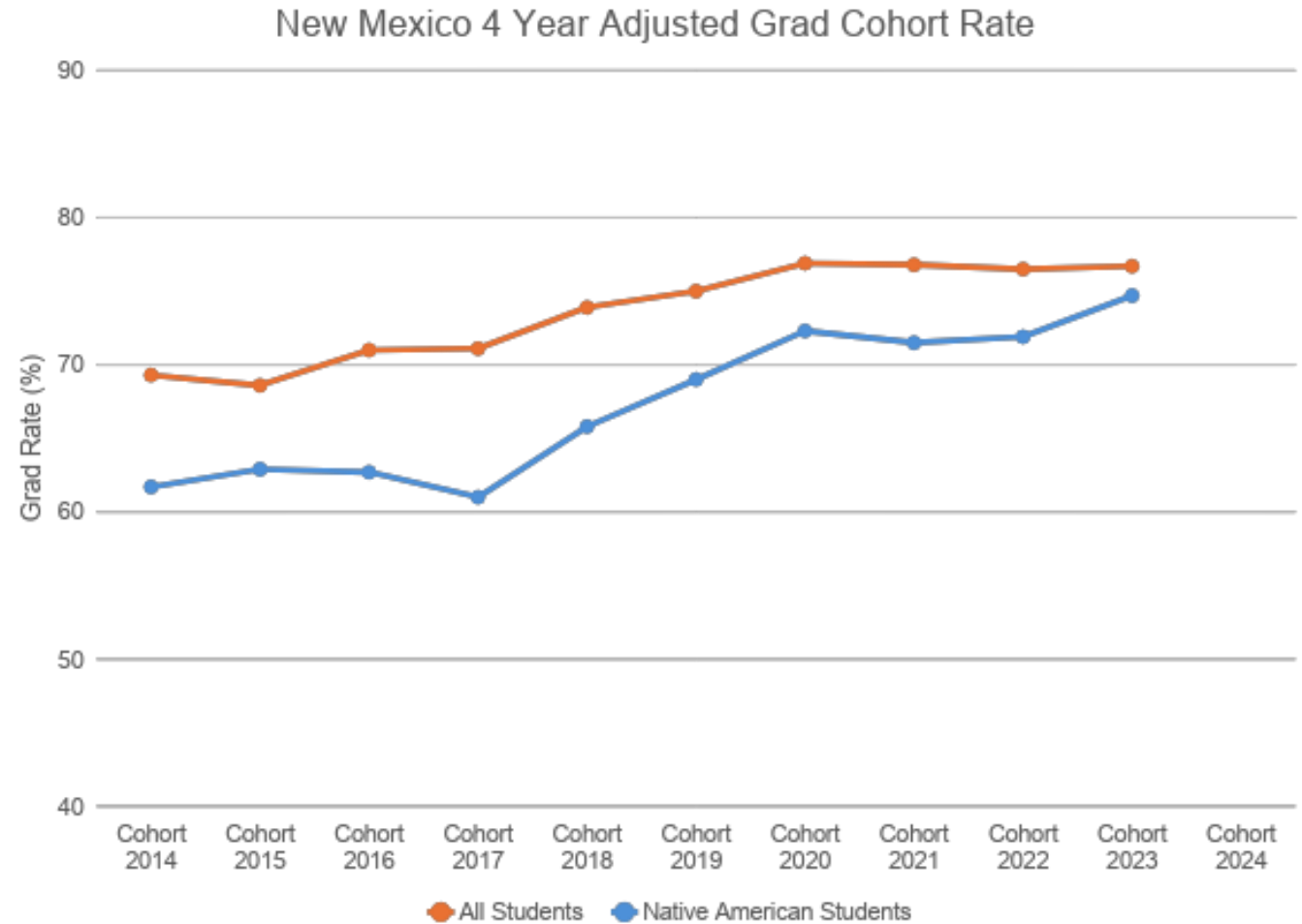
Focus for improvement

- Continue to close gaps
- Build on 10 years of growth in rates of graduation



New Mexico 4 Year Adjusted Grad Cohort Rate

Cohort Year	All Students	Native American Students
2014	69.3	61.7
2015	68.6	62.9
2016	71	62.7
2017	71.1	61
2018	73.9	65.8
2019	75	69
2020	76.9	72.3
2021	76.8	71.5
2022	76.5	71.9
2023	76.7	74.7
2024	TBD	TBD



2023* Graduation Rates

State	4-Year Graduation Rate	Total Number of Enrolled Students
State Overall Graduation Rate	76%	336,242
State Native American Graduation Rate	72%	45,073
School Districts With Highest Native Student Graduation Rates	Percentage of Native Students Graduating	Total Number of Native Students Enrolled
Ruidoso	90%	307
Cuba	88%	579
Santa Fe	86%	351
Rio Rancho	85%	1,310
Zuni	83%	1,114
Farmington	83%	4,650
Española	82%	251

*2024 graduation rates are undergoing validation by districts and charter schools.

Literacy Growth for Native Students

State	Proficiency Rate	Proficiency Growth	
New Mexico Overall ELA Growth	38%	3.90%	
New Mexico Native ELA Growth	23%	4.62%	Exceeds overall state growth in proficiency.
School District	ELA Proficiency Among Native Students	ELA Growth Among Native Students (above state average growth)	Number of Native Students Who Took the ELA Assessment
Zuni	23%	9.23%	546
Bernalillo	19%	7.15%	751
Rio Rancho	39%	6.81%	622
Aztec	27%	6.09%	189
Gallup	23%	6.07%	4346
Bloomfield	17%	4.85%	508
Albuquerque	24%	4.56%	2612
Española	17%	4.22%	109
Central Consolidated	20%	4.19%	2198
Farmington	22%	4.11%	2133

Math Growth for Native Students

State	Proficiency Rate	Proficiency Growth	
New Mexico Overall Math Growth	23%	-1.29%	
New Mexico Native Math Growth	13%	0.00%	Proficiency rates remained consistent while state rates dropped slightly.
School District	Math Proficiency Among Native Students	Math Growth Among Native Students (above state average growth)	Number of Native Students Who Took the Math Assessment
Las Cruces	18%	5.16%	157
Bernalillo	8%	2.78%	659
Los Lunas	19%	0.89%	276
Pojoaque	9%	0.88%	149
Farmington	14%	0.69%	2187
Ruidoso	10%	0.58%	139
Bloomfield	12%	0.35%	457
Cuba	2%	0.03%	266
Dulce	4%	0.00%	249

Science Growth for Native Students

State	Proficiency Rate	Proficiency Growth	
New Mexico Overall Science Growth	38%	4.10%	
New Mexico Native Science Growth	24%	3.74%	Native students saw substantial science growth.
District	Science Proficiency Among Native Students	Science Growth Among Native Students (above state average growth)	Number of Native Students who took the Science Assessment
Bernalillo	20%	9.58%	546
Central Consolidated	22%	7.60%	751
Dulce	22%	6.20%	622
Bloomfield	19%	5.38%	189
Los Lunas	22%	4.28%	4346

Office of Special Education



Executive Order 2023-062:

Establishing the Office of Special Education within the Public Education Department



The Public Education Department (PED) will collaborate with key education stakeholders and state agencies to improve special education services and fulfill the Individuals with Disabilities Education Act's (IDEA's) intent – supporting students with disabilities from cradle to career.

In the 2022-2023 school year, over 16 percent of public school students qualified for special education services, needing significant improvement in the quality of education provided to students with disabilities.

The state will establish consistent statewide standards and goals for special education and collect and report comprehensive data to inform evidence-based policies, processes, and programs that adequately serve students with disabilities.

[Executive Order 2023-062](#)

Components of the Executive Order



Creation of Office; Appointment of Director

Office of Special Education created within PED. Director hired by the PED Secretary as a direct report.



Duties of the Office of Special Education

See duties in the next slide.



Special Education Salary Differential Levels

Identify and study options, and make recommendations for salary differential levels, time allocations, and other supports for licensed school employees, educational assistants, and other instructional support providers by July 1, 2024.



Transfer of Preschool Special Education

Execute a formal written agreement that transfers the Part B-619 Coordinator to Early Childhood Education and Care Department (ECECD) by July 1, 2024.



Transition of Special Education Division

Office of Special Education to assume duties of the Division by July 1, 2024.

Revitalizing Special Education: A Comprehensive Approach to Systemic Change

Rebuilding Trust:

Engage families as partners, provide clear and transparent communication, and foster a culture of inclusivity and respect

Investment in the Workforce:

Provide ongoing professional development to ensure that all educators and service providers are equipped with the knowledge and skills they need to provide high-quality special education services

Strengthening Accountability:

Monitor and evaluate the effectiveness of special education programs and services, identify areas for improvement, and implement evidence-based practices and interventions

Fostering Inclusive Culture:

Ensure that students with disabilities have access to the same opportunities and experiences as their typically developing peers

Structural Alignment:

Create a shared vision and mission for special education, develop clear and consistent policies and procedures, and implement a multi-tiered system of support across agencies

Empowering OSE Staff:

Provide ongoing training, access to resources and materials, support from experts, and collaboration opportunities to ensure that special education programs and services are implemented effectively and efficiently



Special Education Initiatives

- Current Initiatives

- IEP Project
- Accountability and Compliance School Monitoring
- Salary Differentials
- Mentorship Academy
- Law Conference
- Professional Development
- Parent Resource Fair
- Huddle/Working Groups

- Future Initiatives

- OSE State Plan
- Native American Working Group
- Behavior Initiative with Autism Focus
- Policy Writing Workshops

- Cradle to Career Indicator Improvement

- Indicator 5: Percent of students with disabilities in general education classroom
- Indicator 7: Percent of preschool students with disabilities early literacy skills mastered
- Indicator 14: Percent of high school students transitioning to higher education or competitively employed

- Stay in School Project

- Attendance
- Interventions for failing grades
- Behavior
- Work study opportunities
- Job exploration opportunities
- Pilot outcomes overall 30 percent increase graduation rates

Office of Special Education Parent Conference



● **SAVE THE DATE!** ●

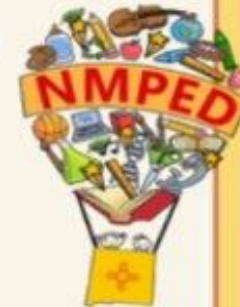
NOVEMBER 13-14, 2024

PRESENTED BY THE OFFICE OF SPECIAL EDUCATION

PARENT UNIVERSITY

FOR FAMILIES OF CHILDREN WITH
DISABILITIES

BUFFALO THUNDER RESORT
30 BUFFALO THUNDER TRAIL
SANTA FE, NM 87506



Families of children with disabilities will receive support in navigating the special education process, focusing on topics such as:

- Enhancing communication and collaboration between family, school, and community.
- Navigating the IEP process effectively.
- Establishing a support network among families, schools, and community organizations.
- Identifying and implementing strategies for academic and behavioral success.

New Mexico Summer Reading Program

Strong attendance among Native American students

7

**Tribal
SRP Sites**

- Bernalillo Public Schools
- Cuba Municipal Schools
- Dream Dine'
- Pueblo of Zia
- Ohkay Owingeh Community School
- San Felipe Community Library
- Shiprock Associated School

**70%+ Attendance
Rate at most Tribal
Sites**

By the Numbers:

9,533

Registered
Students

360

Native American
Students

117

Program Sites



New Mexico Summer Reading Program

- Noteworthy Impacts
 - San Felipe saw significant increases in DIBELS scores.
 - At Ohkay Owingeh, the mean growth on the DIBELS assessment was 11.4, indicating significant increases in student scores.
- Impacts on Summer Slide and Readiness for the Academic Year
 - Native American Summer Reading Programs have a 12.5 percent average summer growth in combined fluency and reading comprehension sub-scores.
 - On average, all New Mexico Summer Reading Program participants experienced no summer slide.

New Mexico Summer Reading Program

What our families are saying:

“Thank you for offering this program. Our littles suffered significant loss during COVID and **this helps them get up to par.**”

“Thank you for offering this program to our students! not only did it help my daughter, but it also showed her that she is not the only one that struggles with reading. **Please keep this program running!**”

“Her **reading level is higher** and her IEP goal was adjusted such that she should be on track with her grade by the end of the year!”

“They were excited to go to "reading club" every day and **we saw much improvement** for both of them.”

“They are **more confident readers** and have retained more reading over the summer.”

Indigenous Instructional Scope



[Click here to see the
NM Indigenous
Scope 1.0](#)

- In November of 2023, Tribes Pueblos, Nations, and urban Indigenous leaders were invited to nominate representatives for a committee advising the PED.
- The Steering Advisory Committee consisted of the nominees who had a wealth of varied expertise in advising on concepts, worldviews, core values, and pedagogical strategies, emphasizing a culturally responsive perspective and Indigenous tenets.
- The Committee met during the spring of 2024 and discussed information to develop a section of the New Mexico Instructional Scope that focuses on promoting equity in education and support for Indigenous students in every NM classroom.
- The overall aim of the Committee was to provide educators with an Indigenized tool for rethinking how they can construct student experiences with detailed guidance, resources, and planning support through an Indigenous lens, emphasizing standards, best practices, and essential skills for educators to incorporate into lesson plans.
- The Committee was guided by One Generation and ultimately settled on 8 tenets supporting educators with guidance, common language, and ideas for collaboration to enhance the educational experiences of the Indigenous students they serve.
- In addition to the Advisory Committee Community Design, meetings were held to gather information from across the state to guide the Steering Advisory Committee's work. People with expertise and interest from NM's universities, local level members, cultural experts and others all participated to give input.
- Once there was a draft, there was also a survey sent out widely to collect additional input which the Advisory Committee used to put the final touches on the Indigenous Scope, which was published in July of 2024.

NMIS Indigenous Scope

NEW MEXICO INDIGENOUS INSTRUCTIONAL SCOPE

TENET 1: Holistic Learning	TENET 2: Gaps in Understanding	TENET 3: Language and Stories	TENET 4: Culture and Cultural Expression
Promotion of the whole student.	Support educators.	Use of oral traditions.	Recognize the complexity and diversity of Indigenous cultures.
Comprehend Indigenous student identity.	Understand historical trauma and colonialism	Understand the diversity and validity of all tribal languages.	Understand Indigenous student identity.
All students can succeed.	Collaboration with tribal preparation programs.	Understand bilingual or multilingual students' learning and communication.	Responsibility and accountability to community.
Experiential learning builds community.	Bias-free educational materials.	Create space for students to use their tribal languages.	Understand and foster Indigenous belonging.
Learning spaces relate to community and Indigenous teachings.	Examine assumptions and pre-conceived notions.	Commit to revitalize local tribal language(s) and culture.	Understand cultural competency and awareness framework.
Inclusive learning environment.	Reflect on power relationships in teaching practice.	Educational materials by Indigenous authors.	Understand Indigenous students and their context.
Focus on all senses.	Identify educators' limitations and reflect on areas for ongoing learning.	Reciprocal, respectful relationships.	Maintain, protect, and develop cultural heritage and traditional knowledge.
Teachers and students learn from each other.	Reflect and understand Indigenous students' lived experiences.	Connecting elders and knowledge keepers with students and educators.	Indigenous histories, philosophies, and cultures are well-founded, sustainable, and valid.
Positive connections with culture and community.	Change dispositions of educators.	Understand Indigenous people may speak more than one tribal language.	Indigenous students' relationship to self, community, other living things, non-living things, the land, and the cosmos
Prepare for sustainable Indigenous culture.	Provide PD and supports so school leaders understand MOUs with sovereign NM tribes, pueblos, nations.	Understand Indigenous people may speak more than one tribal language.	Connection to ancestors and teachings that have been passed down through generations.

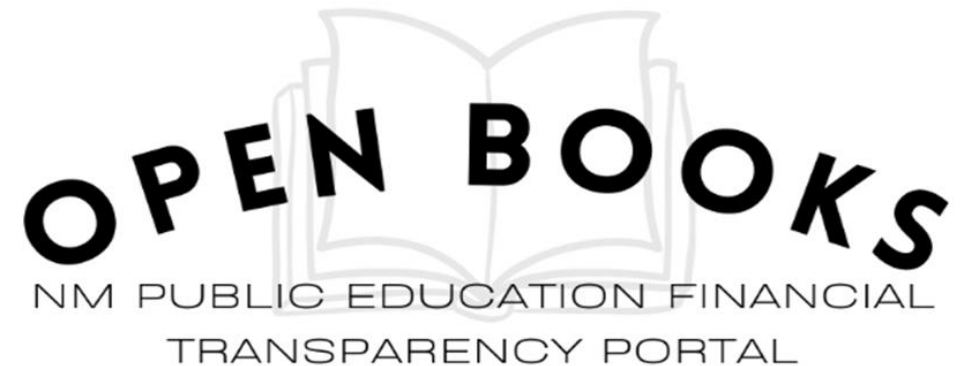
NEW MEXICO INDIGENOUS INSTRUCTIONAL SCOPE

TENET 5: Community and Family Engagement	TENET 6: Indigenous Ways of Knowing	TENET 7: Culturally Relevant Teaching	TENET 8: Contemporary Relevance
Collaboration/work with elders.	Understand nature is a teacher.	Acknowledge accurate tribal information that can be shared publicly.	Highlight Indigenous culture is alive.
Engagement of families, establish beneficial relationships.	Understand responsibility to take care of the land/environment.	Understand Indigenous equity and inclusion.	Acknowledge current representations.
Understand service and giving back to community.	Honor the elders, knowledge holders, and cultural leaders.	Understand principles of instructional practices and pedagogical approaches.	Understand privilege, bias, omission, and misrepresentation.
Acknowledge only what is shared and credit appropriate sources.	Indigenous ways of knowing are valid.	Assure Indigenous students see themselves in the curriculum and lesson planning.	Respect of tribal sovereignty.
Understand urban Indigenous families and communities.	Acknowledge, value, and honor Indigenous excellence.	Understand how to approach the community in a respectful and appropriate manner.	Understand connection with federal Indian policies.
Respect, trust, and positive relationships in the community.	Build interrelationships: natural, human, and spiritual realms in the world around the Indigenous students.	Create ways to nurture cultural safety in educators' classrooms.	Understand complexities of being a modern Indigenous person.
Work with Indigenous parents to meet their children's needs.		Question oversimplifications and overgeneralizations about indigenous peoples and knowledge.	Understand the historical context of Indigenous tribes and its impact on students.
Build a bridge between school and home.		Awareness of cultural norms.	Indigenous students are unique and diverse with different language, culture, and traditions.
Understand the role of families, clans, and tribal societies.		Inclusion of cultural aspects in the different subjects.	Empower students to find and use their voice.
Engaging in intergenerational sharing and learning.		Alignment of teaching and instructions to Indigenous students' community.	Understand the cultural/traditional responsibilities of the Indigenous students.
			Proactive lesson planning based on the Indigenous students in the classrooms.
			Understand Indigenous students can be multicultural and multilingual.

Open Books

Open Books provides access to school and school district financial information from New Mexico's public schools.

- School district, state, and federal funds and budgets, including supports for at-risk students, bilingual services, and special education services
- Actual expenditures for schools and local education agencies, including salary and benefits, program expenditures, and administrative costs



<https://openbooks.ped.nm.gov/>

Thank you!

For Questions

