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ABSTRACT

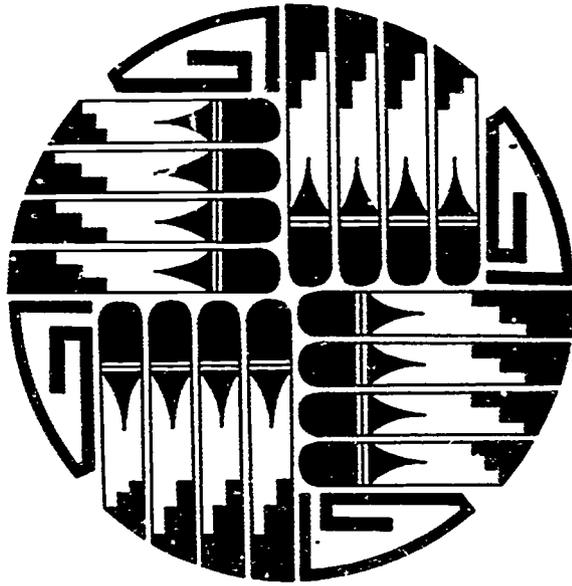
On August 22, 1986, the New Mexico State Board of Education adopted its first policy on Indian education. The policy seeks to address the unmet educational needs of Indian students, mandates quality education for all Indian students, and establishes the process for ensuring that aspirations and expectations of Indian parents and students for educational excellence are met. Earlier in the month, the State Department of Education and Highlands University sponsored a seminar entitled "Quality Education in New Mexico." At that seminar, Indian people from across the state discussed and provided input into the policy statement. A clear consensus emerged. Scholastic problems include low test scores, high dropout rate, frequent absenteeism, high suicide rates, and poor performance at advanced studies. Recommendations involve more stringent standards for teacher selection, cooperation among concerned agencies, increased commitment among all educators, standardized curricula and records, adapted courses to meet student needs, oversight of the activities of administrator, increased parental involvement, greater emphasis on learning English, incorporation of American Indian culture, increased financial support, student incentives, and support for adult education. This report includes the formal policy statement, statements by state and tribal officials, 41 recommendations proposed by 13 committees at the seminar, results of the seminar evaluation, and a list of conference participants.
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NEW MEXICO'S POLICY ON INDIAN EDUCATION

*A Report on the Development of New Mexico's
Policy on Indian Education*



**The State Department of Education
Indian Education Unit
Rena Oyengue-Salazar, Director
August 1986**

Report Prepared By
Wendy L. Grayson

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I. Policy Statement on Indian Education

Policy Statement on Indian Education

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AUTHORITY

This statement of policy is promulgated pursuant to sections 22-2-2 and 22-2-11 through 22-2-13, New Mexico Statute Annotated 1978.

MISSION STATEMENT

The purpose of this policy is to address compelling, unmet educational needs of all Indian students. The State Board of Education and the Indian Education Advisory Council recognize that achievement test scores, absenteeism and dropout rates are indicators reflecting the critical need for improvement in the education of all Indian students. This policy mandates meaningful and quality education for all Indian students and establishes the process for ensuring that aspirations and expectations of Indian parents for educational excellence are attained by their students.

STATEMENT OF POLICY

The State Board of Education hereby reaffirms its commitment to Indian Education by setting forth these policies:

- A. *Educational Standards for New Mexico Schools* require local school districts to identify the educational needs of all Indian students and to develop programs in coordination with parents and tribal governments.
- B. School districts shall evaluate the mastery of student competencies of all Indian students in accordance with *Educational Standards for New Mexico Schools*.
- C. *Educational Standards for New Mexico Schools* require local districts to include content and concepts from Indian cultures into their written and delivered curriculum.
- D. *Educational Standards for New Mexico Schools* require close coordination between school districts, tribal governments, parents and community to ensure that the educational needs of all Indian students are met.
- E. The State Board of Education, the Indian Education Advisory Council, and the State Superintendent of Public Instruction shall take a leadership role in meeting the elementary, secondary, vocational, post-secondary and special education needs of all Indian students.

IMPLEMENTATION

The Indian Education Office shall monitor and offer assistance in the implementation of the Indian Education Policy Statement in cooperation with the local boards of education. Local boards of education will submit a written management plan as required in Educational Standards A.1.2.1(g) and to also include Educational Standards requirements of A, B, C, and D above.

S&E Policy No. 86-A
Approved by the State Board of Education
August 22, 1986

II. Background on the Development of a Policy on Indian Education

Background on the Development of a Policy on Indian Education

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On August 22, 1986, the New Mexico State Board of Education met in Santa Fe, New Mexico and adopted a policy regarding Indian education -- a first in Indian education in New Mexico. This important event culminates years of work and activity. The policy was presented to the State Board of Education by Ms. Rena Oyengue-Salazar, Director of the Indian Education Unit. Ms. Salazar explained the purpose of the policy as one that would address the compelling, unmet educational needs of Indian students. The policy mandates meaningful and quality education for all Indian students and establishes the process for ensuring that aspirations and expectations of Indian parent and Indian students for educational excellence are met.

On August 1 and 2, 1986, the Indian Education Unit of the New Mexico State Department of Education and Highlands University sponsored a Presidential Seminar entitled "Quality Education in New Mexico". At that seminar, Indian people from across the state had the opportunity to discuss and provide input into the policy statement. Following the seminar, their concerns and considerations were incorporated to the policy with the final draft presented to the members of the State Board of Education.

Numerous tribal officials attended the State Board meeting to demonstrate their support and to evidence the need for such a policy through formal presentations.

In his statement, Mr. Regis Pecos, Executive Director of the Office of Indian Affairs, described the special legal relationship between the federal government and Indian tribes to dispel potential misconceptions that adoption of an Indian education policy would set Indian people apart; a concern that had periodically emerged in the development of the policy. Pecos pointed to the vast number of supporters of this policy from school superintendents, Governors of various Pueblos, the Navajo and Mescalero tribes as well as many other tribal officials.

Mr. Pecos drew upon his five and a half years of experience as a member of the Bernalillo School Board to further emphasize the importance of the policy. He called for a sense of commitment from the State Board of Education membership to help address the needs of Indian children with adoption of this policy.

Mrs. Mary Helen Creamer, Executive Director of the Navajo Division of Education for the Navajo Tribe, said that public schools are the primary providers of the education of Indian children with more than two thirds of the 54,000 Navajo children attending public schools. Creamer said if the educational goals of Indian children are to be realized, work toward those goals must begin in the public school system.

The Director of the Navajo Division of Education surmised that the problems of Indian children are impacted by the fact that educational systems, for too long, have neglected to look to tribal culture as a wellspring of strength to help solve problems and overcome barriers. Creamer would like to see educational systems incorporate culture into their curricula and shared with the board members how the Navajo Division of Education has moved in this direction.

Creamer asked the Board to consider the importance of the policy before them and how it would allow educators to develop relevant educational programs built on a solid foundation of tradition and heritage. On behalf of the Navajo tribe, Creamer applauded the State Board of Education for recognizing the need for an educational policy to guide and direct Indian education. She said the Navajo tribe was in full support of this policy and would work with the Indian Education Unit to share resources, recommend curricula and help as needed, to assure that the policy impacts the day to day educational needs of Indian children.

Mr. Levi Pasata, Principal of the Dulce Elementary School voiced the position of the Dulce Independent School District. Mr. Pasata, like Ms. Creamer, was of the opinion that the academic problems of Indian children could be addressed, in part, with a policy aimed at their needs.

The Dulce School District has a population of 600 and is 95% Indian. Pasata said environment and location, rearing practices, culture, learning styles and mannerisms are factors to be considered when working with Indian students. He cited low test scores, excessive absenteeism, and high drop-out rates of Indian students as problems that could be partially solved with the adoption of an educational policy for Indian education. He described how the Dulce schools had made major strides in working with community and area resources to help their Indian student population; although noticeable gains had been made, problems remain.

In his support of the policy and on behalf of the Dulce School District, Mr. Pasata called for adoption of the policy. He said a policy for Indian education would have far-reaching effects and would help educators of Indian children in all realms.

Mr. Rudy Castellano, Chair of the Special Committee on Indian Education, summarized the Presidential Seminar on Quality Indian Education in New Mexico at Highlands University on August 1 and 2. Mr. Castellano said more than 100 tribal officials, Indian educators, parents and students helped with the development and formulation of the policy. He emphasized how that input not only represented the need for a policy, but substantiates the commitment Indian people have to improving the quality of education for their children. In urging for its adoption, Castellano reiterated how the policy would mandate the direction for Indian education.

At the State Board of Education meeting, numerous tribal officials and Indian educators were present. Although time constraints limited the number of formal presentations in support of the policy, some of those in attendance wished to have their presence noted for the record. Among those in support of the policy for Indian education were the following:

State Representative Thomas Atcity

State Representative Röger Madalena

Mr. John Gonzales, Secretary-Treasurer for the All Indian Pueblo Council

Mr. Peter Magdalena, member of the Jemez Springs School Board

Dr. Orval Highes, Education Department, Highlands University

Dr. Don Ferguson, Associate Dean, New Mexico State University

III. Statements in Support of the Policy for Indian Education

Statements in Support of the Policy for Indian Education

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*Statement from the Office of Indian Affairs, State of New Mexico
Regis Pecos, Executive Director*

I am sure that all of you are cognizant of the special legal relationship between the Federal government, State government and Tribal governments that emanates from the U.S. Constitution, where Indian tribes are the only ethnic group mentioned because of this legal relationship. I begin my statement with this, to dispel any fears or notions that we may be establishing a dangerous precedent by distinguishing an ethnic group by acceptance of such a policy. There is no merit to this argument. Precedence has already been set to the contrary in Arizona, Montana, and elsewhere. There is an entire body of law to this effect.

As a member of the Governor's Funding Formula Task Force, we recognized the need for a policy to address the unmet educational needs of Indian students; thus, we acknowledge and recommend that this policy be developed and adopted.

The 23 superintendents representing the Northern Consortium of Superintendents in Northern New Mexico have endorsed and acknowledged the same. The 22 tribes of New Mexico — the Navajo Nation, the Mescalero and Jicarilla Apaches, and the 19 Pueblo nations — have all endorsed this effort.

We must understand the realities of our political situation and with the absence of political power in most instances, this policy will become the voice for those underrepresented.

As a footnote, I just returned from the Annual Governors' Interstate Council in Denver. Some 40 states were represented; and throughout our week-long deliberations, my observations lead me to believe that, as a state, we are in the forefront of tribal/state relations. Although from time to time, we disagree, by far, we have a more positive environment. This results from people like you who are sensitive to the needs brought to your attention.

For the last five and a half years, I have been a School Board member on the Bernalillo School Board. I am aware of the need for such a policy; we need this policy. All of you know that policy gives direction; policy guides our action; policy helps outline strategy. Most importantly, this policy will enhance our entire educational system by calling upon a sense of commitment from everyone to the education of our Indian children.

In closing, I would like to commend all of you for your arduous work in bringing this seminar together and for your concern for the need of an educational policy.

Thank you.

*Statements from the Navajo Nation, Navajo Tribal Council
Peterson Zah, Chairman and Edward T. Begay, Vice Chairman*

Navajo Division of Education - Mary Helen Creamer, Executive Director

We welcome the opportunity to appear before the New Mexico Board of Education as you consider the policy on Indian education proposed to you by the Indian Education Advisory Council. The Navajo Nation is greatly encouraged by the recognition of the highest levels in New Mexico education that special attention to the needs of American Indian students is overdue in our public schools.

Public schools are now the primary education providers for our children. More than two-thirds of the estimated 54,000 Navajo school children attend public schools. One school district in New Mexico, Gallup McKinley County Schools, has more Navajo students than any other school or school district serving our children; more Indian students than any other school district in the country. Clearly, if the educational goals of Indian peoples are to be realized anywhere, they must be realized in the public school systems of the state.

We all know the problems which face our Navajo students and other American Indian students in New Mexico — low achievement test scores, absenteeism, high dropout rates, high levels of substance abuse, problems with English language usage. We know that we must address these problems, with parents, tribes and schools working together with our young people. Too often, however, we forget the sources of strength which exist within the tribal culture to help our children to overcome the barriers to achievement which now exist for them.

Too often we treat being Indian as a problem to be overcome, as a deficiency to be remediated through supplemental programs. We forget, or forget to tell our children, that while a multicultural heritage has its problems, it also can be a source of unique strength and wisdom. Many times the teachers of our children themselves see only the problem which Indian children have. They do not themselves know enough about the culture and tradition from which the children come to reinforce the strong, character-building, traditional influences on Indian children. This is unfortunate for the children and for the education system.

It only makes sound educational sense to build upon what is strong in all our children, to instill in them a sense of pride and confidence. Proud, confident people, when faced with a problem or difficult task, struggle to master it because they have faith that they can. But if our Indian children are told only of their problems and deficiencies, where will they find the pride and the strength to overcome those problems?

It is for this reason, among others, that the Navajo Nation has insisted on the importance of the Navajo language and Navajo social studies and culture in the education of our children. It is for this reason that we have sought to have our linguistic and cultural heritage incorporated into the basic curriculum of the publicly funded schools in or near the Navajo Nation. We believe that if our children know their language, their government and history, their cultural heritage; if they know the proud and difficult things which Navajos have done; if they know what their culture teaches about strength and harmony and sound, responsible living; they will be better equipped to succeed in other aspects of their educational program as well. They will

be better equipped to function effectively in the dominant society of the United States as well as in Navajo society.

We also believe that children educated about their strengths and responsibilities as Navajos and as Americans will be a resource for the future development of the Navajo Nation. The Navajo Nation needs to build leaders for the future. We are determined to survive as a people of unique culture and traditions. We are determined to secure a modern, diversified economy which will support our way of life. For this we need strong, confident, well educated young Navajos who are at home in their own culture, in the use of their own language, and who are at home in the world of American commerce and technology.

We believe that the policy you are considering today is an important step in meeting the educational goals which the Navajo Nation has set for itself and for its young people. We applaud the Board of Education and the Indian Education Advisory Council for recognizing the importance both of the basic Anglo academics and tribal language and culture in the education of our children. We urge this board will adopt this policy. More importantly, we urge this board to work with tribes and parents and with local school districts to make this policy a reality in the educational lives of our children. We ask your help in incorporating our language, history, government and culture into the basic educational programs in the public school districts where our children receive their education. We ask your support through guidelines, program reviews and other means to assure that this policy has a real impact on the day-to-day education of our children.

For our part, we will work with you. The Navajo Nation is committed to developing and disseminating curricula in Navajo language and social studies. We intend to make these curricula available to public school districts and to state educational personnel. We will work with local schools in obtaining recommended materials. We will work to provide the inservice opportunities needed to make non-Navajo teachers more sensitive to the strengths of our children's background and heritage. Together we can develop educational programs that build on the solid foundation of Navajo and American tradition and heritage. We can teach our children that they have much to live up to. And we can give them the tools to do so.

Thank you.

*Education Committee of the Navajo Tribal Council - David J. Tsosie, Chairman
(In the form of a Resolution)*

WHEREAS:

1. By Resolution ACMA-35-84, the Education Committee of the Navajo Tribal Council is authorized to work with education agencies to improve the quality of education in the schools of the Navajo Nation; and

2. By Resolution CN-61-84, the Navajo Tribal Council approved and adopted the Navajo Tribal Education Policies; the policies are broad statements of the educational needs and aspirations of the Navajo people; and

3. Through the monitoring of schools Reservation-wide, the Navajo Division of Education has found supportive and positive response by the schools in the implementation of the Navajo Education Policies; and

4. The New Mexico Indian Education Advisory Council, a policy-making body and advisor to the New Mexico State Board of Education regarding matters concerning Indian Education, has proposed a Policy Statement on Indian Education that will be presented to the State Board for possible adoption; and

5. The State Board's Committee on Indian Education recognizes the need for such a Policy Statement to provide guidance to public schools serving Indian students in their education planning; and

6. Adoption of a Policy Statement on Indian Education by the New Mexico State Board of Education will support and complement the efforts by the Navajo Nation to improve the quality of education for the Navajo students.

NOW THEREFORE IT BE RESOLVED:

The Education Committee of the Navajo Tribal Council hereby recommends and supports the adoption of a Policy Statement on Indian Education by the New Mexico State Board of Education which recognizes and strengthens the commitment which the Navajo Tribe and the State of New Mexico have for educating Indian students in New Mexico public schools. Further the Navajo Tribe lauds the New Mexico State Board of Education for this effort to provide meaningful education for its unique citizenry.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered at a duly called meeting of the Education Committee of the Navajo Tribal Council held at Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was adopted by a vote of 5 in favor, 0 opposed, this 20th day of August, 1986.

David J. Tsosie
Chairman, Education Committee
Navajo Tribal Council

Motion: Thomas E. Atcity
Seconded: Frank Bradley

*Statement from Dulce Elementary School, District 21, Dulce, New Mexico
Levi Pesata, Principal*

The Dulce Independent School is on the Jicarilla Apache Indian Reservation. Dulce is 90 miles from Farmington, 120 miles from Santa Fe, and 190 miles from Albuquerque. This illustrates our limited access to technical assistance and professional resources.

Indian students are unique. The following factors need to be taken into consideration when working with Native American students:

1. Environment and location
2. Rearing practices
3. Culture
4. Learning styles
5. Mannerisms

Statistics, nationally and statewide, show that Native Americans are sub-par to other students when it comes to standardized measures of knowledge. Native Americans are at the bottom on ACT Scores, CTBS Scores, and at the top on the number of drop-outs.

The Dulce Schools have tried several ways to correct this situation. We have contacted service agencies, worked with the community to solve problems and sought advice from others. Although we have made noticeable gains, the problem remains.

We have approached the State Department of Education for advice, technical assistance, and recommendations as to how to best deal with problems. We have found the technical assistance from SDE to be quite limited and attribute this limitation to several reasons:

1. There is only one person in SDE Indian Education.
2. The expertise of people who understand the intricacies of a Native American student is lacking.
3. The reviews and on-site visitation recommendations only confirm what we already know.
4. Discussions only on problem — no solutions.

Reno Salazar has a good working relationship with the predominantly Native American Schools and has made an effort to help in any way she can within her authorized functional area of responsibility, but one person cannot do justice to a big problem. Therefore, the Dulce Independent School makes the following recommendations:

1. That the staff of the New Mexico State Department of Education, Indian Education Division, increase by a minimum of three or more specialists in Indian Education;
2. That these specialists be highly trained and knowledgeable about Indian Education and Native Americans in general;
3. That reviews and on-site visitations go beyond the reiteration of the known

problem and that solutions and actions to solve the problems be implemented and followed-up;

4. That SDE be fully supportive of the efforts made by the predominantly Native American populated public schools to carry out the education mandates as set forth by the State of New Mexico, but keep in mind the uniqueness of the 19 Individual Indian tribes in New Mexico and not globally generalize the problems of Indian Education in New Mexico.

IV. Summary Report of the Presidential Seminar on Quality Indian Education

Summary Report of the Presidential Seminar on Quality Indian Education

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On August 1 and 2, 1986, the Indian Education Unit of the New Mexico State Department of Education and Highlands University sponsored a Presidential Seminar entitled "Quality Indian Education in New Mexico". Its purpose was to review the draft of a policy statement regarding Indian education in New Mexico, to formulate recommendations about Indian education, and to plan strategies and improvements.

The participants included educators, administrators, members of the State Board of Education, members of the State Indian Education Advisory Council, members of the Commission on Indian Affairs, and members of the Education Committee of the Navajo Tribe.

Dr. Gilbert Sanchez, President of Highlands University, welcomed the participants and called for a plan of action to solve problems in Indian Education. He said solutions should include promoting the early acquisition of basic skills by students and fostering commitment and leadership among those responsible for educating Indian students.

Mr. Fred Comstock, Vice President of the State Board of Education, pointed out that test scores have been falling for some time, and called for more commitment and ideas.

Mr. Rudy Castellano, Chairperson of the Indian Education Committee, emphasized the need for a clearcut definition of Indian Education. Among the problems he enumerated were low test scores, high dropout rates, and excessive absenteeism. He called for better teacher preparation, increased parental involvement, and improved opportunities for students to choose their own ways of life.

Ms. JoAnn Sarracino-Ragonese, Chairperson of the Indian Education Advisory Council, described the importance of considering cultural differences when developing educational programs. She also said that students should be trained well enough to permit their choosing between lives on or off their reservations.

Ms. Virginia Trujillo, Member of the State Board of Education, affirmed that low test scores constitute a problem and stressed the importance of personal commitment. She supported Ms. Sarracino-Ragonese in calling for additional staff at the Indian Education Unit.

Mr. Joe Montano, Superintendent of the Dulce Independent Schools, gave a well-balanced assessment of the entire educational picture. His talk was directed more toward assisting the student to overcome difficulties than toward administrative problems. He felt that the handicap of low self-esteem, caused

by isolation from the dominant culture, could best be addressed by teaching basic scholastic skills in preparation for advanced education.

During the course of the meeting, a clear consensus emerged. Scholastic problems include low test scores, high dropout rate, frequent absenteeism, high rates of suicide, and poor performance at advanced studies. More stringent standards for selecting qualified teachers are required. Cooperation among concerned agencies is mandatory; they should involve themselves especially with formulating plans to assure the continuing and systematic improvement of the quality of education.

Most frequently was heard the call for increased commitment among educators. Educators in every capacity should be willing to educate themselves in the best methods for teaching the young, develop sensitivity to their needs and circumstances, support their sense of self-esteem, stand ready to correct deficiencies in basic skills and, above all else, remember that the children, tomorrow, will be our people. This will require thoughtful planning and patient, but unyielding, determination to make our educational system not merely equal to, but better than, any other in the nation.

The committees found needs for improving the competency of all educators, establishing standardized curricula and records, adapting courses to meet the needs of students, overseeing the activities of administrators, and promoting parental involvement. Insufficient emphasis on learning English is placing our children at a disadvantage when dealing with the dominant culture. Aspects of the traditional culture have been lacking in school activities. Every effort, including providing financial support, should be made to encourage excellent students. It was strongly felt that programs to reduce truancy, dropouts, and substance abuse should be initiated at once.

The committees recommended amending curricula to meet the needs of students, hiring competent teachers to teach reading, writing and arithmetic so that students can pass the California Test for Basic Skills (CTBS). Students should be offered incentives to learn. Bright students should be encouraged by offering scholarships. Expert counselors and tutors are needed. The mastery of English should be emphasized. School boards should make themselves available for input from teachers and parents. Programs for educating adults should be instituted. Finally, school presentations would be an excellent way to highlight and incorporate important aspects of American Indian culture.

During the two-day seminar, the participants discussed and debated the policy, raised major issues and called for changes — all in an effort to present the best policy possible to the members of the New Mexico State Board of Education. Throughout the event, the seminar participants were in agreement with one item: the need for a policy on Indian Education in the State of New Mexico.

V. Recommendations from the Presidential Seminar

Recommendations from the Presidential Seminar

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At the Presidential Seminar, thirteen committees were organized and their primary purpose was to discuss issues as they pertain to quality Indian Education.

At the conclusion of the committee sessions, each committee submitted a list of recommendations. Although the committees had different topics, many of the recommendations submitted were similar in content and/or redundant. Therefore, not all are listed as originally presented. The major recommendations are presented.

The recommendations of the Presidential Seminar on Indian Education are:

1. That student needs be addressed through use of a relevant and appropriate needs assessment instrument;
2. That, where possible, culture be included in curriculum development activities;
3. That schools include teaching of survival skills;
4. That absenteeism, drop-out rate, and social promotion be researched to determine their impact on academic achievement;
5. That incentive and enrichment programs be offered especially in the areas of science, math, creative arts and speech to inspire motivated and bright students;
6. That school boards set realistic academic expectations and goals;
7. That exemplary programs and projects be commended and shared;
8. That alcohol and substance abuse education be extended to all grades;
9. That schools establish a coordinated system for monitoring all information relevant to transfer students;
10. That community outreach efforts be established with appropriate resources, etc.;
11. That parental involvement be promoted and that parents become more involved in the education of their children;
12. That career education be extended to all grades;
13. That tutorial services be extended to all grades;

14. That the State Department of Education support development of relevant and appropriate curriculum;
15. That multi-cultural education be available to all students;
16. That English proficiency skills receive the highest priority;
17. That curriculum development include Southwest history with emphasis on New Mexico Indian tribes, Native American literature and that, where possible, quality material by Native Americans be included;
18. That a competency-based and standardized curriculum is recommended;
19. That leadership development be included in the educational programs and be offered to all grades, that tribal individuals as role models receive priority and that a localized Native American resource directory be developed;
20. That all schools, with Native American populations, be monitored annually against their individual and unique needs, goals, objectives and that parents be involved in this process;
21. That school administrators be monitored;
22. That consideration be given to the development of a culturally relevant achievement test;
23. That School Boards provide time on their agendas to hear from parents;
24. That parental involvement include volunteer classroom duty, education about pertinent legislation and educational requirements, classroom visitations, attendance at school functions, selection of curriculum, input into solutions of Indian student problems especially in the area of the drop-out rate and social promotion, involvement at all grades, assist with identification of resources, and that parental involvement receive support of the local tribal leadership;
25. That the education of adults be supported;
26. That Native Americans avail themselves to the electorate process, especially to the State Board of Education as well as membership on local school boards and that the Commission on Indian Affairs support and facilitate this endeavor;

27. That tribal membership participate and take advantage of national educational organizations and their potential resources;
28. That teacher preparation courses be offered in Indian education, that teacher training include internship at an Indian school, that administrators in Indian education share their expertise, and that colleges and universities offer on-site extension courses for teachers;
29. That the NTE be reviewed in terms of the low passage by Native Americans and the results of such review be available to educators, et al.;
30. That recruitment efforts be intensified to attract more Native Americans, especially in the areas of teaching and counseling;
31. That local tribal leadership become more involved in the education of their Indian children and that this involvement include supporting more parental involvement, offering guidance in educational plans, offering time on their agendas to hear from parents and teachers, establishing more communication with the schools, assisting school officials with solutions to student problems, encouraging students to pursue educational goals, and establishing internships for student teacher trainees;
32. That tribal leadership develop, in coordination with local expertise and educators, education plans which set forth educational goals and philosophy for the education of Indian children;
33. That tribal education centers maintain educational data and statistics on their Indian students;
34. That teacher certification be required for bilingual/bicultural instruction;
35. That certification requirements be developed for paraprofessionals who work with Indian students;
36. That a study be conducted of salary ranges in remote areas of the state;
37. That exemplary teachers, schools and projects be recognized and such schools and projects be shared;
38. That the Indian Education Unit expand its staff;
39. That the State Department of Education explore funding resources for school districts to qualitatively comply with set standards;

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40. That the Indian Education Unit develop a newsletter on Indian education; and,
 41. That the State Department of Education develop a consistent means for maintaining input from the Indian community on Indian education needs, and that it offer inservice workshops on the unique needs and learning styles of Indian students.

The thirteen committees were:

1. Academic Achievement
2. Articulation Between Different School Systems
3. Community-School Relations
4. Counseling Methods
5. Curriculum and Instructional Materials
6. Leadership Development for Students and Parents
7. Monitoring Procedures for Schools/Districts
8. Parent and Community Involvement/Commitment
9. Political Involvement of Tribes in State Education Issues
10. Post-Secondary Education
11. Role and Commitment of Tribal Governments
12. Staffing: Recruitment, Training, and Recognition of School Personnel Serving Indian Students
13. State Education Agency (of New Mexico)

VI. Summary of the Seminar Evaluation

Summary of the Seminar Evaluation

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The purpose of the seminar evaluation was to determine the effectiveness of the seminar activities and to determine if the participants were allowed to review the policy statement. An evaluation form was included in the seminar packets. In addition to classifying the participants, the form instructed participants to: 1) evaluate quality of the presentation, 2) assess the strengths of the seminar, 3) assess the weaknesses of the seminar, 4) provide comments, and 5) express opinions concerning the relevancy of the topics that were discussed.

Forms for scoring the seminar were distributed among participants. Forty-eight responses were returned. The respondents included 19 administrators, 12 teachers and counselors, 5 parents, and 12 persons with diverse interests in the seminar.

Ratings for purpose and choice of topics were all average or above. Planning of the session, speaker contributions, and opportunities to participate were scored average or above except that each received a single "Below Average" rating. Only one respondent saw need to improve the morning panel discussion; however, this category received the lowest percentage (67%) of "Very Good" and "Excellent" marks.

The majority of the participants felt determined that the major strength of the seminar was the fact that the seminar was sponsored, which gave participants opportunity for input into the policy statement. The major weakness cited was the lack of presentations by Indian experts and professionals in Indian education. [Of note: These individuals were invited and included; however, they did not attend.] Overall, the participants applauded the Indian Education Unit for its vision in soliciting comments and input from the Indian public.

VII. Appendix

Participant List

Quality Indian Education Participant List

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