



STATE-TRIBAL COLLABORATION ACT REPORT
PUBLIC EDUCATION DEPARTMENT
JULY 2021

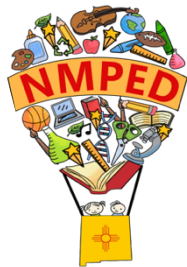


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Executive Summary

The State-Tribal Collaboration Act (STCA) incorporates the intergovernmental relationship through several interdependent components and provides a basis in which the New Mexico Public Education Department (NMPED) and New Mexico's tribes, nations, and pueblos work together to improve collaboration and communicate on educational issues of mutual concern.

Approximately 37,899 Native American students were enrolled in public schools throughout the state of New Mexico and approximately 1,133 Native American students were enrolled in state charters for School Year 2020-2021.



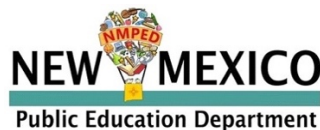
Agency Overview and Background

Mission Statement: Equity, Excellence and Relevance

New Mexico PED 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.



Development & Implementation Programs for American Indians/Alaskan Natives

Below are the three advisements put forth by the Indian Education Advisory Council on July 27, 2020, for the School Year 2020–2021:

Advisement & Statutory Alignment as Applicable	Action Steps and Timeline	Current Action Steps Made	Person(s) in Charge
<p>Tribal Consultation and Collaboration</p> <p>To ensure input is received from American Indian tribes to address the education of American Indian students.</p> <p>To ensure collaborative relationships and discussion between American Indian Tribes, Pueblos, and Nations and the PED regarding Titles I, II, III, IV, VI, and VII and other issues that impact American Indian students are assured.</p> <ol style="list-style-type: none"> 1. Conduct formal, semi-annual Government-to-Government (G2G) meetings with tribal leaders. Also additional meetings with tribal leaders as warranted. 	<p>Per the Statutory requirements, <i>State-Tribal Collaboration Act, 11-18-1 through 11-18-5</i>: PED leadership is committed to conducting the mandated government-to-government consultations. IED has made it a priority to fill the internal vacancies. Due to the National Emergency many state agencies were placed on a hiring freeze, which affected the hiring of a tribal consultation specialist. This position will be an integral piece to assist with advisements.</p> <p>When a tribal consultant is hired, the following processes and procedures will be completed and implemented:</p> <ul style="list-style-type: none"> • Completion of a tribal consultation handbook • Training on tribal consultation with 24 districts and 9 charter schools • Formal meetings scheduled for consultation with title program leads and tribal education directors <p>Timeline:</p> <ol style="list-style-type: none"> 1. G2G Fall Summit—Nov. 18, 2020, spring and summer (pending dates) 2. Ongoing interviews for tribal consultant specialist, training, and completion of a Tribal Consultation Handbook (1 year) 	<p>Tribal Consultation Guide has been drafted, along with a PowerPoint.</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Review by stakeholders • Garner feedback via meetings • Incorporate feedback • Finalize Document • Issue finalized document and set training dates 	<p>Lashawna Tso, <i>Assistant Secretary of Indian Education</i></p> <p>Rebecca Reyes, <i>Deputy Director</i></p> <p><i>Tribal Consultation Specialist</i></p>

Development & Implementation Programs for American Indians/Alaskan Natives

Below are the three advisements put forth by the Indian Education Advisory Council on July 27, 2020, for the School Year 2020–2021:

Advisement & Statutory Alignment as Applicable	Action Steps and Timeline	Person(s) in Charge
<p>Cultural Competency Training for Decision & Policy Makers</p> <p>To ensure that cultural competency is required and evident with effectiveness at all levels, including policy makers, tribal leaders, state- and school-level staff, teacher preparation programs, and parents/students</p> <p>To ensure there is sufficient allocation of resources provided to improve the training services to meet the needs of learning experiences for tribal students</p> <p>To provide assistance to school districts and New Mexico tribes in the planning, development, implementation, and evaluation of professional development opportunities that honor Native languages, culture, and history designed for tribal and nontribal students as approved by New Mexico tribes</p> <p>To push the PED to require all of its funded educational institutions engage in meaningful training on strategies to implement equitable education opportunities for AI/AN students throughout the state</p>	<p>The IED is engaging with PED’s policy bureau to propose a new rule that would require all school board members to attend equity training</p> <p><i>(Note: This already exists for charter school board members)</i></p> <p>The IED will review fiscal year 2022 budget for cultural competency training to include subgroups listed</p> <p>Timeline: Two years (pending the hiring of staff and allocation of budget to fund initiative)</p>	<p>Lashawna Tso, <i>Assistant Secretary of Indian Education</i></p> <p>Rebecca Reyes, <i>Deputy Director</i></p>

Development & Implementation Programs for American Indians/Alaskan Natives

Below are the three advisements put forth by the Indian Education Advisory Council on July 27, 2020, for the School Year 2020–2021:

Advisement & Statutory Alignment as Applicable	Action Steps and Timeline	Person(s) in Charge
<p>Culturally & Linguistic Responsive Education Opportunities/Access:</p> <p>“To advise and ensure equitable and culturally relevant learning environments, educational opportunities, and culturally relevant instructional materials for American Indian students enrolled in public schools with the use of cultural knowledge, prior experiences, frames of reference, and performance styles... to make learning encounters more relevant to and effective for them.” (Gay, 2010, p. 31)</p> <p><i>Culturally relevant</i> means learning environments, instructional materials, curriculum, support services, activities, and professional development that inform culturally and linguistically responsive pedagogy; reflect the cultures, languages, and lived experiences of a multicultural society; address multiple ethnic descriptions, interpretations, or perspectives of events and experiences; and encourage critical pedagogy.” (IEA, 2020, p. 1, 6.35.2.7-C)</p>	<p>The Teaching, Learning, and Assessment Division is working with a group of licensed professionals to revise the social studies standards. The working group will be issuing an RFA for institutions of higher learning, dedicated to the understanding and conveying multiple perspectives representative of the diverse history of peoples of NM—including its sovereign tribal communities—and having experience working with the state’s social studies standards in the K–12 environment or in the preparation of K–12 teachers.</p> <p>Another initiative that should be released shortly from the IED is the indigenous language curriculum development (ICLD) initiative. The IED will include the following language in that initiative: The ICLD will include professional development or the support to develop language curriculum—such as the indigenous wisdom curriculum. The ICLD may be undertaken by the Indian Pueblo Cultural Center, organizations, non-profits, higher education entities (including tribal colleges), tribes, and Region Education Cooperatives. Those originating an ILCD RFP may want to extend their work to Tribes to develop their own language curriculum.</p> <p>Timeline: FY21–22</p>	<p>Dr. Gwen Perea Warniment, <i>Deputy Secretary</i></p> <p>Rebecca Reyes, <i>Deputy Director</i></p> <p>Ta-Shana Taylor, <i>Curriculum & Instruction Specialist</i></p>

2020 State Tribal Leader Summit

The 2020 State Tribal Leader Summit (Summit) was virtually held on November 17, 2020. The annual event is hosted by the Indian Affairs Department is intended to provide Tribal Leaders with information focused on federal, state, and tribal laws as they relate to addressing and responding to New Mexico’s tribes, pueblos, and nations. The following is a list of accomplishments presented by the Public Education Department during the state tribal leaders 2020–2021 summit:

Action Plan: Education	Priority
2021 Legislative Priorities	<p>Invest reform funds in critical infrastructure needs</p> <ul style="list-style-type: none">• Technology• Educator Recruitment Campaign• Professional Development• Statewide Student Information System• Data Reporting Tools• Increased Learning Time <p>Increased regional support and accountability</p> <ul style="list-style-type: none">• Special Education• Support for Martinez-Yazzie Student Groups• Budget Oversight and Support• Program Research and Evaluation



IED and Policy Initiatives

<p>Policy Initiatives/ Programs</p>	<p><i>Policy Initiatives</i></p> <ul style="list-style-type: none"> • 6.29.1 NMAC General Provisions on October 26, 2020 <ul style="list-style-type: none"> • Tribal Input session held from 10 a.m. to 12 p.m. • 6.30.15 NMAC Community Schools on July 6, 2021 <ul style="list-style-type: none"> • Tribal Input session held from 2–3 p.m. <p><i>Programs</i></p> <ul style="list-style-type: none"> • Indian Education Act (IEA) Fund: A request for application (RfA) was issued for the purposes of improving academic and cultural achievement opportunities that align with the requirements outlined in New Mexico’s Indian Education Act (Sections 22-23A-1 through 22-23A-11 NMSA 1978). Grants are made available to tribal education departments (TEDs), local education agencies (LEAs), and charter schools that serve significant numbers of Native American students. • Native Language Program Fund: The grants will support transformational educational opportunities in New Mexico school districts and charter schools that serve a significant number of American Indian students. The RfA will provide additional resources and key supports aimed at innovation and community engagement work that promote academically excellent and culturally relevant educational opportunities. <i>(Funding source: IEA)</i> • Indigenous Education Initiative (IEI) Grants: The purpose of the IEI grants is to combine innovative, flexible, and technical assistance to meet the needs of educational priorities as determined by a community and to respond to the changing educational landscape and identify the needs of American Indian students in New Mexico. <i>(Funding source: non-recurring below the line)</i>
	<p>IED prioritized staffing</p> <ul style="list-style-type: none"> • Appointment of Assistant Secretary of Indian Education, Lashawna Tso, on October 12, 2020 • Curriculum and Instruction Specialist hired – started November 16, 2020 • School Design Specialist hired – started December 6, 2020 • Tribal Consultation Specialist – position advertised, and interviews scheduled • Navajo Nation Specialist – position advertised, and interviews scheduled <p>Working to maintain effective communication during the pandemic</p> <ul style="list-style-type: none"> • The IED hosts bi-weekly/monthly calls with tribal education directors to provide updates and respond to requests from various bureaus/divisions within the PED and other state agencies • Tribal Education Directors attend and participated in monthly superintendents/ charter director calls

**Top three
achievements
accomplished on
behalf of Tribes for
IED**

Support to Tribes

- 23,392 books were donated to IED and were distributed to tribes, nations, and pueblos. These books were used at the discretion of the tribe, nation, and pueblos, that include but are not limited to: classrooms, libraries, or given to Native American students. The distribution occurred on the week of February 22, 2021.
- Funding was received from the Governor’s Emergency Education Relief Funds (GEER) and Elementary and Secondary School Emergency Relief Fund (ESSER) SEA Reserve Funding — the intent of the funding is to connect students who otherwise did not have access to broadband at home. (This includes access through fiber, DSL, cable, fixed wireless, wireless hotspots, and satellite, depending on service available at an individual address).
- Senate Bill 377 – the following amounts are appropriated from the public education reform fund to the Public Education Department for expenditure in fiscal years 2021 through 2023 for the following purposes:
 - \$4.5 million – for Tribal Education Department to develop and implement education blueprints and governance structure to engage in collaborations with school districts and plan/deliver community-based education programs and social support services for Native American students.
 - \$4.5 million – for tribal libraries to develop and staff culturally and linguistically relevant after-school student services and community-based summer programs. An MOU was executed between PED and Department of Cultural Affairs (DCA). DCA will be administering the funds to tribal libraries.
 - \$1.6 million – for tribally based Native American language programs (for tribal education departments)
 - Providing instruction in tribal language as curricular, or co-curricular offerings.
 - Language activities, including but not limited to curriculum and material development.
 - Assessment instruments that are culturally and linguistically appropriate for students, teachers, and programming.
 - Recruiting, training, and certifying language teachers.
 - Engagement in collaboration with school districts.
 - Instructional delivery and program evaluation.
- Provided technical assistance to districts, tribes, nations, and pueblos on the following:
 - IEA RfA

<p>Top three achievements accomplished on behalf of Tribes for IED</p>	<ul style="list-style-type: none"> ○ GEER/ESSER RfA ○ Native Language Eco-System grants ○ Indigenous Education Initiative (IEI) grants ● Tribal Consultation Guidance provided to LEAs and tribes, nations, and pueblos as needed. <p>Training-Professional Development, Communication, Collaboration, and Cultural Competency</p> <ul style="list-style-type: none"> ● NM PED/IED IEA Accountability Training <ul style="list-style-type: none"> ○ Date: 8/19/2020 Time: 10 – 11 a.m. ● PED/IED IEA Accountability Training <ul style="list-style-type: none"> ○ Date: 8/20/2020 Time: 1 – 2 p.m. ● Culturally Responsive Family Engagement Training <ul style="list-style-type: none"> ○ Date: 11/17/2020 Time: 3:30 – 5 p.m. ● Culturally Responsive Family Engagement Training <ul style="list-style-type: none"> ○ Date: 11/19/2020 Time: 3:30 – 5 p.m. ● Computer 101 Training: Families, Parents and Guardians <ul style="list-style-type: none"> ○ Date: 3/17/2021 Time: 4 – 5 p.m. ● NM PED/IED IEA Accountability Training <ul style="list-style-type: none"> ○ Date: 8/19/2020 Time: 10 – 11 a.m. ● Culturally Responsive Family Engagement Training <ul style="list-style-type: none"> ○ Date: 11/17/2020 Time: 3:30 – 5 p.m. ● Culturally Responsive Family Engagement Training <ul style="list-style-type: none"> ○ Date: 11/19/2020 Time: 3:30 – 5 p.m. ● Computer 101 for families and parents <ul style="list-style-type: none"> ○ Date: 3/17/2021 Time: 4 – 5 p.m.
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Promotes effective communication and collaboration between the state agency and Indian nations, tribes, or pueblos¹

The NM Public Education Department’s Indian Education Division (IED) has been coordinated and scheduled the following conferences, workshops, information sessions, activities, and formal agreements to improve the educational achievement of, and accountability for, Native American students in New Mexico.

Monthly meetings with the Secretary of Education

Secretary Ryan Stewart, Ed.L.D., conducted monthly calls with tribal education directors (TEDs). Joining him on these calls has been Assistant Secretary Lashawna Tso, Deputy Secretary Dr. Vickie Bannerman, Deputy Secretary Dr. Gwen Perea Warniment, Deputy Secretary Katarina Sandoval,

¹ **NOTE:** All headers written in blue, italicized font indicate guidelines found in the State-Tribal Collaboration Act (STCA).

the Indian Education Advisory Council, and the PED’s Policy Bureau.

Monthly Meetings between the Tribal Education Directors and Staff from the Indian Education Division

Monthly meetings between the TEDs and the IED occurred during the school year of 2020–2021 and were conducted virtually. These meetings allowed different divisions of the NMPED and other agencies/state agencies to discuss grants and other programs. An example is “ENGAGE New Mexico” an initiative launched in the spring of 2020. The New Mexico Public Education Department (PED) collaborated with the New Mexico Children, Youth and Families Department and a partner, Graduation Alliance. ENGAGE taskforce identified students that did not successfully transition to remote learning during the pandemic. This collaborative effort utilized resources from the state agencies, and the program’s outreach team identified students who have been dis-engaged from their academics and contacted the students and their parents or guardians, to detail what the program offers. Families can opt-in to participate in the program. Costs for the program are paid through the PED’s agreement with Graduation Alliance.

Meetings with Assistant Secretary and Deputy Director of Indian Education

Assistant Secretary for Indian Education Lashawna Tso had the following interactions with Tribes from October 2020—June 15, 2021.

2020	Event
October 26	Meeting with Navajo Nation Leadership
November 4	All Pueblo Council of Governor’s Education Committee Meeting
November 6	Meeting with Isleta Governor Max Zuni
November 10	Meeting with Picuris Governor Craig Quanchel
November 13	Meeting with Acoma Governor Brian Vallo
November 17	2020 Tribal Leader Caucus
November 18	Government-to-Government Meeting
2020	Event
November 23	Meet and Greet NNDODE Acting Superintendent
December 9	All Pueblo Council of Governor’s Education Committee Meeting

2021	Event
January 3	All Pueblo Council of Governor’s Education Committee Meeting
January 7	Navajo Nation Board of Education Regular Meeting
February 3–4	All Pueblo Council of Governor’s Education Committee Meeting
February 17	Navajo Nation Meeting with Gallup-McKinley County Schools
February 19	ENGAGE NM-TED/Tribal Leaders Meeting
March 3	All Pueblo Council of Governor’s Education Committee Meeting

March 8	Tribal Leadership Meeting with Governor Michelle Lujan Grisham
March 8	NM PED and Navajo Nation Meeting
March 15	Discussion with Acoma Pueblo—Disengaged students
March 19	Meeting with Department of Diné Education (NNDODE)—Disengaged students
March 21	Tribal Leadership Meeting—School Re-entry
March 29	Navajo Nation DODE and NM PED Meeting
February 9	Surveillance testing meeting with Navajo Nation
February 11	Community needs at Jicarilla Apache Nation
March 8, 12	NMPED and Navajo Nation Meeting
March 12	Tribal Leadership Meeting Re: school reentry
March 15	Meeting with Acoma Pueblo-Students
April 2	Meeting with Acoma Pueblo and PED Licensure
April 7	All Pueblo Council of Governor’s Education Committee Meeting
April 22	All Pueblo Council of Governor’s April Meeting
April 23	Tribal Libraries Funding Meeting
April 26	Presentation: Santa Clara Pueblo—2021 New Mexico Legislative Session
April 28	NNC—Health, Education, and Human Services Committee Regular Meeting
May 5	All Pueblo Council of Governor’s Education Committee Meeting
May 25	Tribal Leaders Meeting on Court Ruling in Yazzie-Martinez v. State
May 27	Tribal Stakeholder Engagement Meeting
June 2	All Pueblo Council of Governor’s Education Committee Meeting
June 3	Review New Tribal Funding RFAs

Meetings with Deputy Director of Indian Education
(Prior to the appointment of Assistant Secretary of Indian Education)

2020	Events
June 26	Tribal Consultation—Tularosa and Mescalero
June 26	Tribal Consultation—Ruidoso and Mescalero
June 26 July 14 August 11	Attended Tribal Community Profile Presentation with the Higher Education Department
June 30	Meeting with Arizona Dept. of Education to discuss NMPED initiatives of technology needs, school re-opening, and remote learning for American Indian students
July 14	Navajo Nation Eastern Agency Call

July 27 August 3	Governor Brian Vallo and Grants Cibola County-Consultation on School Re-Entry plan
August 4 & 19 September 15	Navajo Nation Sovereignty- Gallup-McKinley School District and CCSD
August 7 & 21 September 14	MOU and Data Sharing agreement—Navajo Nation
August 7	Gallup-McKinley School District—Home internet discussion
August 19	Guidance for schools on tribal land—Cuba School District
September 25	Meeting with Tribal Education Director Kevin Shendo
October 20	GEER and ESSER SEA Reserve Funding-Meeting with Navajo Nation
January 7 April 8	IEAC bylaws subcommittee meeting
January 8	Discuss project-college and career readiness initiative for Native American students
February 11	Tribally defined assessment to be included as part of state student assessment
March 11	American Indian English Learners Presentation
March 19	Tribal Consultation assistance- Espanola
March 29	NAEP Indian Education Study
April 8	APS Spring Tribal Consultation
May 17	Embargoed Results and Findings of the NAEP 2019 National Indian Education Study (NIES)
May 27	Tribal Stakeholder Engagement Meeting

Provide trainings and consult with various tribes

The Assistant Secretary of Indian Education attended tribal consultation between Gallup-McKinley County School District and the Navajo Nation on February 17, 2021. Deputy Director attended tribal consultation between the Tularosa School District, Ruidoso School District, and the Mescalero Apache Tribe on June 26, 2020.

On April 30, 2021, the First Judicial Court issued a ruling ordering the state to provide digital devices and highspeed internet access to at-risk students who lack these tools necessary to access remote learning.

- The NMPED issued a survey to school districts to identify how many of their students still lack access to internet and do not have devices.
- In addition, we have partnered with other state and federal agencies to address technology gaps across the state, including ensuring districts and charter schools have the funds they need to provide digital devices and internet access.
- The focus districts: Alamogordo, Albuquerque, Bernalillo, Cuba, Española, Gadsden, Gallup-McKinley, Grants-Cibola, Hatch, Jemez Valley, Lake Arthur, Las Cruces, Los

Lunas, Magdalena, Moriarty-Edgewood, Peñasco, Pojoaque, Rio Rancho, Santa Fe, Silver City, Taos, Tucumcari, Zuni.

On May 25, 2021, PED met with tribes to discuss the Technology Motion on Yazzie-Martinez.

- At the conclusion of the meeting, consultation was requested. To maximize the time we have with tribal leaders, two consultations have been scheduled for: Monday, June 28 (3 – 5 p.m.) and Wednesday, June 30 (1 – 3 p.m.).
- Objective 1: Understanding Tribal Public health order (EO) and future EO plans.
- Objective 2: Discussion students who will be learning remotely and do not have access to highspeed internet on Transportation as well as remote learning costs.

Promote culture competency in providing effective services to American Indians or Alaska Natives

A Culturally and Linguistically Responsive Teaching and Learning (CLR) Training for all PED staff took place on May 11 and May 12, 2021. There were 125 participants on May 11 and 85 participants on May 12.

Description of current & planned programs and services provided, including funding amounts

The Indian Education Division provides grants to tribal departments of education, local education agencies (LEAs), and charter schools serving significant numbers of American Indian students for purposes that align with New Mexico’s Indian Education Act (NMSA 1978 Section 22-23A-1 through 22-23A-8). The Indian Education Act funding for FY 20 is listed below.

Indian Education Act Funding

Grants FY21 Priority Areas

College, Career, and Life Readiness: K–12 public education prepares students to have the necessary knowledge and skills to participate in a rapidly changing, democratic society by successfully transitioning to a post-secondary institution (without requiring remedial coursework) and/or entering the workforce and competing in the labor market. Preparedness occurs when education entities assist students in aligning their interests to the career of their choice, ensuring they live fulfilling lives.

Culturally and Linguistically Relevant Education and Social and Emotional Learning: Social and emotional learning provides the foundation for students to develop social skills (empathy, reflection, cooperation, interpersonal skills, communication); academic behaviors (attendance, academic purpose, self-guided learning, participation); and an academic mindset (belonging, belief in one self, value in work, and meaningful learning). These are critical success factors to improving academic and life outcomes.

Culture and Identity Development: Programs that embrace culture and identity development provide opportunities for students to participate in activities that reflect their unique cultural and linguistic heritages, are centered on student strengths and needs, and incorporate student voice into the design of curriculum. These programs must be grounded in the context of the student’s community, language, and culture.

Increasing Access to Native American Language Programs: Provide Indigenous language programs within the community or school that are accessible to students on a regular basis and grounded in the context of the community and approved by the Tribe of which the program represents. Indigenous language programs should set goals for students that are aligned with the LEA, charter, and Tribe’s overall Indigenous Language Program goals. If the district or charter receives funding from the Bilingual Multicultural Education Act, a justification must be provided as to how the IEA funding will be used to support an American Indian Language Program.

These programs also emphasize collaboration with staff, the 520 Native language teachers, program educators, and tribal members. Grants to districts supported by the Indian Education Act were awarded based on the inclusion of home visits to communities, descriptions of services provided, teacher observations, and surveys.

Level of Funding

For fiscal year 2020, the NM PED awarded amounts within the following ranges:

- \$75,000–\$100,000 for New Mexico Tribal and Pueblo Departments of Education
- \$50,000– \$90,000 for LEAs and charters that enrolled a significant number of American Indian students, as previously determined by the PED

Collaboration and Communication

The Public Education Department (PED) policy emphasizes the importance of collaboration and increased communication. To promote cultural competence and educational success, the agency utilizes, as appropriate: tribal liaisons, tribal advisory bodies (e.g., the Indian Education Advisory Council—IEAC), work groups, and informal communication.

New Mexico Indian Education Advisory Council

Pursuant to the Indian Education Act, the NM PED Communication and Collaboration Policy acknowledges and respects the role of the Indian Education Advisory Council (IEAC) and their advisement to the Secretaries of early childhood education and care and PED, as well as the Assistant Secretaries for Native American early childhood education and care, and Indian Education as outline within the Indian Education Act. The 16-member council consists of representatives from: the Navajo Nation, Apache Tribes, and Pueblo; urban areas, including Albuquerque, Gallup, and Farmington; representatives from the Bureau of Indian Education, a

Head Start organization, and the public—at least one of whom shall be non-tribal, but all of whom shall have knowledge of, and involvement in, the education of tribal students. The purpose of the duly appointed group (listed in the following table) of individuals is to provide advice and recommendations on matters relative to agency policies, programs, and services.

Indian Education Advisory Council Members During 2020–2021	
Tribal Representation	Member
Navajo Nation	Jonathan Hale
Navajo Nation	Dr. Wendy Greyeyes
Navajo Nation	Dr. Pandora Mike
Navajo Nation	<i>Vacant</i>
Mescalero Apache Nation	Berdine Largo
Jicarilla Apache Nation	Claudia Vigil-Munoz
Southern Pueblo	Patricia Sandoval
Southern Pueblo	Tracey Cordero
Northern Pueblo	Jeremy Oyenque
Northern Pueblo	Michael J. Martinez
Urban Representative—Albuquerque	Duta Flying Earth
Urban Representative—Farmington	Shawl Iron Moccasin
Urban Representative—Gallup	<i>Vacant</i>
Bureau of Indian Affairs—at large	Ventura Lovato
Non-Tribal—public—at large	<i>Vacant</i>
Head Start—at Large	Marsha Leno
PEC Representative (non-voting member)	Georgina Davis
Higher Education Department (non-voting member)	Nathan Moquino

The IEAC meet on a quarterly basis with representatives of the NM PED, ECECD, and HED. During the COVID-19 pandemic, the meetings were held virtually. The following is a list of the meetings held between July 2020 – June 2021.

Date	Type of Meeting
2020	
July 27	IEAC work session and updates
November 14	PED division updates to the council
2021	
March 6	IEAC amend bylaws, PED division updates
May 22	IEAC work session and updates
June 16	IEAC work session and updates

Note: The Indian Education Division (IED) sends communication directly to IEAC members on any information shared with tribal leaders, tribal education directors, school districts, and stakeholders. Agendas of all meetings between the IEAC and the PED are posted on the Indian Education Division website.

Divisions/Bureaus of the PED and Their Current and Planned STCA Implementation Efforts		
NM PED Offices and Programs	Key Division and Support Areas	Current and Planned Programs and Services for American Indians/Alaska Natives
Assessment	<ul style="list-style-type: none"> • State and federally required assessment of all students • NAEP Indian Education Study conducted in 2005, 2007, 2009, 2011, 2015, 2019 	American Indian/Alaska Native students participate in all state and federally required assessments; Native American students are part of the NAEP Indian Education Study
Canvas Learning Management System	Development of online trainings and courses provided by PED for districts and charters	Canvas professional Development Modules for all stakeholders (e.g., PED employees, educators, administrators, and tribal education directors)
College and Career Readiness	<ul style="list-style-type: none"> • Career & Technical Education • Accelerated Learning • Summer Enrichment 	<ul style="list-style-type: none"> ▪ Perkins V (Federal) & Next Gen (State) funding for high-quality CTE programs ▪ Advanced Placement, professional development for teachers and fee waivers for qualifying students. Early College High School professional learning community for current and emerging ECHS programs. Dual Credit opportunities. ▪ The PED is awarding summer enrichment internship funds directly to Tribes and Nations, so Native students can be paid for 20 hours per week of summer employment, for 6 weeks.

Divisions/Bureaus of the PED and their Current and Planned STCA Implementation Efforts

NM PED Offices and Programs	Key Division and Support Areas	Current and Planned Programs and Services for American Indians/Alaska Natives
Community Schools	<ul style="list-style-type: none"> • 21st Century Community Learning Centers (CCLC) • Community Schools • Extended Learning Time Program (ELTP) • K5+ Programs 	<p>21st CCLC prioritize programming and reporting focused on American Indians/Alaska Native students. Community Schools, ELTP, and K5+ Programs also focus on American Indians/Alaska Native populations. When developing their programs, the opportunity gaps caused by geographic underrepresentation, homeless, and migrant student and family status are additionally a focus for program development.</p>
Early Childhood Education	Early Childhood Bureau; Early Childhood Education and Care Department	PreK services for Native American four-year-olds in school districts across the state.
Educator Quality	<ul style="list-style-type: none"> • Title II Educator Evaluation Mentorship Licensure Educator Preparation 	The licensure manager attends TED meetings when requested to support questions about licensure.
General Counsel	Legal counsel services	Support is provided for initiatives pertaining to equity councils, bridging digital divide for at-risk students, and generally carrying out the requirements of related litigation.
Instructional Materials	Adoption of HS Diné language materials to the state-adopted multiple lists, making it available for purchase by all NM districts. Review of K-8 English Language Development Materials for alignment to WIDA English Language Development Standards and English Language Arts materials for CCSS. Materials that score high for the CLR criteria for NM students are given CLR recognition.	

**Divisions/Bureaus of the PED and their Current and Planned STCA
Implementation Efforts**

NM PED Offices and Programs	Key Division and Support Areas	Current and Planned Programs and Services for American Indians/Alaska Natives
Literacy and Humanities		Professional Learning Offerings SY 21-21, Statewide: Improve statewide understanding of Culturally and Linguistically Responsive Instruction (CLRI). Developed an audit tool to evaluate a set of high-quality instructional materials on NMPED’s Canvas for CLRI. Created an implementation guide for the audit tool for use by educators throughout New Mexico and developed an understanding of writing best practices and curated/created a comprehensive course guidance document for the state of New Mexico. This document is rooted in structured literacy as well as CLR education. Developed a set of Early Literacy Family Guides specifically for New Mexico families. This work was aligned to New Mexico’s structured approach to literacy with the goal of providing families with tools and resources to support their child’s early literacy development at home. Professional Learning on Structured Literacy, Science of Reading, Dyslexia screening, dyslexia and LETRs
Math and Science	<ul style="list-style-type: none"> • Math, Science K-12 • Computer Science K-8 	Professional Learning Offerings SY 21-21, Statewide: Focus on Algebra Computer Science Training K-5 & 6-8 Math; Foundations Enhancing Math Formative Assessment, Fostering Positive Math Identities, OpenSciEd Field Tests and Expansion Science Instructional Support New Mexico (Math & Science)
Multi-Layered System of Support (MLSS)	<ul style="list-style-type: none"> • Curriculum and Instruction • Teacher PLCs and evidence-based instruction • NM Instructional Scope (NMIS) 	Programs and supports throughout the 2020–21 school year have focused on assisting teachers with universal instruction professional development and ensuring access to intensive learner interventions for all students.
Safe and Healthy Schools	Health and wellness	Healthy Schools—Expanding Opportunities Project
Special Education	IDEA-B	Tribal stakeholder engagement meeting for IDEA

<p>Strategic Outreach</p>	<ul style="list-style-type: none"> • Community Engagement • Communications • Constituent Services 	<p>Outreach to provide updates and information about PED supports, community resources, etc. Communications include weekly teacher eBlasts, bi-weekly school leader eBlasts that included tribal education directors, and a monthly community eBlast</p>
<p>Student Success and Wellness</p>	<ul style="list-style-type: none"> • USDA National School Lunch Program—student data from BIE schools to issue P-EBT benefits for free and reduced students 	<p>Provided Supplemental P-EBT benefits for breakfast and lunch during COVID-19 school closures. Also provided services such as “Meals to You” to school sites that were not able to provide meals during COVID-19. These were shelf-stable meals that were provided and shipped to needy families.</p>
<p>Title I</p>	<p>American Rescue Plan (ARP) LEA Applications</p>	



Promote communication & collaboration—PED divisions

The following divisions offered training opportunities to promote communication and collaboration:

NM PED Offices and Programs	Training and Professional Development	Trainings that support Communication, Collaboration, and Cultural Competency
Assessment	<ul style="list-style-type: none"> All schools receive training on how to administer state and federally required assessments. 	<ul style="list-style-type: none"> All schools receive training on how to administer state and federally required assessments NAEP has been presented at Government to Government Presentations provided to Native American councils and leaderships groups at the request of the Assistant Secretary
Canvas Learning Management System	<ul style="list-style-type: none"> Culturally and Linguistically Responsive Teaching and Learning Canvas Module 	All schools, educators, and tribal education directors in NM have access to this course in Canvas and can enroll at any time
College and Career Readiness	<ul style="list-style-type: none"> Regional CTE Meetings AP Summer Institute, ECHS convening's, HEAR (Higher Education Assessment & Retention) conference DC support Summer Enrichment Coordinators will receive professional development so that student internships are educational 	Regional meetings
Community Schools		The bureau prioritizes training around understanding cultural competency at the state level and sub-grantee level
Early Childhood Education		<ul style="list-style-type: none"> WIDA Early Years professional learning supports language development in both home language and English WIDA's Promising Practices are integrated across the PreK professional learning provided for preschool staff and administrators Cultural competency and support of the family's home language are stressed in all PL provided to staff. The Full Participation of Each Child series support teachers and administrators to include the family and community in their classroom and to ensure that the classroom is reflective of the families served and the community in which it is

		<p>located.</p> <ul style="list-style-type: none"> The Are We Ready? Session helps administrators to understand the needs of young multilingual children and their families as the child enters elementary school. These sessions help administrators to make the school a more welcoming and relevant place
Educator Quality	<ul style="list-style-type: none"> All Administrators trained in Elevate NM Educator trainings are scheduled for when the school year begins 	<ul style="list-style-type: none"> Upcoming: Educator Fellows and Teacher Residency Programs to attract and retain educators in the profession Additionally, leadership is looking at updates to licensure rule to remove roadblocks to the profession
General Council	General training as day to day functions regarding policies consistent with currently related litigation	Legal research is provided to support and improve relevance of trainings
Instructional Materials		<ul style="list-style-type: none"> Training for all instructional material reviewers on how to review the instructional materials using the CLR criteria within the scoring rubrics Training was provided by nationally recognized leaders in reviewing instructional materials as well as leaders in the knowledge and research of CLR teaching
Math and Science	Professional Learning Offerings SY 21-21, Statewide: Focus on Algebra Computer Science Training K-5 & 6-8 Math Foundations Enhancing Math Formative Assessment Fostering Positive Math Identities OpenSciEd Field Tests and Expansion Science Instructional Support New Mexico (Math & Science)	
Multi-Layered System of Support (MLSS)		<ul style="list-style-type: none"> Monthly virtual meetings with LEA representatives and other leadership teams focus on CLR instruction, grade-level assignments, professional learning communities (PLC), differentiation, and administrative oversight and supports

Safe and Healthy Schools		<ul style="list-style-type: none"> • Spring and fall healthy schools training • Fiscal support is provided to increase quantity and quality of mental health service providers in rural locations (particularly in American Indian communities) through tuition reimbursement
Special Education	Gathered input regarding data points and strategic planning for the Annual Performance review, which is a newer mandate by OSEP	Ongoing: Collect and monitor student data. May 27, 2021: Summer Summit American Institute for Research (AIR) conference for the teachers and parents of students with disabilities
Strategic Outreach		The office of community engagement offers professional development on equitable family engagement, which supports a thoughtful, differentiated, and culturally responsive approach to building relationships and fostering partnerships among school, home, and community
Student Success and Wellness	Conducted webinar trainings on how the P-EBT program works	Ongoing: Collaborated with the BIA and DOI staff to gain access to students' data to support free- and reduced-lunch-qualified families
Title I		June 23, 2021: Training for LEAs on ARP application requirements, which list tribes as one of the required stakeholder groups for consultation

COVID-19 Pandemic and the NMPED Response to Tribes and Other Stakeholders

In March 2020, through an executive order PED employees transitioned to remote work. Under the direction of Secretary Ryan Stewart, all NM Public and Charter Schools were ordered to close and continue to operate virtually until further notice.

The Indian Education Division, in collaboration with the IEAC, districts, agencies, and various stakeholders held regular virtual meetings with tribes, nations, and pueblos on agency updates, training and funding opportunities.

A draft of the tribal consultation guide is under revision. A timeline has been established to complete the tribal consultation guide in the coming months. It will be shared with members of the IEAC, the Secretary of Education, state agencies (IAD, ECECD, HED), and tribes, nations, and pueblos. The NM Governor's public orders and tribal public orders regarding the COVID-19 pandemic will be taken into consideration as we schedule future meetings.

Organizational Chart

