

EDUCATION INSTITUTE *YAZZIE* REMEDY FRAMEWORK RECOMMENDATIONS FOR THE 2020 NM LEGISLATIVE SESSION

August 22, 2019

CATEGORIES IN <i>YAZZIE</i>	FINDINGS FROM <i>YAZZIE</i>	REMEDIES Policy, Program, Budget, Appropriations, Amendments to Laws, New Legislation, Rule Making
1. AT RISK STUDENTS	<p>At risk students – low income, Native Americans, English language learners, and children with disabilities – face the greatest educational disparities due to the State’s failure to provide a sufficient education.</p> <p>All students – even those who are at risk – can learn if provided with adequately funded programs that have been shown to enhance academic achievement. This potential was demonstrated by testimony from State officials. <i>Yazzie</i> (Dec. 20, 2018 Order) at ¶ 2.</p> <p>Defendants have failed to provide students with educational inputs that are adequate to provide students with an education that prepares them for college and career. <i>Yazzie</i> at ¶ 5.</p>	<p>Increase funding for transportation, Native American language and bilingual instruction, and rural schools to ensure students have equitable opportunities in our geographically and linguistically diverse state.</p> <p>Funding for the Center for Studies of Diverse Populations for teacher training, staff development, English language learner development standards, bilingual support, instructional leadership and youth leadership. NMHU – \$775,000 (HB 516 – 2019 Session).</p> <p>Funding for the Ben Lujan Leadership Institute for bachelor’s and master’s degrees, administrative licensure, teacher recruitment and retention, and parental institutes. NMHU – \$625,000 (HB 516 – 2019 Session).</p>
Pre-K	<p>Early childhood education for children 3 and 4-year old (Pre-K) is an important component to providing a sufficient education and equitable educational opportunities. <i>Yazzie</i> at ¶ 6.</p> <p>Students who attend Pre-K have higher achievement test scores, repeat grades far less often, need less special education, graduate from high school at substantially higher rates, and are more likely to graduate. <i>Yazzie</i> at ¶ 67.</p>	<p>Legislation to advance universal Pre-K and allows flexibility in Pre-K design requirements in order that Pueblos, Tribes, and Nations can access funding to develop culturally and linguistically relevant Pre-K programs.</p>

	<p>According to administrators in the twenty-three Indian Education districts, the following resources, programs and services are necessary to meet both the academic and unique cultural needs of Native Americans enrolled in New Mexico public schools: b. A culturally-relevant curriculum from Pre-K to grade 12, which requires a blend of contemporary standards within a curriculum that focuses on language, culture, cultural protocols, and orientation. <i>Yazzie</i> at ¶ 522.</p>	
<p>Extended Learning Time K-Plus</p>	<p>Various programs have been shown to provide the support that at-risk students need to learn. These include quality full-day pre-K, which addresses the issue of at-risk students starting school behind other children. <i>Yazzie</i> at ¶ 4.</p> <p>Superintendent Space testified that Grants-Cibola offers after school activities, including tutoring, to all students, but the programs are only accessible to students with personal transportation. Often the district’s Native American children who live on the reservation lack access to these programs because they have to find personal transportation. Space, 6/29/17 at 158:14-22. <i>Yazzie</i> at ¶ 198.</p>	<p>Funding for infrastructure development by tribal libraries to establish tribal-based after school and summer school programs to ensure Native Students have access to extended learning time and support, including K-12, credit recovery, and internship programs. Tribal Libraries – \$ 38 million (HB 670 – 2019 Session).</p> <p>Amendment to current statute to authorize and mandate funding to LEAs to be contacted with tribal education departments for tribal-based after school and summer school programs to ensure Native Students have access to extended learning time and support, including K-12, credit recovery, and internship programs.</p> <p>Provide adequate and sufficient funding to LEAs for permanent programs such as afterschool and extended summer learning, with sufficient and consistent staff who are provided development and training to deliver the best services that builds trust for Native American parents to enroll their children.</p>
<p>Reading/Literacy</p>	<p>Literacy programs and practices that are based on valid research are essential to ensure that low-income students learn how to read at grade level. <i>Yazzie</i> at ¶ 236.</p> <p>PED testified that it needs to be doing more to improve New Mexico’s reading proficiency rates. More funding to support and expand PreK, K-3 Plus, and Reads to Lead is necessary to increase reading proficiency overall in New Mexico. <i>Yazzie</i> at ¶ 265.</p>	<p>Allocate the funding necessary to meet need for reading specialists and instructional coaches in each school district.</p> <p>Make funding part of State Equalization Guarantee Formula (SEG) or above line funding.</p>
<p>Class size</p>	<p>The State of New Mexico sets by statute the appropriate class size and class load for all grades and content areas. NMSA § 22-10A-20. PED has no programs or initiatives focused on reducing class size even though New Mexico has class size requirements by statute. Research shows that smaller class sizes are associated with higher achievement, higher earnings, higher high school graduation rates, and higher</p>	<p>Increase number of teachers in the system to ensure small class sizes.</p>

	<p>college completion rates. Students who are struggling academically or socially benefit from smaller class sizes because they get more differentiated instruction from their teachers. <i>Yazzie</i> at ¶¶ 213-216.</p> <p>PED has no program or initiatives focused on reducing class size even though New Mexico has class size requirements by statute. <i>Yazzie</i> at ¶ 214.</p>	
College & Career Readiness Curriculum	<p>“Defendants have failed to provide at-risk students with programs and services necessary to make them college or career ready.” <i>Yazzie</i> at ¶ 3187.</p> <p>The goal of the Public Education Department is to make students college and career ready. Students need to be able to leave their public school education ready for either post secondary education or the training to pursue a career. Students need to leave public schools college and career ready. <i>Yazzie</i> at ¶¶ 644-647.</p> <p>Native American students enrolled in public schools are not receiving adequate academic engagement, rigor, and the necessary for them to experience the same levels of success as non-Native American students; and the public school curriculum and staffing do not reflect Native American student culture and identity. As a result, Native American students who graduate from a public high school in New Mexico and enter a post-secondary institution are in great need of remediation courses and linguistic support; and, similarly, Native American students who enter the workforce often lack writing, public speaking and computation skills. <i>Yazzie</i> at ¶ 667.</p>	<p>Legislative initiatives and appropriations to fund an innovative College Readiness program designed for Native American students. College Horizons – \$ TBD.</p> <p>Legislative initiatives and appropriations to fund an innovative Career Readiness programs designed for Native American students. The Leadership Institute – \$ TBD.</p>
Social Services (counselors, social workers, and non-instructional staff)	<p>Defendants have failed to provide sufficient resources for counselors, social workers, and other non-instructional staff that all students, especially at-risk students need to succeed. <i>Yazzie</i> at ¶ 266.</p> <p>Student counseling, mentoring, and monitoring programs have been shown to reduce high school dropout rates and increase graduation rates to produce fiscal benefits that greatly exceed program costs. <i>Yazzie</i> at ¶ 270.</p> <p>Access to counseling and social workers in schools helps low-income children be successful. Having social workers and counselors in</p>	<p>Provide comprehensive social services: Provide access to nurses, counselors, and social workers in all schools, ensuring culturally and linguistically responsive services.</p> <p>Funding to the Community Behavioral Health Division of the College of Medicine for Native American suicide prevention; clinical and community-based prevention, intervention and research and technical assistance to public schools and tribal communities. UNM – \$450,000 (HB 516 – 2019 Session).</p>

	<p>schools is necessary to address any out-of-school issues that Native American children may face. <i>Yazzie</i> at ¶ 271.</p>	<p>Funding to the Center for Native Health in the College of Medicine to provide services, including student recruitment and retention; academic advisement; community health assessments; school and health alignment and technical assistance. UNM – \$552,000 (HB 516 – 2019 Session).</p> <p>Funding to the School of Social Work for Native American social workers institutes. NMHU – \$250,000 (HB 516 - 2019 Session).</p> <p>Funding for Lifeways-Operation Graduation program model to address chronic truancy, high dropout rates, and educational neglect. – \$ TBD.</p> <p>Provide funding for Regional Education Cooperatives (RECs) to contract with local/tribal experts to provide culturally and linguistically appropriate teacher training, health, behavioral and mental health, and social services to Native Americans students and Native students with special needs. (HB 111- 2019 Session). – \$ TBD.</p>
<p>2. STUDENTS WITH SPECIAL NEEDS – Native American Students</p>	<p>See below (Native American Students with Disabilities).</p>	<p>See below (Native American Students with Disabilities)</p>
<p>3. ELL – Native American English Learners (NAEL)</p>	<p>It is important for Native American English learners (NAEL) to have Native American teachers because they have the ability to relate to and interact with NAEL students effectively, do serve as English proficient models to students, and are likely to remain employed at the school. <i>Yazzie</i> at ¶ 323.</p> <p>NAEL students require ample opportunities to interact with the English language in order to develop full competency, both, socially and academically; as well as the integration of indigenous perspectives, cultural values, and recognition of the tribal languages as a resource. <i>Yazzie</i> at ¶ 324.</p>	<p>Enact and Fund the following NM House bills (2019 Session):</p> <ul style="list-style-type: none"> • HB 111 – Cultural and Linguistic Education Support (Native American Language/Cultural Linguistic) • HB 120 – Bilingual Teacher Preparation Act

	<p>Given certain geographical challenges, including rural isolation factors, NAEL students in New Mexico may not have ample opportunities to interact with different kinds of English because their school locations often lack access to technology and instructional materials. <i>Yazzie</i> at ¶ 325.</p> <p>Defendants have a duty to ensure that English learners, including Native American English learners, are provided an adequate English language instructional program. 42. U.S.C.A. § 2000d. <i>Yazzie</i> at ¶ 3046.</p>	
<p>4. INDIAN EDUCATION ACT (IEA)</p>	<p>The State has a duty to provide for the study, development, and implementation of educational systems that affect the educational success of Native American students. NMSA 1978, § 22-23A-2. <i>Yazzie</i> at ¶ 3021.</p> <p>Pursuant to Article XII, section 1 of the New Mexico Constitution, Native American students enrolled in New Mexico public schools have a right to a constitutionally sufficient education. <i>Yazzie</i> at ¶ 3063.</p> <p>The NM Indian Education Act (IEA) sets forth the legislative determination of what constitutes a constitutionally adequate education for Native American children. <i>Yazzie</i> at ¶ 3065.</p> <p>Defendants have a constitutional duty to ensure that the IEA is fully complied with and enforced and that its purposes are fully effectuated. <i>Yazzie</i> at ¶ 3066.</p>	<p>The NM Legislature shall review the state funding formula to take into account the identified needs of Native American students, teachers, and schools to assure that the needs of Native American students are adequately addressed.</p> <p>Enact legislation amending the state funding formula to guarantee that funds generated by each Native American student are provided to that student’s school district.</p>
<p>NM Indian Education Act Compliance</p>	<p>A) Issue: Define what should be addressed in the needs assessment and establish a concrete timeframe to develop and complete the needs assessment.</p> <p>Defendants have a duty to ensure that the twenty-three Indian Education districts have sufficient resources, including funding, to fully implement the New Mexico Indian Education Act. <i>Yazzie</i> at ¶ 3069.</p>	<p>PED should: (a) ensure that funds for the needs assessment do not come out of the funds from the Indian Education Act, but from additional funding that does not conflict with the allocated funds for the Act; (b) develop a scope of work for the assessment – outlining the tasks that need to be achieved. Having a SOW in place could help when there’s a change of leadership at tribal, state, federal level; (c) mandate that the districts need to complete the needs assessment AND that they work with Tribes (and respective education departments, parents, youth) to assess the needs – it’s a collaborative process, not just consultation; (d) establish an MOU or MOA between Tribes and school districts on shared responsibilities and what the tribes are willing to support and how resources are allocated; (e) develop a rule to create a timeframe to develop the Needs Assessment, in collaboration with Tribes; (f) utilize the 20 parts in the systemic framework</p>

	<p>B) Issue: Tribes not getting the full budgets allocated through the Indian Education Act.</p> <p>C) Issue: How to hold districts accountable.</p> <p>Defendants do not allocate sufficient funding to the twenty-three Indian Education districts for the purpose of implementing the New Mexico Indian Education Act. In 2003, the State allocated \$2.0 million to the Indian Education Act fund, which was allocated to Districts serving high concentrations of Native American students for the purposes of achieving NMIEA compliance. P-1684-1685. In 2009 and 2010, the New Mexico Indian Education Act Fund decreased from \$2.25 million to \$2 million and then \$1,824,600 respectively. P-2828, P-2829. Since 2011, the New Mexico Indian Education Act Fund has remained relatively flat at \$1,824,600. P-2830-2836. According to the Assistant Secretary of the Indian Education Division and to several witnesses, PED allocates \$25 thousand, based on grant approval, to each school district that serves a significant Native American student enrollment, for purposes of implementing the New Mexico Indian</p>	<p>as guiding questions for the needs assessment – this will help districts and tribes answer what is available and what gaps need to be filled; (g) once the needs or gaps are identified, develop a process to structure what needs will be prioritized in the first year or at a minimal baseline of what is achievable; and (h) develop a rule on how the Needs Assessment will be distributed once developed and how the Needs Assessment will be evaluated</p> <p>Recommendation: PED should ensure that if Tribes apply for the full \$25-\$30,000 budgeted, that they receive the full amount (Ex. one tribe applied for the funds and only receiving \$3,000. Questioned the State about where the funds were going, and the funds would sit in the pot at the State and go unexpended. The funds rollover at the State. This is also reimbursed funds and issues with it coming in late. Tribes should apply based on need, not based on the parameters that are being set by the State.</p> <p>Recommendations: (a) hold school districts accountable through metrics – tribes define a baseline of what they want to see achieved in 1 or 2 years. Example: Increasing the number of Native professionals by x-number in 2 years; hire Indian Education Director for 23 districts to serve under the superintendent – incorporate this into the State Statue; and (b) some districts are performing better than others; address the gaps of big urban areas that may be performing better than other districts that are struggling</p> <p>Recommendation: (a) ensure that PED has the resources, workforce and expertise to implement the law and this includes ALL of PED, not just Indian Education – both the Secretary of the department and all PED staff are responsible for ensuring implementation of the law; (b) write a letter to Secretary of Education requesting an evaluation to ensure the PED has sufficient staff/resources to implement Indian Education Act</p> <p>Recommendation: Pueblo governors should utilize the Indian Policies and Procedures to: assert accountability to create and implement a Needs Assessment and Systematic Framework and to evaluate the performance by the school district.</p>
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	<p>Education Act. This is an insufficient amount for purposes of fully complying with the NMIEA. <i>Yazzie</i> at ¶¶ 622-626.</p> <p>D) Issue: PED has new responsibilities based on the amendments to Indian Education Act.</p> <p>E) Issue: School Districts have plenty of data on Native American students.</p> <p>F) Issue: PED will need to issue rulemaking to implement amendments to Indian Education Act.</p>	<p>Recommendation: School Districts should: (a) utilize this data to expand programs and activities that work and are proven to provide results; (b) not thwart or delay on its obligations; (c) request more data on language retention at each grade level; (d) request more data on college counseling efforts from 10th, 11th, and 12th grade</p> <p>Recommendation: Request PED should: work with APCG and Pueblo Education Departments when drafting the rule; and (b) create rules for entire Indian Education Act, not just the recent amendments.</p>
<p>Culturally Relevant Education</p> <p>-Ensure equitable and culturally relevant learning environments, educational opportunities and instructional materials for Native American students enrolled in public schools. IEA, 22-23A-2(A).</p>	<p>Only 2 percent of all teachers in the state are Native American. Culturally responsive pedagogy. It is important that teacher recruitment effort seek “teachers who are from students’ cultural communities, as well as teacher who demonstrate an ability to relationships with students and learn from them their communities. <i>Yazzie</i> at ¶¶ 326, 461.</p> <p>New Mexico has by law already recognized the value of multicultural education. The Indian Education Act specifies offering “culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for Native American students enrolled in public schools.” <i>Yazzie</i> at ¶ 456.</p> <p>While there are a few projects that have integrated Native American knowledge into the curriculum, there is little evidence that Native American knowledge is being integrated into the curriculum generally. <i>Yazzie</i> at ¶ 464.</p> <p>New Mexico has not made a concerted effort to recruit or retain diverse teachers. Aside from two recent programs (Zuni Public Schools and APS), research found no efforts in NM public school districts for increasing the number of Native American teachers. <i>Yazzie</i> at ¶ 474.</p> <p>Textbooks, [] continue to marginalize Native Americans and the economic, political and historical contributions made by indigenous people to New Mexico are absent or minimal resulting in students</p>	<p>Funding for the American Indian Curriculum and Material Development Center. UNM – \$550,000 (HB 516 – 2019 Session).</p> <p>Funding for the Native American Students Program in the College of Arts and Sciences to support indigenous leadership; indigenous studies development; a master’s program and high school curriculum development. UNM – \$928,706 (HB 516 – 2019 Session).</p> <p>Provide funding for Regional Education Cooperatives (RECs) to contract with local/tribal experts to provide culturally and linguistically appropriate teacher training, health, behavioral and mental health, and social services to Native Americans students and Native student with special needs. (HB 111-2019 Session). – \$ TBD.</p>

developing a limited perception about the role that Native Americans play in State and Federal government. *Yazzie* at ¶ 463.

Schools must provide Native American students, including Native American English learners, the same quality of education that is provided to non-Native American students by incorporating into the classroom culturally relevant curriculum that contains the historical contributions made by indigenous people. *Yazzie* at ¶ 475.

Defendants admit that PED owes a duty to ensure that Native American students are educated in culturally relevant learning environments. Defendants admit that PED does not have a way to evaluate whether Native American students are actually being educated in culturally relevant learning environments. *Yazzie* at ¶ 544. Defendants admit that PED has not gathered data on which instructional materials are being used by school districts to educate Native American students. Defendants admit that PED does not know what percentage of Native American students are provided culturally relevant materials as part of their education. *Yazzie* at ¶ 558.

Defendants have not fulfilled their duty to implement Section A of the IEA, which requires that Native American students be provided with equitable and culturally relevant learning environments and educational opportunities. *Yazzie* at ¶ 569.

With regard to professional development on the subject of cultural relevance, Assistant Secretary of the Indian Education Division, Latifah Phillips, testified that PED leaves this to the districts. *Yazzie* at ¶ 579.

Defendants do not have a mechanism to assess whether equitable and culturally responsive learning environments and educational opportunities are being provided to Native American students. PED does not appear to have a functioning method of evaluating such programs and services. No such evaluations appear in the annual Tribal Education Statistical Reports. *Yazzie* at ¶¶ 580-582.

	<p>PED has not developed a culturally relevant curriculum; instead, the contemporary instructional materials and curriculum that are currently in place fail to capture the life, history, and social-legal issues that indigenous people have experienced in New Mexico. Thus Native American students have not learned about their tribal histories in school. <i>Yazzie</i> at ¶ 632.</p> <p>Defendants have failed to provide sufficient resources, as required under the State Constitution, to school districts that serve a significant Native American student population, in order to meet their academic and unique cultural and linguistic needs. <i>Yazzie</i> at ¶ 3087.</p>	
<p>Native Languages</p> <p>-Ensure maintenance of Native languages. IEA, 22-23A-2(B).</p>	<p>Defendants admit that PED has a duty to ensure the maintenance of Native American languages. <i>Yazzie</i> at ¶ 549.</p> <p>Language is necessary for the continuation of the culture and traditions of indigenous tribes; there is no substitute. Suina, 06/26/17-PM, at 71:14-72:18. <i>Yazzie</i> at ¶ 484.</p> <p>According to administrators in the twenty-three Indian Education districts, the following resources, programs and services are necessary to meet both the academic and unique cultural needs of Native Americans enrolled in New Mexico public schools: f. A tribal language program, which is useful for both teaching students their tribal language and for incorporating the English language. Lewis 06/30/17 at 142:12-143:1. <i>Yazzie</i> at ¶ 522.</p> <p>New Mexico’s system of education does not provide Native American students the necessary programs and services that meet their unique cultural and linguistic needs. <i>Yazzie</i> at ¶ 523.</p>	<p>Funding for American Indian language, research, and teacher training. UNM – \$500,000 (HB 516 – 2019 Session).</p> <p>Funding to support the bilingual education degree programs in in English and Navajo and English and Spanish. UNM – \$545,000 (HB 516 – 2019 Session).</p> <p>Funding for professional development for language teachers language and special needs \$4,000,000 (new legislation & appropriations request).</p> <p>Funding for professional development of Language Coordinators and Tribal Directors. \$2,500,000 (new legislation & appropriations request).</p> <p>Native Languages unit value, amend statutes, new legislation. – TBD.</p> <p>Establish multigenerational learning centers for language and culture throughout the year and in correspondence to tribal activities (planting, harvesting, summer arts/sewing/pottery/jewelry, winter hunting, visiting archaeological sites and places of cultural importance with stories and information shared among community).</p>

		<p>Develop culturally appropriate measurement tools for evaluating Native language programs guided by tribal core values and competency and not Western ideals/status.</p> <p>Provide funding to support each tribe to develop a language plan for cultural/linguistic expectations: \$5 million</p> <p>Provide funding for adult education (training and recruitment of Home Language teachers): \$5 million</p>
<p>Systems for Educational Success</p> <p>-Provide for the study, development and implementation of educational systems that positively affect educational success of Native American students. IEA, 22-23A-2(C).</p>	<p>Defendants admit that PED has a duty to provide for the study, development, and implementation of educational systems for Native American students, which also includes a duty to study educational systems outside of New Mexico. <i>Yazzie</i> at ¶ 550.</p> <p>Defendants admit that PED has not developed any educational systems that are specifically targeted at improving the success of Native American students. <i>Yazzie</i> at ¶ 560.</p> <p>Defendants have not fulfilled their duty to provide substantive guidance regarding effective educational systems to the districts. <i>Yazzie</i> at ¶ 592.</p> <p>Defendants are not studying or developing effective educational systems for Native American students. <i>Yazzie</i> at ¶ 594.</p> <p>Defendants do not staff the IED in a way that would enable it to study, develop, and provide guidance on effective systems of education for Native American students. <i>Yazzie</i> at ¶ 598.</p>	<p>Establish an American Indian Education Institute to improve American Indian education student recruitment and retention. UNM – \$500,000 (HB 516 – 2019 Session).</p> <p>Funding to American Indian Student Services for: student recruitment and retention; summer bridge programs; academic, cultural, and financial advisement. UNM – \$946,230 (HB 516 – 2019 Session).</p> <p>Funding for American Indian Student Support Services, to provide student support, academic and financial advisement, and student retention and internships. NMHU – \$250,000 (HB 516).</p> <p>Funding for the College of Education’s American Indian programs. NMSU – \$250,000 (HB 516 – 2019 Session).</p>
<p>Governance Over Schools Located on Tribal Lands</p> <p>-Ensure PED partners with Tribes to increase tribal involvement and control over schools and the education of students located in tribal communities. IEA, 22-23A-2(D).</p>	<p>Witnesses from districts located on or near tribal lands, where Native American students’ culture and language is most prevalent, testified that an institutionalized, culturally-relevant program for Native American students, as required by the NM Indian Education Act, is nonexistent or piecemeal at best. <i>Yazzie</i> at ¶ 630.</p> <p>Zuni Public School students are in need of native instructional and noninstructional staff, including teachers, administrators, superintendents, principals, and educational assistants. <i>Yazzie</i> at ¶ 634.</p>	<p>Funding for the American Indian education leadership education specialist and administrative licensure programs to increase the number of American Indian school administrators. UNM – \$1,300,000 (HB 516 – 2019 Session).</p> <p>Funding for the School of Architecture for indigenous planning and design, including community planning, education planning, infrastructure design and technical support to tribes. UNM – \$725,000 (HB 516 – 2019 Session).</p>

<p>Zuni Public School District: - Shiwi Tsana Elementary - Zuni Mid School - Zuni High School - Twin Buttes High School.</p> <p>Dulce Independent Schools: - Dulce Elementary - Dulce Middle School - Dulce High School</p> <p>Bernalillo Public Schools: - Santo Domingo Elementary and Middle School - Cochiti Elementary and Middle School - Algodones Elementary School</p> <p>Tribal Charter Schools: -Walatowa Charter School -San Diego Riverside Charter School</p>		<p>Develop Memoranda of Understanding between Pueblos, Tribes, and Nations and school districts delineating government-to-government relationship, communication, truancy, dropout, delinquency, and collaboration protocols and responsibilities specific to schools located on or near tribal communities.</p> <p>PED should develop a funding formula that provides a means to sustain schools located in tribal communities and that authorizes funds for tribal community-based activities tailored to Native American students. – \$ TBD.</p>
<p>Government-to-Government Relationships</p> <p>-Encourage cooperation among the educational leaderships of AZ, UT, NM, and the Navajo Nation to address unique issues of educating students in Navajo community that arise due to the location of the Navajo Nation in those states. IEA, 22-23A-2(E).</p> <p>-Provide a means for formal government-to-government</p>	<p>Defendants have not fulfilled their duty to provide a means for formal government-to-government relationship between the Tribes and the State. <i>Yazzie</i> at ¶ 588.</p> <p>The NMIEA requires the education secretary and assistant secretary of Indian education to —convene semiannual government-to-government meetings for the express purpose of receiving input on education of tribal students. <i>Yazzie</i> at ¶ 2990.</p> <p>Defendants have not provided a means for formal government-to-government relationship between the Tribes and the State. <i>Yazzie</i> at ¶ 3083.</p>	<p>Funding for the Southwest Indian Law Clinic at the School of Law (SILC) to provide legal and technical support to Pueblos and Tribes in the development of policy protocols, tribal and university agreements, and memoranda of understanding. UNM – \$393,000 (HB 516 – 2019 Session).</p> <p>PED must consult and collaborate with Pueblos, Tribes, and Nations in the development of a needs assessment and accountability tool in to meet the amendments to the Indian Education Act (HB 250). \$4,000,000 (new appropriations request).</p> <p>Funding for a regional education technical assistance center to provide support to schools that serve Navajo Nation students. \$500,000 – new appropriations request.</p>

<p>relationship between the State and New Mexico Tribes, and development of relationships with the education division of the Bureau of Indian Affairs (BIA). IEA, 22-23A-2(F).</p> <p>-Provide a means for relationship between the State and urban Native American community members Urban Indian community relationship. IEA, 22-23A-2(G).</p> <p>-Work together to improve educational opportunities for Native students. IEA, 22-23A-2(H).</p> <p>- Ensure that Tribes are notified of all curricula development for their support and approval. IEA, 22-23A-2(I).</p> <p>- BIA – State agreement regarding alignment of BIA and state assessment programs to ensure comparable information is provided to parents and Tribes. IEA, 22-23A-2(J).</p>	<p>The NMIEA requires the education secretary to —consult on proposed rules implementing the Indian Education Act with the Indian education advisory council and shall present rules for review and comment at the next semiannual government-to-government meeting pursuant to Section 22-23A-5 NMSA. <i>Yazzie</i> at ¶ 2993.</p> <p>Textbooks, [] continue to marginalize Native Americans and the economic, political and historical contributions made by indigenous people to New Mexico are absent or minimal resulting in students developing a limited perception about the role that Native Americans play in State and Federal government. <i>Yazzie</i> at ¶ 463.</p>	<p>Every LEAs with a high number of Native American students should negotiate and implement a Memorandum of Agreement with each tribe to cover issues such as communication, truancy, Family Education Rights and Privacy Act (FERPA 20 U.S.C. § 1232g), funding, programming, and services specific to Native American students.</p> <p>PED must consult and collaborate with Pueblos, Tribes, and Nations to determine whether funding for at-risk students are allocated for programs and services for Native American students and Native American students with special needs, and to monitor expenditures to ensure school districts are providing sufficient and equitable education to Native American students.</p> <p>PED should consult with NM Indian Education Advisory Council on implementation of the amendments to the Indian Education Act. Amend the Indian Education Act to include a representative of the Pueblo of Zuni on the Indian Education Advisory Council.</p> <p>PED should provide funding for LEAs to employ more tribal liaisons and Indian Education Department staff to meet the current and future demands of each school district.</p> <p>PED should develop and implement a protocol of notifying tribes and obtaining their support and approval of new, forthcoming curricula. In addition to a new Social Studies curriculum, PED should develop curricula for New Mexico history to include Native American history.</p> <p>Compliance with NM Indian Education Act, State-Tribal Collaboration Act, and other applicable laws to ensure racial equity and educational excellence.</p>
<p>Parent and Tribal Community Involvement</p> <p>-Encourage and foster parental involvement in the education of Indian students. IEA, 22-23A-2(K).</p>	<p>Schools must provide Native American students, including Native American English learners, the same quality of education that is provided to non-Native American students by incorporating into the classroom a culturally relevant curriculum that contains the historical contributions made by indigenous people; opportunities for cross-cultural experiences, where Native American and non- Native American students can interact meaningfully; and opportunities for</p>	<p>Support the Community Schools model that actively engages parents, families, and the larger tribal community.</p> <p>Pursue establishing Native American parent institutes with funding under the NM Indian Education Act Fund.</p>

	<p>Native American parents to engage in their child’s education. <i>Yazzie</i> at ¶ 475.</p> <p>Not all districts that apply for funding for truancy and dropout prevention receive it. <i>Yazzie</i> at ¶ 795.</p> <p>Native American students experience dropout rates higher than that of any racial and ethnic group in the United States. According to the National Center for Education Statistics (NCES) (2015) the State’s dropout rate for Native Americans between 16 to 24 years of age without a diploma and not enrolled in school is 12.5%.</p> <p>For year 2013-1014, the overall graduation rate for Native Americans in New Mexico was 61% compared to 69% overall graduation for the State.</p>	<p>Establish parent institutes. Funding for the Ben Lujan Leadership Institute for bachelor’s and master’s degrees, administrative licensure, teacher recruitment and retention, and parental institutes. NMHU – \$625,000 (HB 516 – 2019 Session).</p> <p>Funding for Lifeways-Operation Graduation program model to address chronic truancy, high dropout rates, delinquency, and educational neglect. – \$ TBD.</p> <p>Establish a Memorandum of Agreement between LEAs and Pueblos, Tribes, and Nations to address chronic truancy, high dropout rates, delinquency, and educational neglect.</p> <p>Funding devoted to staff position in each tribal facility that Keeps track of children’s needs, matriculation, graduation, career paths and if the school adequately prepared them with feedback on what is needed for tribe/school to adapt the school’s support (tutoring, core curriculum) based on interest.</p>
<p>Native American Students with Disabilities</p>	<p>The Individuals with Disabilities Education Improvement Act (IDEIA), part B and the Elementary and Secondary Education Act (Every Child Succeeds Act) (ESEA) apply to school age children with disabilities. Under IDEIA each child with a disability is entitled to a free and appropriate public education. <i>Yazzie</i> at ¶¶ 2321, 2327.</p> <p>Dr. Margaret McLaughlin, a leading expert in special education policy, testified that the special education funding system in New Mexico is overly complex and lacks the flexibility and predictability that allows districts to implement new programs or adjust individual IEPs as student needs change. <i>Yazzie</i> at ¶ 2327.</p> <p>A Special Audit in New Mexico found that the potential cumulative shortfall in special education funding from Fiscal Years 2010 through Fiscal Year 2012, based on the PED’s calculations, is \$110,872,925. There is inadequate supervision and oversight of how special education funds are being used in New Mexico. <i>Yazzie</i> at ¶¶ 2336, 2339.</p>	<p>Support for Native American specific dual license in special education and elementary education program at the Gallup Branch. UNM – \$170,000 (HB 516 – 2019 Session).</p> <p>Support for Native American specific dual license in special education and elementary education program at UNM main campus. UNM – \$250,000 (new appropriations request).</p> <p>Annual consultation meeting PED and Pueblos to determine educational assets and needs of students with disabilities, to develop a strategy/plan to address needs, and to monitor progress on plan.</p> <p>Expand educational workforce at school districts to ensure that culturally appropriate staffing is available to foster student success by: (i) creating more opportunities to educate and hire more Native American teachers (ii) hire more licensed inclusion teachers, behavior specialists and paraprofessional staff; (iii) hire educational diagnosticians to assist parents and school to develop Individualized Education Plans so that compliance students’ needs are being met.</p>

	<p>Having tutoring opportunities is important for special education students but there is no funding in New Mexico to provide tutoring to special education students. Special education funding in New Mexico is not sufficient to meet the needs of special education students. <i>Yazzie</i> at ¶¶ 2348-2349.</p> <p>Other findings from the July 24, 2019 APGC Education Institute:</p> <ul style="list-style-type: none"> • Lack of a comprehensive strategy to address the unique needs of Native American students with disabilities and special needs. • Lack of teachers and specialists to support students in the special education classroom. • Lack of parent/education support, resources, materials, etc. • Students are labeled and excluded. • Parents left advocating for themselves and not always understanding disability, Individualized Education Plan (IEP)— jargon is used, • Parents are outnumbered by educational staff which can be intimidating. • Punitive approaches (physical restraint, isolation) for some students. • Labeling/isolation. • Criminalization of students/punitive/isolation. • Parents providing own resources for students (fidgets, snacks, etc.). • Untrained school administrators, teachers, paraprofessionals regarding disabilities, laws, crisis prevention, etc. 	<p>Require PED to provide culturally informed training for administrators, teachers (special education & general), and paraprofessionals on topics: Understanding disabilities; Student assisted team/referral/evaluation; Crisis prevention; Behavior management; Technology; Section 504; Special Education Law, compliance, and Consequences of non-compliance; and IEP - Individual Education Program, Behavior Prevention Plans, Functional Behavioral Assessment.</p> <p>Require that all special education be required to conduct a special education parent night that include, but are not limited to, trainings on various special education topics (<i>e.g.</i>, Procedural safeguards, Understanding the IEP, Transition, etc.).</p> <p>Develop community friendly resources/materials/digital stories to assist families in supporting students with disabilities and to not feel alone or isolated.</p> <p>Funding for Tribal Nations The PED will provide funding for all Tribal Nations to:</p> <ul style="list-style-type: none"> • Replicate vocational programs like Laguna Acoma Connections and the Jemez Vocational Rehabilitation Services to serve students with disabilities. • Replicate culturally grounded dispute resolution programs such as the Santa Fe Indian School Partnership for Student Success Program (Alternative Dispute Resolution). • Pilot additional student success programs such as San Felipe Advancing Wellness and Resiliency in Education (AWARE) program. • Create a Support Services for Students with Disabilities Program that provides advocacy for student and parent support. • Develop a Native American parent peer support network throughout NM for parents of students with disabilities. • Collaborate with Indian Education Programs to provide Tribal Special Educational Liaisons for public schools. • Provide Wi-Fi/internet access to all tribal communities to support education of all Native American students. <p>Funding for all Tribal Nations & School Districts</p>
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<p>Early Childhood Education</p>	<p>According to administrators in the twenty-three Indian Education districts, the following resources, programs and services are necessary to meet both the academic and unique cultural needs of Native Americans enrolled in New Mexico public schools: a. An early childhood learning program that focuses on their cultural roots. <i>Yazzie</i> at ¶ 522.</p> <p>The Native American Budget and Policy Institute (NABPI) conducted tribal stakeholder community conversations on early childhood systems and programs in New Mexico. Overall findings include: the need for reforming the system given the fragmentation of current funding; the lack of trust in state government; concerns about language and cultural loss; the need to inventory current resources and programs; the need to address issues around human capital for expansion (workforce); the need to address issues of systemic racism; and the importance of engaging the whole family in the work around</p>	<p>Appropriations to develop Pueblo driven models for certification, credentialing of Pueblo language teachers that are adapted to a local context for early childhood education. In this capacity, Pueblos would act as conduits for state and or federal funds and full authority over language Pueblo teacher certification programs, curriculum design and development and determination of certification or credentialing requirements and completion standards.</p> <p>Work force development strategies must be developed to build capacity for tribal administrators, teachers, providers, etc. to administer early childhood programs.</p> <p>NM Early Childhood Education and Care Department shall provide resources to Pueblos, Tribes, and Nations to develop assessments of infrastructure needs for early childhood programs on tribal lands.</p>

	<p>early childhood. Native American Budget and Policy Institute (NABPI), New Mexico Early Childhood Development Partnership (NMECDP), <i>Community Outreach Report, A Business Plan for Early Childhood</i> (2018).</p> <p>Other findings from the community engagement process include the need for better alignment and coordination of services provided across departments in the State of New Mexico; the need to expand and strengthen the workforce for improved early childhood services; the desire and benefits of greater local control – including for tribes and to strengthen language and culturally appropriate programs; and the overall need for more, high-quality, early childhood services. <i>Id.</i></p>	<p>NM Early Childhood Education and Care Department shall collaborate with Pueblos, Tribes, and Nations to develop tribal language policies that guide early childhood program development and implementation.</p> <p>NM Early Childhood Education and Care Department shall establish partnerships with university-based teacher programs, develop research based full immersion early childhood education, and pre-kindergarten language programs that are aligned with primary and secondary education standards that are culturally appropriate.</p> <p>The State shall consult with Pueblos, Tribes, and Nations on early childhood policies, programs, and funding.</p> <p>NM Early Childhood Education and Care Department in collaboration with Tribes shall develop a pipeline for tribal early care and education providers as a high priority.</p> <p>NM Early Childhood Education and Care Department shall provide resources to Pueblos, Tribes, and Nations for tribal community asset mapping of Early Childhood Systems and for the development of Early Childhood Plans.</p> <p>NM Early Childhood Education and Care Department shall provide funding for home visiting and family support programs to increase the understanding of social factors at play in early childhood development.</p> <p>NM Early Childhood Education and Care Department shall coordinate with Pueblos, Tribes, and Nations all sources of funding (state, federal, tribal) for early childhood programs that serve Native American children living on and off tribal lands.</p>
<p>Primary and Secondary Education</p>	<p>Native American students enrolled in public schools are not receiving adequate academic engagement, rigor, and the necessary for them to experience the same levels of success as non-Native American students; and the public school curriculum and staffing do not reflect Native American student culture and identity. <i>Yazzie</i> at ¶ 667.</p> <p>Lack of Native American Student Proficiency in Reading:</p>	<p>Enact and Fund the following New Mexico House bills (2019 First Session): HB 120, HB 121, HB 182 HB 394, HB 159, HB 171, HB 670, HB 455, and HB 516.</p> <p>Train all state agencies, including the PED/LEAs on implementation and compliance with the NM State-Tribal Collaboration Act to ensure racial equity and educational excellence.</p>

	<p>From 2007-2014, the percentage difference between all Caucasian 4th graders and Native American 4th graders scoring proficient or above in reading ranged from 29.7 percent to 33.7 percent... the percentage difference between all Caucasian 8th graders and Native American 8th graders scoring proficient or above in reading time ranged from 22.8 percent to 32 percent... [and] the percentage difference between all Caucasian 11th graders and Native American 11th graders scoring proficient or above in reading ranged from 22.1 percent to 35.6 percent. <i>Yazzie</i> at ¶¶ 989 - 991.</p> <p>Lack of Native American Student Proficiency in Math: From 2007-2014, the percentage difference between all Caucasian 4th graders and Native American 4th graders scoring proficient or above in math ranged from 28.5 percent to 32.4 percent... the percentage difference between all Caucasian 8th graders and Native American 8th graders scoring proficient or above in math ranged from 29.1 percent to 32.4 percent... [and] the percentage difference between all Caucasian 11th graders and Native American 11th graders scoring proficient or above in math ranged from 26.3 percent to 34.6 percent. <i>Yazzie</i> at ¶¶ 992 - 994.</p>	<p>Advocate with NM congressional delegation to fully fund federal Impact Aid and to provide lump-sum and timely payment of Impact Aid dollars to LEAs.</p> <p>Provide adequate and sufficient funding to LEAs for permanent programs such as afterschool and extended summer learning, with sufficient and consistent staff who are provided development and training to deliver the best services that builds trust for Native American parents to enroll their children.</p> <p>Provide mandatory training in the following: cultural sensitivity training for all district employees for a set number of hours (number of credit hours) more than one session per year and have it be continuing education; in-depth common core standards training for teacher and EAs; training developed specifically for Special Education protocols; community outreach and engagement training; effective classroom management training for all district employees; formative assessment training to drive instructional; to meet the needs of every child; and diversity training for all staff reflection understanding a person (story).</p> <p>Create and fund the following programs:</p> <ul style="list-style-type: none"> • Geographically based histories (Pueblo, Navajo, Apache and current indigenous languages, southwest history and curriculum) • A tutoring program that is community based, funded by the school district • Enrichment programs embedded in academic in-school/afterschool/summer • Provide transportation programs for students to attend native language programs/classes at other schools or locations, to include late/ afternoon bus programs for students to attend afterschool activities/ programs, and provide 8-10 sessions to cover different topics: finance + college planning.
<p>Social Welfare Services (Behavioral Health, Mental Health, and Courts)</p>	<p>Defendants have failed to provide sufficient resources for counselors, social workers, and other non-instructional staff that all students, especially at-risk students need to succeed. <i>Yazzie</i> at ¶ 266.</p> <p>Access to counseling and social workers in schools helps low-income children be successful. Having social workers and counselors in schools is necessary to address any out-of-school issues that Native American children may face. <i>Yazzie</i> at ¶ 271.</p>	<p>Funding to the Center for Native Health in the College of Medicine to provide services, including student recruitment and retention; academic advisement; community health assessments; school and health alignment and technical assistance. UNM – \$552,000 (HB 516 – 2019 Session).</p> <p>Funding to the Community Behavioral Health Division of the College of Medicine for Native American suicide prevention; clinical and community-</p>

	<p>There is a need to build a tribal agenda that: (i) holds the State accountable to meet requirements and mandates of existing laws (<i>e.g.</i>, Indian Education Act, HB 250, State-Tribal Collaboration Act, other applicable state and federal laws); (ii) addresses basic needs of Native families (<i>e.g.</i>, food, shelter, safety); (iii) provides professional development and culturally competent training for persons serving Native American students (<i>e.g.</i>, counselors, social workers, nurses, etc.); and (iv) addresses the need for comprehensive social services and behavioral health blueprints in collaboration with tribal leaders, school employees, Indian students and families, social service providers, and community and civic organizations. July 24, 2019 APGC Education Institute.</p> <p>In the spirit of educational sovereignty and affirming our tribal core values, the State and Tribal social services and behavioral health workers must work collaboratively to create, enhance, and implement, culturally, and linguistically relevant services to ensure effective student educational success and racial equity. July 24, 2019 Education Institute.</p>	<p>based prevention, intervention and research and technical assistance to public schools and tribal communities. UNM – \$450,000 (HB 516 – 2019 Session).</p> <p>Funding to the School of Social Work for Native American social workers institutes. NMHU – \$250,000 (HB 516 – 2019 Session).</p> <p>Funding to Pueblos, Tribes, and Nations to develop their own respective social services and behavioral health blueprints to address their unique needs, that includes partnering with school districts to develop, implement, and evaluate the social, mental, and behavioral health needs of Native American students. – \$ TBD.</p> <p>Secure funding and resources to fund tribally based teen and health centers. – \$ TBD.</p> <p>Create a 501(c)(3), “Resiliency Center to Create a Pathway of Peace, Health, and Wellness” to promote:(i) Native American children and youth to be healthy (mind, body, and spirit); (ii) Native American students’ academic achievement; and (iii) development of indigenous best practices. – \$ TBD.</p>
<p>Tribal Libraries</p>	<p>In the Zuni school district, lack of access to technology has compromised students’ ability to take online tests, such as PARCC, or online courses, and it hinders students’ ability to become educated in technology. Last school year (2015-2016), the Zuni District struggled to make sure its computers worked. Zuni Middle School’s new computer lab and computers did not become operational last year. Therefore, the amount of time it took for the middle school students to take the PARCC testing stretched from the fall semester till the last week of school. Lack of access to technology, particularly in rural areas. <i>Yazzie</i> at ¶ 2159.</p> <p>Accessibility to afterschool programs is a challenge because some schools are unable to provide transportation home for the children. Schools (Grants-Cibola District) offer after school activities, including tutoring, to all students, but the programs are only accessible to</p>	<p>Increase funding for technology, especially schools and located on or near tribal lands and in rural areas.</p> <p>Funding for library and internet access projects within Pueblos, Tribes, Nations to provide education support services to Native American students. Needs: \$40,000,000 Tribal library construction, expansion, or renovation \$1,650,000 IT \$3,960,000 Equipment \$264,000 Utilities and O&M \$5,000,000 Regional Education Network Total: \$50,874,000 (new appropriations request).</p> <p>Annual funding for programs and staffing for 22 tribal libraries. \$7,480,000 (new appropriations request).</p>

	<p>students with personal transportation. Often Native American children who live on the reservation lack access to these programs because they have to find personal transportation. <i>Yazzie</i> at ¶ 198-199.</p> <p>There are no academic-based afterschool programs for elementary students in the Zuni District. <i>Yazzie</i> at ¶ 207.</p> <p>Low income students have fewer educational opportunities such as preschool programs, summer programs and tutoring. <i>Yazzie</i> at ¶ 212.</p> <p>Tribal libraries are community support systems that provide essential cultural learning, resources and services that prepare students for college, career, and life. July 24, 2019 Education Institute.</p> <p>Tribal libraries are essential to our communities and serve as an important resource for language instruction, preservation efforts, and repositories of important historical documents for Pueblo community’s access for knowledge transfer. July 24, 2019 Education Institute.</p>	<p>Funding for infrastructure development by tribal libraries to establish tribal-based after school and summer school programs to ensure Native Students have access to extended learning time and support, including K-12, credit recovery, and internship programs. Tribal Libraries – \$ 38 million (HB 670 – 2019 Session).</p> <p>Policy recommendations: Align Education Department with library, childcare, language program, higher education colleges and technical schools.</p> <ul style="list-style-type: none"> • Adequate funding for libraries is needed • Annual funding for programs and staffing • Building of Regional Education IT Networks • Development of Tribal Libraries Program • Build Capacity - Growing Our Own • Building Library Cooperatives • Develop MOUs between Pueblos and Schools to assess challenges and develop strategies to support and assist students through library resources, programs, and services. <p>Program recommendations: Develop a Tribal Libraries Architectural Program that can be utilized in all tribal communities. This program will provide direction to communities for the improvement or creation of Tribal Libraries. It will include information on the following:</p> <ul style="list-style-type: none"> • Construction estimates for new construction, renovation or expansions • LEED sustainable requirements • Construction types • Staffing recommendations • Program recommendations • IT Information & set up • Library equipment • Utilities and O&M • Funding options
<p>Higher Education</p>	<p>The goal of the Public Education Department is to make students college and career ready. Students need to be able to leave their public school education ready for either post-secondary education or the training to pursue a career. Students need to leave public schools college and career ready. <i>Yazzie</i> at ¶¶ 644-646.</p>	<p>Establish an American Indian Education Institute to improve American Indian education student recruitment and retention. UNM – \$500,000 (HB 516 – 2019 Session).</p> <p>Funding to support the American Indian leadership doctoral cohort.</p>

	<p>Native American students enrolled in public schools are not receiving adequate academic engagement, rigor, and the necessary for them to experience the same levels of success as non-Native American students; and the public school curriculum and staffing do not reflect Native American student culture and identity. As a result, Native American students who graduate from a public high school in New Mexico and enter a post-secondary institution are in great need of remediation courses and linguistic support; and, similarly, Native American students who enter the workforce often lack writing, public speaking and computation skills. <i>Yazzie</i> at ¶ 667.</p>	<p>UNM – \$450,000 (HB 516).</p> <p>Funding to American Indian Student Services for: student recruitment and retention; summer bridge programs; academic, cultural, and financial advisement. UNM – \$946,230 (HB 516 – 2019 Session).</p> <p>Funding for American Indian Student Support Services, to provide student support, academic and financial advisement, and student retention and internships. NMHU – \$250,000 (HB 516 – 2019 Session).</p> <p>Funding for the College of Education’s American Indian programs. NMSU – \$250,000 (HB 516 – 2019 Session).</p> <p>Legislative initiatives and appropriations to fund an innovative College Readiness program designed for Native American students. College Horizons – \$ TBD.</p> <p>Legislative initiatives and appropriations to fund an innovative Career Readiness programs designed for Native American students. The Leadership Institute – \$ TBD.</p> <p>Recommendations: General</p> <ul style="list-style-type: none"> • Provide funding for tribal higher education directors to develop, implement, and maintain/sustain reliable Internet access to technology for on-line applications, study aids, and navigational tools. • Provide recurring funding for school districts to build the capacity of fully certified teachers from each of the nineteen Pueblo Nations in the core curriculum (math, science, language arts, social studies, health, and physical education). • Provide recurring funding to build an infrastructure that supports each Pueblo Nation’s comprehensive education plan.
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		<p>background of the respective pueblo community. It is essential to know and learn the context of the place and people.</p> <ul style="list-style-type: none"> • Create a tribal “Angie’s List” clearinghouse that will provide information and collect profiles of people with skills that the community can reference for cultural and professional services and contract work. The clearinghouse will also have like a master contact list similar to what the Indian Pueblo Cultural Center uses to share information about the 19 pueblo government leaders. Moreover, the clearinghouse can be accessible to pueblos only to find the internships/fellowships/certification programs. For example, the pueblos are always in need of many services. • Build on existing partnerships and determine where gaps in partnerships to establish professional development opportunities. This entails working with the state, federal, pueblo, non-profit, profit, philanthropy, and universities. • Foster the support of vocational and technical programs. The type of trade jobs that are needed within the pueblo will be determined by leadership in collaboration with the community. One of the biggest challenges that pueblo governments encounter is tribal people leaving the reservation for higher-paying, urban jobs. The pursuit of vocational and technical programs that the pueblo identifies as priorities should be supported by scholarships. For example, there are aging tribal facilities in the community that need to be replaced with newly constructed buildings, what workforce does the pueblo have in place to accomplish this? Alarmingly, the vocational and technical programs are grossly underfunded by the state, and it should be adequately funded more. • Reinstate the Employment Assistance program. Part of this program would require the development of adequate pueblo Human Resources Department model that has a good understanding of where to put people to work in the community. It is crucial to hire the right people for the right jobs. • Create “maker-spaces” that can support traditional artists in Pueblo communities. As part of the maker space, trainings and workshops to learn about financial literacy, start-up businesses, sustaining oneself and their
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		<p>family, and usage of facilities to expand their businesses. The maker space is an indispensable recommendation because the artists in the community are providing cultural services that allow for the continuation of pueblo cultures, ceremonies, languages, and traditions. (related to section B10)</p> <ul style="list-style-type: none"> • Increase Pueblo faculty at all universities, including community colleges and tribal colleges. In order to provide opportunities for pueblo scholarship and research allowable for credit toward one’s degree requirements. The increase of pueblo faculty at higher education institutions will also mean greater understanding and advocacy for pueblo students who have periodic ceremonial obligations to return home during crucial points in the semester like mid-terms and finals. Many non-pueblo faculty members at any university do not recognize the cultural barriers of the pueblo communities as necessary. The pueblo leadership needs to direct what’s essential to the university because there is no pueblo representation at the levels of the university presidents’ offices, state cabinet, and University Regents’. Hence, it is imperative to explicitly define what is meant regarding collaboration because there is a lack of accountability and implementation infrastructure in place. • Develop a pueblo language/ knowledge/ wisdom certification. As there are pueblo cultural bearers who hold an exclusive responsibility to keep the cultures, languages, and traditions thriving, a seal on individual resumes would identify their competence. The seal on the pueblo resumes will indicate that the person has undergone pueblo-specific training and learning about the history, cultural protocols, and language immersion of their respective communities to perform work in the right way. Performance of the work would be graded using pueblo assessment tools and frameworks that would be developed internally. <p>Recommendations: University Level</p> <ul style="list-style-type: none"> • Provide funding for Student Support programs that will build capacity and diversity their approach to impacting the retention rate of incoming and ongoing students. Such finding will assist in building a more comprehensive approach to services than currently exist. <ol style="list-style-type: none"> a. Remedies include:
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		<ul style="list-style-type: none"> i. funding for targeted recruitment among tribal and urban native youth that match career paths and opportunities for professional growth and development. ii. funding for tutoring services that are more directed than remediation by placing advanced efforts that match student needs. iii. funding to support peer engagement, especially among students in the same degree programs as well as faculty to student mentorship. iv. funding to create workforce development advisement for students that are not interested in getting traditional higher degrees. v. funding for financial advisement that create opportunities for workstudy, tribal internships and research participation. Wean dependency away from federal and tribal sources and allow state funding to provide more funding for students. <ul style="list-style-type: none"> • Provide funding for Universities to build and maintain Native American Centers... These Centers are critical for developing places that welcome and support native programs on campus. Quality facilities will be used for meetings where students, academic programs and tribal communities can meet and engage. The Center staff will be the first point-of-engagement for anyone visiting the campus and wanting to get directed to other programs and opportunities. They would be information hubs and spaces will be used for providing tribal leaders places to meet other officials, administrators, students and community members. The Center will be designed and constructed in a style that is culturally informed and provide regional identities for the native students and faculty. The Center will also house materials important for guests to understand and showcase the role of native people in the evolution, growth and development of the respective campuses. • Provide funding at commensurate levels for the 11 existing University institutes as already outlined in HB 516. Tie the justifications into the University vision in a manner that gives credibility to “community engaged scholarship.” Specifically, provide academic resources for supporting interdisciplinary degrees and programs that model real-world technical assistance at the local tribal level. This includes interdisciplinary PhD programs (modelled after the ASU Pueblo Indian PhD Cohort program) and community based teaching studios that support student engagement across Schools and departments. Assure that the funding is committed to
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		<p>the Yazzie/Martinez finding regarding the gap and lack of equitable resources for building local capacity by providing recurring funding in the University's I&G budget.</p> <ol style="list-style-type: none"> a. priority for funding should be awarded to the Teacher Education programs in order to expand their capacity for curriculum development; the development of culturally relevant pedagogy, identifying students early and pipelining them into teaching careers; and providing critical resources to make graduates more competitive and able to pass their licensing exams. b. expand funding opportunities to support similar community engaged University institutes at branch colleges, smaller colleges and tribal colleges. <ul style="list-style-type: none"> • Support the implementation of a Tribal Liaison or Deputy position in the State of NM Higher Education Department. This full-time position description currently exists but no funding has been forthcoming to implement it. Its role is to facilitate dialogue with the tribes (as mandated in the State/Tribal Collaboration Agreement), translate and/or negotiate tribal higher education policies and enter into MOAs and MOUs as needed. In addition, the role can be expanded to: <ol style="list-style-type: none"> a. track initiatives, advance representation, and build oversight and accountability for regents, higher administration, deans and chairs, program directors, and faculty. b. provide incentive funding for leadership training at all levels in the University as well as developing initiatives that “fund for success” in innovation, faculty development and the recruitment of exceptional students from the State. c. develop and support a tribal higher education consortium that facilitates communication, research and data needs, and policy development both internally (within a specific University setting) and externally (across complementary Universities and tribal community colleges).
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