

RESOLUTION OF THE
NAABIK'ÍYÁTI' STANDING COMMITTEE OF THE

23rd NAVAJO NATION COUNCIL -- Fourth Year, 2018

AN ACTION

RELATING TO NAABIK'ÍYÁTI' COMMITTEE; SUPPORTING THE NEW MEXICO
INDIAN EDUCATION ADVISORY COUNCIL 2018-2019 DRAFT ADVISEMENT
PACKAGE

WHEREAS:

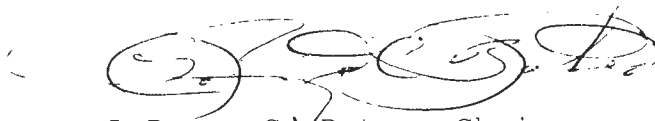
- A. The Navajo Nation established the Naabik'íyáti' Committee as a Navajo Nation Council standing committee and as such empowered the Naabik'íyáti' Committee to coordinate all state programs, including education in public schools. See 2 N.N.C. §§ 700 (A), 701 (A) (4). See also CO-45-12.
- B. The Navajo Nation has a government-to-government relationship with the State of New Mexico.
- C. There are a significant number of Navajo children attending public schools in the State of New Mexico, including schools located within the Navajo Nation.
- D. In accordance with 22-23A-6 NMSA 1978, the State of New Mexico established the New Mexico Indian Education Advisory Council to advise the Secretary of Education and Assistant Secretary of Indian Education on the implementation of the provisions of the Indian Education Act. The advisory council is composed of 16 members representing tribal nations and other entities. The Navajo Nation holds four representative positions on the advisory council. See Indian Education Advisory Council Bylaws attached hereto as **Exhibit A**.
- E. The New Mexico Indian Education Advisory Council has developed the 2018-2019 Draft AdviseMENT Package and is attached hereto as **Exhibit B**.
- F. The Draft AdviseMENT Package proposes adviseMENT in the areas of tribal consultation and collaboration, cultural competency training for policy makers, the creation of additional staff positions to meet the needs of Native American children, and culturally and linguistic responsive educations opportunities and access. See 2018-2019 Draft AdviseMENT Package and is attached hereto as **Exhibit B**.

NOW, THEREFORE, BE IT RESOLVED:

- A. The Navajo Nation hereby supports the New Mexico Indian Education Advisory Council 2018-2019 Draft Advisement Package attached hereto as **Exhibit B**.
- B. The Navajo Nation hereby authorizes the Speaker of the Navajo Nation Council, President of the Navajo Nation, and their designees, to advocate the Navajo Nation's support of the New Mexico Indian Education Advisory Council 2018-2019 Draft Advisement Package.

CERTIFICATION

I, hereby, certify that the foregoing resolution was duly considered by the Naabik'iyáti' Committee of the 23rd Navajo Nation Council at a duly called meeting in Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was passed by a vote of 14 in Favor, and 00 Opposed, on this 27th day of December 2018.

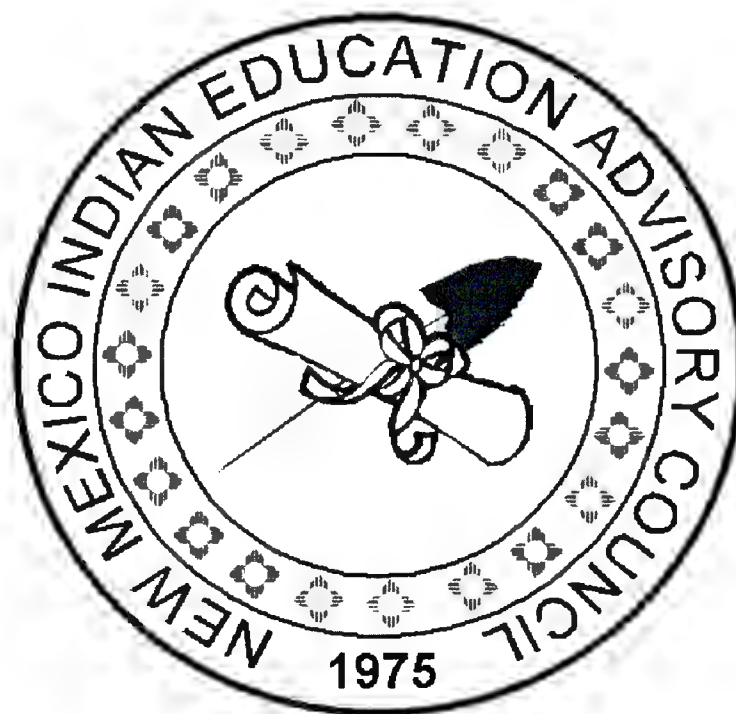
A handwritten signature in black ink, appearing to read 'LoRenzo C. Bates', with a stylized flourish at the end.

LoRenzo C. Bates, Chairman
Naabik'iyáti' Committee

Motioned: Honorable Jonathan Perry
Second : Honorable Otto Tso



ADOPTED: JUNE 16, 2018



INDIAN EDUCATION ADVISORY COUNCIL

BYLAWS

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ARTICLE 1: DEFINITIONS

As used in the Indian Education Act 22-23A-3 NMSA 1978¹, and in these bylaws²:

1. Appointed member means a member appointed by the Secretary of Education and currently in their four-year term.
2. Assistant Secretary means the Assistant Secretary for Indian Education
3. Commission means the Public Education Commission
4. Designee means the New Mexico Public Education employee designated to represent the Assistant Secretary of Indian Education
5. Division means the Indian Education Division in the New Mexico Public Education Department
6. Government-To-Government means the relationship between a New Mexico Tribe and a state government
7. Indigenous means Native or Tribal groups of the Americas that maintain a cultural identity separate from the surrounding dominant cultures
8. Tribal means pertaining to urban Indians who are residents of New Mexico or to an Indian nation, Tribe or Pueblo located within New Mexico
9. New Mexico Tribe means an Indian nation, Tribe or Pueblo located within New Mexico
10. Urban Indian means a member of a federally recognized Tribe or an Alaskan Native who lives in an off-reservation urban area and is a New Mexico resident.
11. Calendar year means January 1 – December 31
12. Fiscal year means July 1 – June 30
13. Quorum means the number of appointed committee members divided into two groups, so one group has at least one more member than the other. The larger number is the number of members required for a quorum.
14. Semiannual means occurring twice a year; half-yearly.

ARTICLE 2: PURPOSE

In accordance with 22-23A-6 NMSA 1978, the Indian Education Advisory Council (IEAC) shall advise the Secretary of Education and Assistant Secretary of Indian Education or designee on implementation of the provisions of the Indian Education Act.

ARTICLE 3: MEMBERS

In accordance with 22-23A-6 NMSA 1978, the Council consists of sixteen members as follows:

1. Four (4) representatives from the Navajo Nation;
2. Two (2) representatives, one from the Mescalero Apache Tribe and one from the Jicarilla Apache Nation;
3. Four (4) representatives, two from the Southern Pueblos and two from the Northern Pueblos;
4. Three (3) urban Indians representing urban areas, including Albuquerque, Gallup and Farmington; and
5. Three (3) at-large representatives, one from the Federal Bureau of Indian affairs, one from a head start organization and one from the general public, at least one of whom shall be nonTribal, but all of whom shall have knowledge of and involvement in the education of Tribal students.

¹ Portions of 22-23A NMSA 1978 in these bylaws have been edited with capitalization of the following titles and words: advisory, assistant secretary, bureau, council, department, education, federal, northern, pueblos, secretary, southern, tribal, and tribe.

² While 22-23A NMSA 1978 requires a focus on various school-grade spans throughout the Indian Education Act, the Indian Education Advisory Council will focus on PreK through post-secondary education.

ARTICLE 4: APPOINTMENT TO THE INDIAN EDUCATION ADVISORY COUNCIL

In accordance with 22-23A-6 NMSA 1978, members shall be appointed by the Secretary of Education with input from New Mexico Tribes and organizations involved in the education of Tribal students.

ARTICLE 5: MEETINGS

In accordance with 22-23A-6.D NMSA 1978, on a semiannual basis, representatives from all New Mexico Tribes, members of the commission, the office of the governor, the Indian affairs department, the legislature, the secretary, the assistant secretary **and the Indian Education Advisory Council shall meet** [at the Government-to-Government meeting] to assist in evaluating, consolidating and coordinating all activities relating to the education of Tribal students.

In addition to the required semiannual Government-to-Government meetings, the Advisory Council will meet twice a year, therefore creating a schedule of four meetings during a fiscal year. The Advisory may choose to meet more than four times a fiscal year at the discretion of the Assistant Secretary of Indian Education or designee.

ARTICLE 6: QUORUM

In accordance with 22-23A-6 NMSA 1978, a majority of the members of the Indian Education Advisory Council constitutes a quorum.

When voting on an advisement, a decision that affects the Advisory Council or a change to the bylaws a majority or quorum of the Advisory in attendance (in person or by technology) will determine the outcome.

A quorum is the number of appointed committee members divided into two groups, so one group has at least one more member than the other. The larger number is the number of members required for a quorum. For example:

16 appointed members divided into 2 groups = 7 & 9. Quorum = 9.

Count the members *present* (in person or through technology) at a meeting to determine whether the required number of members is present for a quorum.

ARTICLE 7: DUTIES OF THE CHAIR

In accordance with 22-23A-6 NMSA 1978, the Advisory Council shall elect a chair from its membership.

The Indian Education Advisory Council chair's primary role is to oversee and guide the work of the Advisory Council as developed in a yearly scope of work that is approved by the Assistant Secretary of Indian Education or designee. The chair will only speak on behalf of the Council when a quorum of the Council has agreed to the information to be shared.

Core responsibilities include but are not limited to:

- Draft annual goals for review and approval by Assistant Secretary of Indian Education or designee.
- Develop meeting agendas in partnership with the Assistant Secretary of Indian Education or designee.
- Lead meetings.
- Assign tasks to committee members.
- Ensure committee work is pursued between meetings.
- Serve as liaison between the Advisory and the Indian Education Division.
- Make recommendations and advisements from the Indian Education Advisory Council to the Secretary of Education
- Communicate directly with the Assistant Secretary of Indian Education or designee regarding issues that impact the Indian Education Division
- Any other duty or responsibility that is directly related to the advisement of the Secretary of Education and the Assistant Secretary of Indian Education or designee based on the requirements of the IEA.

ARTICLE 8: COUNCIL TERMS OF SERVICE

In accordance with 22-23A-6 NMSA 1978, members shall serve for staggered terms so that the terms of the at-large members and of one-half of each of the Tribal representatives end on December 31, 2009 and the terms of the remaining members end on December 31, 2011. Thereafter, appointments shall be for terms of four years. The terms of existing members shall expire on the effective date of this 2007 act.

Council members and terms will be posted on the Indian Education Division's IEAC webpage.

ARTICLE 9: ADVISING THE SECRETARY OF EDUCATION OF EDUCATION

In accordance with 22-23A-6 NMSA 1978, the Indian Education Advisory Council (IEAC) shall advise the Secretary and Assistant Secretary on implementation of the *provisions* of the Indian Education Act:

The purpose of the Indian Education Act (22-23A-2) is to:

- A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
- B. ensure maintenance of Native languages;
- C. provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
- D. ensure that the department of education [public education department] partners with Tribes to increase Tribal involvement and control over schools and the education of students located in Tribal communities;
- E. encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states;

- F. provide the means for a formal government-to-government relationship between the state and New Mexico Tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;
- G. provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;
- H. ensure that parents; Tribal departments of education; community-based organizations; the department of education [public education department]; universities; and Tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students;
- I. ensure that Tribes are notified of all curricula development for their approval and support;
- J. encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and Tribes; and
- K. encourage and foster parental involvement in the education of Indian students.

ARTICLE 10: CONSULTATION REQUIRED FROM ASSISTANT SECRETARY OF INDIAN EDUCATION

In accordance with 22-23A-5.E. NMSA 1978, the rules of the Public Education Department, *and after consulting with the Indian Education Advisory Council* and determining the resources available within the department, the Assistant Secretary shall:

- (1) provide assistance, including advice on allocation of resources, to school districts and Tribes to improve services to meet the educational needs of Tribal students based on current published indigenous best practices in education;
- (2) provide assistance to school districts and New Mexico Tribes in the planning, development, implementation and evaluation of curricula in Native languages, culture and history designed for Tribal and nontribal students as approved by New Mexico Tribes;
- (3) develop or select for implementation a challenging, sequential, culturally relevant curriculum to provide instruction to Tribal students in pre-kindergarten through sixth grade to prepare them for pre-advanced placement and advanced placement coursework in grades seven through twelve;
- (4) provide assistance to school districts, public post-secondary schools and New Mexico Tribes to develop curricula and instructional materials in Native languages, culture and history in conjunction and by contract with Native language practitioners and Tribal elders, unless the use of written language is expressly prohibited by the Tribe;
- (5) conduct indigenous research and evaluation for effective curricula for Tribal students;
- (6) collaborate with the department to provide distance learning for Tribal students in public schools to the maximum limits of the department's abilities;

- (7) establish, support and maintain an Indian Education Advisory Council;
- (8) enter into agreements with each New Mexico Tribe or its authorized educational entity to share programmatic information and to coordinate technical assistance for public schools that serve Tribal students;
- (9) seek funds to establish and maintain an Indian education office in the northwest corner of the state or other geographical location to implement agreements with each New Mexico Tribe or its authorized educational entity, monitor the progress of Tribal students and coordinate technical assistance at the public pre-kindergarten to post-secondary schools that serve Tribal students;
- (10) require school districts to obtain a signature of approval by the New Mexico Tribal governments or their government designees residing within school district boundaries, verifying that the New Mexico Tribes agree to Indian education policies and procedures pursuant to federal requirements;
- (11) seek funds to establish, develop and implement culturally relevant support services for the purposes of increasing the number of Tribal teachers, administrators and principals and providing continued professional development for educational Assistants, teachers and principals serving Tribal students, in conjunction with the Indian education Advisory Council:
 - (a) recruitment and retention of highly qualified teachers and administrators;
 - (b) academic transition programs;
 - (c) academic financial support;
 - (d) teacher preparation;
 - (e) teacher induction; and
 - (f) professional development;
- (12) develop curricula to provide instruction in Tribal history and government and develop plans to implement these subjects into history and government courses in school districts throughout the state;
- (13) ensure that Native language bilingual programs are part of a school district's professional development plan, as provided in Section 22-10A-19.1NMSA 1978; and
- (14) develop a plan to establish a post-secondary investment system for Tribal students to which parents, Tribes and the state may contribute.

ARTICLE 11: RESIGNATION OR REMOVAL OF MEMBERS

Indian Education Advisory Council members that fail to attend two (2) or more meetings (in person or through technology) in one calendar year will be removed from the Advisory Council unless the absences are due to unforeseen circumstances or hardship.

Members may resign by notifying the Chair and the Assistant Secretary of Indian Education or designee.

ARTICLE 12: PER DIEM AND MILEAGE

In accordance with 22-23A-6 NMSA 1978, members of the Indian Education Advisory Council *may* receive per diem and mileage as provided for nonsalaried public officers in the Per Diem and Mileage Act [~~10-8-1~~ to ~~10-8-8~~ NMSA 1978].

Per diem and mileage reimbursement for travel not related to Indian Education Advisory Council meetings, or meetings required by statute may be approved and reimbursed at the discretion of the Assistant Secretary of Indian Education or designee.

- Advisory Council members must obtain *prior* approval from the Council chair and the Assistant Secretary of Indian Education to attend meetings on behalf of the Advisory Council.
- Advisory Council members must obtain *prior* approval from the Assistant Secretary of Indian Education to submit for per diem and mileage reimbursement.

ARTICLE 13: AMENDMENTS

Any amendment to these bylaws requires a consensus of the quorum³.

³ Any meetings at which the discussion or adoption of any proposed resolution, rule, regulation or formal action occurs and at which a majority or quorum of the body is in attendance (in person or by technology).

BYLAWS SUPPLEMENT: IEAC ADVISEMENT CYCLE

The following is a suggested advisement cycle structure. This structure ensures the continuity of advisement(s), work, and collaboration with the Public Education Department and local Tribes. The IEAC may modify this structure to meet their collective needs.

ONGOING	FEBRUARY		APRIL	JUNE	NOVEMBER	ONGOING
Stakeholder Feedback	Research Workshop (Morning)	Design Workshop (Afternoon)	NMPED Shares current work aligned to requirements in the Indian Education Act	Official Advisement Package Produced and Shared with SOE/NMPED	Advisement Formally Presented to Tribal Leadership and NMPED	NMPED Integration of Advisement(s)
Action/work outside of meeting schedule	IEAC Meeting		IEAC Meeting/G2G	IEAC Meeting	IEAC Meeting/G2G	Action/work outside of meeting schedule
IEAC will share ideas and proposed advisements with stakeholders and collect feedback. Stakeholders include but not limited to: <ul style="list-style-type: none"> • Tribes/Pueblos • Education Leaders • Parents & Families • IED Colleagues & Experts 	<p>IEAC will review:</p> <ul style="list-style-type: none"> • Previous legislative actions, • NMPED rule-making, • Student Achievement Data, • IE Reports, and • Any other pertinent information. <p>Based on research and data review, IEAC will choose 3-4 advisement topics.</p>	<p>IEAC will design advisement(s)</p> <ul style="list-style-type: none"> • Specific, measurable requests • Detailed budget implications • Who, how, what, when, etc. 	<p>NMPED Secretary of Education, Deputy Secretary of Education, Assistant Secretary of Indian Education, and Higher Education Liaison share HOW current work is focused on improving Native/Tribal student outcomes.</p>	<p>IEAC</p> <ul style="list-style-type: none"> • Shares stakeholder input and feedback with each other • Decides which stakeholder feedback and input to incorporate • Drafts final advisement package • Shares official advisement with SOE and key NMPED staff 	<p>IEAC formally presents final advisement package to Tribal Leaders, Indian Affairs, BIE, PEC, SOE, Deputy Secretary of Education, Assistant Secretary of Indian Both Tribal leadership and NMPED provide feedback and create dialogue.</p> <p>Package is posted on IED/NMPED website.</p>	<p>IED/NMPED integrates viable advisements into their yearly work plan, and into legislative package (when appropriate)</p>



INDIAN EDUCATION ADVISORY COUNCIL

2018-2019

DRAFT ADVISEMENT PACKAGE

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
INDIAN EDUCATION DIVISION**

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STATUORY COMPLIANCE

22-23A-6 NMSA 1978. Advisory council.

A. The "Indian education advisory council" is created and shall advise the secretary [of education] and assistant secretary [of Indian education] on implementation of the provisions of the Indian Education Act.

Indian Education Advisory Council

Name	Nation
Vacant	Navajo Nation
Vacant	Navajo Nation
Dr. Pauletta White	Navajo Nation
Dr. Pandora Mike	Navajo Nation
Claudia Vigil-Muniz	Jicarilla Apache Nation
Berdine Largo	Mescalero Apache Tribe
Audrey Simplicio	Southern Pueblo
Patricia "Pat" Sandoval	Southern Pueblo
James Lujan Sr.	Northern Pueblo
Jeremy Oyenque	Northern Pueblo
Dr. Tiffany Lee – Albuquerque	Urban Indians
Theresa Frazier – Gallup	Urban Indians
Lena Benally-Smith – Farmington	Urban Indians
Casey Sovo	Bureau of Indian Affairs – At-Large
Marsha Leno	Head Start – At-Large
Dr. Sylvia Rodriguez	Non-Tribal – General Public – At-Large
James Conyers	Public Education Commissioner

ADVISEMENT MODEL 2018-2019

The following is a suggested advisement cycle structure. This structure ensures the continuity of advisement(s), work, and collaboration with the Public Education Department and local Tribes. The IEAC may modify this structure to meet their collective needs.

Stakeholder Feedback	Research Workshop (Morning)	Design Workshop (Afternoon)	Draft Advisement Package Produced and Shared with SOE/ASIE/TRIBAL LEADERS	Advisement Formally Presented to Tribal Leadership and NMPED	NMPED Integration of Advisement(s)	NMPED Shares current work aligned to requirements in the Indian Education Act
Action/work outside of meeting schedule	IEAC Workshop Meeting		IEAC Meeting/G2G	IEAC Meeting/G2G	Action/work outside of meeting schedule	IEAC Meeting
IEAC will share ideas and proposed advisements with stakeholders and collect feedback. Stakeholders include but not limited to:	IEAC will review: <ul style="list-style-type: none"> • Previous legislative actions, • NMPED rule-making, • Student Achievement Data, • IE Reports, and • Any other pertinent information. <p>Based on research and data review, IEAC will choose 3-4 advisement topics.</p>	IEAC will design advisement(s) <ul style="list-style-type: none"> • Specific, measurable requests • Detailed budget implications • Who, how, what, when, etc. 	IEAC <ul style="list-style-type: none"> • Shares stakeholder input and feedback and draft package • SOE, Assistant Secretary of Indian Education and Tribal Leaders give feedback • IEAC collects and incorporates feedback. 	IEAC presents final advisement package to Tribal Leaders, Indian Affairs, BIE, PEC, SOE, Deputy Secretary of Education, Assistant Secretary of Indian Education. Both Tribal leadership and NMPED provide feedback and create dialogue. Package is posted on IED/NMPED website.	IED/NMPED integrates viable advisements into their yearly work plan, and into legislative package (when appropriate)	NMPED Secretary of Education, Deputy Secretary of Education, Assistant Secretary of Indian Education, and Higher Education Liaison share HOW current work is focused on improving Native/Tribal student outcomes.

IEAC MEMBERS PRESENTING ADVISEMENT	James Lujan Sr. Northern Pueblo	Pauletta White Navajo Nation
ADVISEMENT 1: Tribal Consultation and Collaboration		
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	Ensure input at the local tribal level to address the education of American Indian students	
ALIGNMENT WITH INDIAN EDUCATION ACT	Sections: F, H and I	
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	Should be constant collaborative relationships and discussion between American Indian tribes, pueblos and Nation of New Mexico and the Public Education Department regarding Titles I, II, III, IV, VI, and VII. Formal semi-annual G2G meetings of tribal leaders to provide input on the education of American Indian students. More frequent meetings with tribal leaders as warranted	
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	Greater Input from tribal leaders on the education of their students.	
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Tribal consultation to ensure the 3 initiatives are being addressed. Annual status reports of its progress	
RESEARCH		
DATA	Documentation of the implementation of feedback from formal meeting with tribal leaders. The number of tribal consultation verification forms submitted with the district budgets. Data of student achievement as documented in TESR Survey results	
BUDGET IMPLICATIONS FOR NMPED	Trips to meetings with tribal leaders	
PERSONNEL IMPLICATIONS FOR NMPED	Advise ment of IED In all title programs that impact American Indian students Dedicated time from key personnel who will facilitate meetings between the tribal leaders and PED program managers	
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	Scheduled time with program managers of Title I, II, III, IV, V, VI and VII and the tribes for discussion and feedback for such programs.	
OUTCOMES OF THE ADVISEMENT	Authentic feedback from tribal leaders on how the different title programs can help increase student achievement	
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	Periodic meetings with tribal leaders on the title programs on the current year's plan and gathering feedback for next year's plans. Starting with January, 2019, schedule monthly meetings with tribal leaders. Formal approval of recommended suggestions at G2G	
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	Availability of members for the meeting with tribal leaders. Knowledge of title programs to provide feedback Schedule meetings between tribal leaders and IED/PED for feedback sessions	
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	Initially, this will be very time-consuming, but once the process is implemented, it'll become routine.	

IEAC MEMBERS PRESENTING ADVISEMENT	Audrey Simplicio Southern Pueblo	Lena Benally-Smith Urban Indians-Farmington	Marsha Leno Head Start
ADVISEMENT 2: Cultural Competency Training for Decision and Policy Makers			
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	<p>Cultural Competency Training</p> <ul style="list-style-type: none"> -Superintendents -LESC, LFGT, School boards, etc., -Indian Education Act <p>Advisement: To continue and expand NMPED CCT to include policy makers, decision makers, school board members, Superintendents, Legislators, Federal Programs Directors, Bilingual/Coordinators in conjunction with the support of the Indian Education Act under section 635.2.10 (j) and (m). Define: Cultural Competency "is the ability to interact effectively with people of different cultures"-Could be amended</p>		
ALIGNMENT WITH INDIAN EDUCATION ACT	Professional Development.		
ALIGNMENT WITH THE STATE- TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	Collaboration component.		
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	Professional Development		
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Generally Aligned		
RESEARCH			
DATA	Survey results		
BUDGET IMPLICATIONS FOR NMPED	TBD		
PERSONNEL IMPLICATIONS FOR NMPED	TBD		
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	TBD		
OUTCOMES OF THE ADVISEMENT	Improved family engagement which leads to improved student achievement.		
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	To receive training by first quarter.		

HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	TBD
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	

IEAC MEMBERS PRESENTING ADVISMENT	DR. TIFFANY LEE ALBUQUERQUE URBAN INDIANS	PATRICIA "PAT" SANDOVAL SOUTHERN PUEBLO
ADVISEMENT 3: Create NMPED Indian Education Division Staff Positions		
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	<p>Prioritize the staffing needs of the IED and create those positions through the Rule-Making process of the Indian Education Act</p> <p>NM IEAC recommend 2 staffing positions:</p> <ol style="list-style-type: none"> 1. Equity Specialist: The Equity Specialist would work across all PED Divisions and Programs to address inequities defined in Yazzie/Martinez specific to Native American students, Hispanic students, Special Education students, and students from low socioeconomic backgrounds. 2. Policy Analyst: The Policy Analyst would work within the IED to ensure that policies and rules are reviewed for alignment and in support of the IEA at all levels 	
ALIGNMENT WITH INDIAN EDUCATION ACT	This advisement is to align with the first purpose of the Act: "Ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools"	
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY	It is generally aligned to the state-tribal collaboration act and NMPED collaboration and communication policy. It is also aligned with and in support of the Civil Rights Act and the Martinez/Yazzie vs NM PED findings	

ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	<p>Meaningful and timely tribal consultation on various rule making initiatives and curriculum development.</p> <p>Continuity of state Indian education initiatives, rule making tribal consultation, and various projects during changes in leadership.</p> <p>Tribal consultation and side-by-side review, analysis, and compliance of NM PED rule making and NM PED State-Tribal Collaboration Act Collaboration and Communication Policy.</p> <p>Invite and involve the NM Indian Affairs Department in NM PED tribal consultation and rule making meetings and processes.</p>
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Positions will support all three areas of focus: Native Language & Culture Programs, Student Data Collection & Reporting, and Educator Pipelines.
RESEARCH	Create Rule-Making process for staffing needs of IED
DATA	Survey results
BUDGET IMPLICATIONS FOR NMPED	FTE positions for the 2 recommended by the IEAC and any that arise from the rule-making process. The salary will depend on the level of experience needed for the positions
PERSONNEL IMPLICATIONS FOR NMPED	TBD by NMPED
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	Defer to process recommended for Rule-Making of IEA 22-23A-2 & E, ADVISEMENT 4
OUTCOMES OF THE ADVISEMENT	Title and number of recommended positions, in addition to the 2 recommended by the IEAC
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	July 1, 2019
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	Select members could participate in hiring committee

IEAC MEMBERS PRESENTING ADVISMENT	Jeremy Oyenque Northern Pueblo	Teri Fraizer Urban Indian-Gallup
ADVISEMENT 4: Rules 22-23A Justification: Implementation of the Indian Education Act		
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	Assistant Secretary and IEAC involvement in creating and or advising on proposed rule changes.	
ALIGNMENT WITH INDIAN EDUCATION ACT	<p>22-23A 1978- Rule Making</p> <p>A. The PED Secretary shall ensure that the duties prescribed In the Indian Education Act are carried out and that each division within the department Is COLLABORATING to fulfill Its responsibilities to tribal students</p> <p>B. The Secretary shall consult on proposed rules Implementing the Indian Education Act with the Indian Education Advisory Council, and shall present rules</p>	

	for review and comment at the next semi-annual G2G pursuant to Section 22-23A-5 NMSA 1978
ALIGNMENT WITH THE STATE-TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	Purpose and Objectives 1-4 Background-Section 1 (A, B, C, D, E, F (1-4), G Section II-Purpose Section III-A, B, C, D, E, F, G, I, J (2) Section IV-2,3,4,5,13,14,15,17,18(B), 21(work groups) Section V- A /Collaboration and Communication 1, 2 B /Cultural and Linguistic Competence 1-A,B,C,D C /Consultation 1,2,3,4,5 Attachment A,B,C,E (2A)(2B)(2C)
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	1,2,5,7,12,18,21
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Student Achievement Data
RESEARCH	Survey results
DATA	Tribes are currently not actively engaged in the process for recommendation, understanding and delivery of rule changes
BUDGET IMPLICATIONS FOR NMPED	Spend some money on summits, presentations, travel, lodging, etc. for presentations/collaborations Jaime Gonzales's Office Tech Person to make sure all info is available
PERSONNEL IMPLICATIONS FOR NMPED	IEAC Members Education Administrators Jaime's Office
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	By involving the IED Assistant Secretary and Advisory Council in discussion and outreach for rule changes
OUTCOMES OF THE ADVISEMENT	A more informed New Mexico American Indian Community who can transparently
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	Immediately And Would depend on when rules are to be addressed
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	By ensuring that all constituents are aware and Informed Presentations could be a responsibility of IEAC to stakeholders.
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	

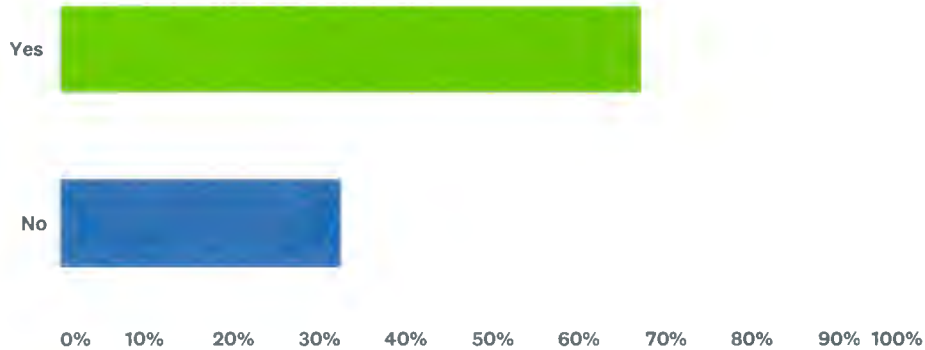
IEAC MEMBERS PRESENTING ADVISEMENT	Berdine Largo Mescalero Apache Tribe	Pandora Mike Navajo Nation	Sylvia Andrew Non-Tribal
ADVISEMENT 5: Culturally and Linguistic Responsive Education Opportunities/Access			
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	To advise and ensure equitable and culturally relevant 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)		
ALIGNMENT WITH INDIAN EDUCATION ACT	22-23A-2.A-K NMSA (1978)		
ALIGNMENT WITH THE STATE- TRIBAL COLLABORATION ACT AND THE NMPED COLLABORATION Gay, G. Culturally Responsive Teaching: Theory, Research, and Practice, 2nd ed.; Teachers College Press: New York, NY, USA, 2010. AND COMMUNICATION POLICY (HOW WILL TRIBAL COLLABORATION HAPPEN?)	STCA Sections 1.A-G, 2, 3.A-K, 4.A-C, 6, 9		
ALIGNMENT WITH 20 RECOMMENDATIONS FROM TRIBAL LEADERS	G2G Summit Tribal Recommendations (2017): 1, 2, 6, 10, 18		
ALIGNMENT WITH THE IED THREE AREAS OF FOCUS	Native Language and Culture Programs, Student Data Collection and Reporting, Educator Pipelines		
RESEARCH	<p>Merriam Report (1928) Indian Education Act (1978) Indian Reorganization Act (1934) National Tragedy: A National Challenge Report on Labor and Public Affair (1969) US Indian Education Act (1972) Tribal Education Status Report (2017 and previous years) Tribal Collaboration Act NMPED Reports for American Indian Students NMSA Report Yazzie vs. State of New Mexico (2018)</p> <p>Gay, G. Culturally Responsive Teaching: Theory, Research, and Practice, 2nd ed.; Teachers College Press: New York, NY, USA, 2010.</p> <p>Garrett, M. (Fall, 1996). Two people: an American indian narrative of bicultural identity. <i>Journal of American Indian Education</i>, 36(1). Retrieved from http://jaie.asu.edu/v36/V36S1pt1.htm</p>		

	<p>Tatum, A. W. (2011). The legitimacy of culturally relevant pedagogy: resolved or unresolved. In Scherff, L. and Spector, K (Eds.), <i>Culture, relevance, and schooling: exploring uncommon ground</i> (pp. v-xi). Lanham, Maryland: Rowman & Lifflefield Education.</p> <p>Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., . . . & Zhang, J. (2012). <i>The condition of education 2012</i> (NCES 2012-045, pp. 1-24). Washington, DC: U. S. Department of Education, National Center for Education Statistics.</p> <p>Banks. J., & McGee Banks, C. (2010). Culture in society and in educational practices. In F. Erickson (Ed.), <i>Multicultural education: Issues and perspectives</i> (7th ed., pp. 33-56). Hoboken, NJ: John Wiley & Sons.</p> <p>Bennett, C. I. (1990). <i>Comprehensive multicultural education: Theory and practice</i> (2nd ed.). Needham Heights, MA: Allyn & Bacon.</p> <p>Bode, P. (December 23, 2009). <i>Multicultural education</i>. Retrieved from http://www.education.com/reference/article/multicultural-education/</p> <p>Brophy, W. A., & Aberle, S. D. (1967). <i>The Indian, America's unfinished business: Report of the Commission on the Rights, Liberties and Responsibilities of the American Indian</i>. Norman, OK: University of Oklahoma Press.</p> <p>Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. <i>Review of Educational Research</i>, 78(4), 941-993. Retrieved from http://search.proquest.com/docview/214136461?accountid=1086</p> <p>Coffey, H. (2008). Culturally relevant teaching: Learn NC: K-12 Teaching and Learning from the UNC School of Education/Best Practices. Retrieved from http://www.learnnc.org/lp/pages/4474#note</p> <p>Ladson-Billings, G. (Fall, 1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i>, 32(3), 465-491. Retrieved from http://www.jstor.org/stable/1163320</p> <p>McCarty, T., & Lee, T. S. (2014, Spring). Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. <i>Harvard Educational Review</i>, 84(1), 101-136. Retrieved from http://163.14.136.65/toc/edu/201404/edupdf/edue10.pdf</p>
DATA	<p>See Yazzie vs. New Mexico State "Yazzie Proposed Remedies Platform, TESR, Bilingual data</p> <p>Survey results</p>
BUDGET IMPLICATIONS FOR NMPED	<p>Funds to support training, research, instructional materials, expansion of Grow Your Own Educators Pipeline, Curriculum Instruction Pedagogy aligned Culturally and Linguistic Responsive Education Opportunities/Access</p>

PERSONNEL IMPLICATIONS FOR NMPED	
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED	Develop and Implement fully-funded programs; Require training for policy makers at all levels and all school personnel; Review/Revise/Evaluate all Instructional Materials for Culturally and Linguistic Responsive access; Develop and promote action research that Is Culturally and Linguistic Responsive Pedagogy; Build on existing teacher recruitment pipeline and retain teachers; Host Culturally and Linguistic Responsive parent education and Involvement opportunities; and provide funding to ensure Culturally and Linguistic Responsive opportunities/access.
OUTCOMES OF THE ADVISEMENT	All outcomes of advisement will be consistent with the Yazzie Proposed Remedies Platform case.
A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT	
HOW WILL THE IEAC SUPPORT THIS ADVISEMENT?	Be a voice (Advocate/Testify) at all state/tribal functions related to funding and Initiatives for American Indian Education.
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT	

Q1 Are you familiar with a cultural and linguistic response to education?

Answered: 86 Skipped: 86



ANSWER CHOICES

RESPONSES

Yes	67.44%	58
No	32.56%	28
TOTAL		86

#	IF "YES"- HOW DO YOU THINK IT IMPACTS THE SUCCESS OF OUR INDIGENOUS STUDENTS' EDUCATION?	DATE
1	CLR positively impacts the experience for all children, and supports an asset based mindset for educators as we work with CLD learners.	11/19/2018 12:16 PM
2	Allows Indigenous students to be proud of who they are and where they come from.	11/19/2018 9:39 AM
3	does not	11/19/2018 9:20 AM
4	Teachings that are culturally similar to the teachings that we have known growing up, and the teachings that all of our ancestors have experienced and that are ingrained in our DNA are significantly more successful for Indigenous students. There are certain ways that we learn, ways that we speak, ways that we listen and remember, and asking Native students to conform after thousands of years of learning differently is setting them up for failure.	11/19/2018 8:33 AM
5	It directly impacts their success because it relates to their lives. It is relevant and a best practice.	11/19/2018 7:34 AM
6	indigenous students are more engaged when the curriculum reflects their identities, thus learning is enhanced.	11/17/2018 6:51 AM
7	HIGHLY Impactful. A child's language and culture must be affirmed and validated to make connections with Western curriculum	11/16/2018 12:44 PM
8	when western education presented in a linguistically and culturally appropriate manner, students are more receptive, feel validated, and are more likely to fully participate and get more out of the information being presented to them.	11/16/2018 12:42 PM
9	At our school, the acquisition of culture and language at school makes the entire family very happy and it allows the students to gain a different level of competence and skill.	11/16/2018 12:38 PM
10	It allows students to connect their life experiences to the content and makes a meaningful experience out of what they are learning.	11/16/2018 12:33 PM
11	It's conducive for the indigenous student--it's a way of life!	11/16/2018 11:10 AM
12	I believe it's a big part of it, it can help our students in a way.	11/16/2018 11:03 AM
13	Students need to feel comfortable and valued in their educational experience.	11/16/2018 10:17 AM

Indian Education Advisory Council Stakeholder Survey

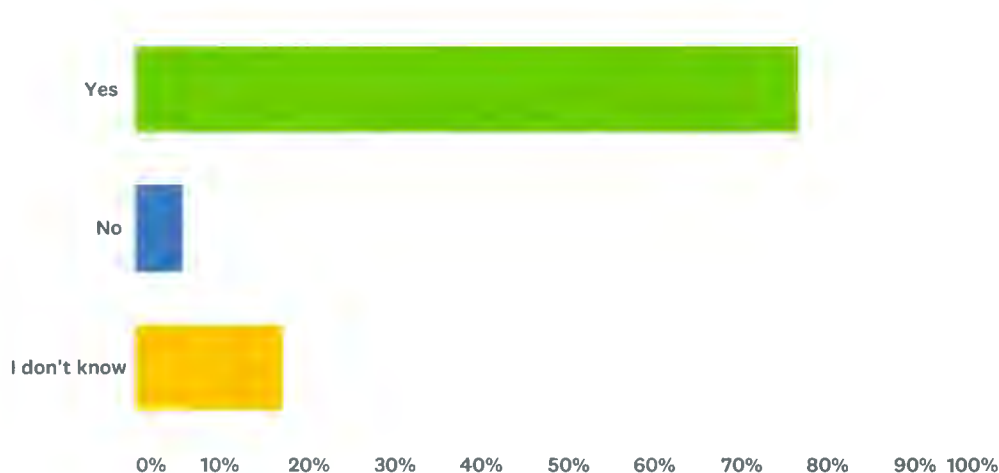
14	absolutely critical	11/16/2018 7:36 AM
15	If pushed with negativity then it places our students at a disadvantage and labels our students as not being proficient	11/15/2018 2:08 PM
16	It will help expand the effort	11/15/2018 2:00 PM
17	It is vital to development of identity of American Indian students especially as Pueblo communities combat language loss but not as effective as it could be in the public school setting.	11/15/2018 11:41 AM
18	Babies and children develop in a context of early experiences and relationships. As children grow and develop they get a sense of who they are and how they fit in the world. When they have a healthy foundation of their own culture and language, it helps build a strong identity and healthy sense of well-being.	11/15/2018 10:51 AM
19	Culture and language are critical to a student's understanding of self, others, curriculum, and in reading the world.	11/15/2018 10:23 AM
20	It supports the program, and we have students learning the TEWA language K-12 and we also last year had our first recipient of a Language Seal.	11/15/2018 9:13 AM
21	Through the implementation of culturally responsive teaching, it promotes all aspects of children's development and learning, enabling all children to become competent, successful, and socially responsible adults.	11/15/2018 8:47 AM
22	We need to focus on meeting the needs of the "whole child". The present system only focuses on meeting a portion of the educational need.	11/15/2018 8:46 AM
23	It matters greatly as it means student's comprehension to lessons being presented.	11/15/2018 8:45 AM
24	It makes education relevant to our student	11/15/2018 7:35 AM
25	It impacts the identity of indigenous students in a holistic form and develops a sense of belonging.	11/14/2018 6:16 PM
26	It allows students to see themselves in the curriculum that they are receiving in schools.	11/13/2018 3:31 PM
27	Essential to their identity as they engage in Western systems of thought and education. Left out of current education curriculum.	11/13/2018 7:53 AM
28	This is vitally important to students' education as it brings their languages and cultures into classroom spaces and helps to affirm their identities.	11/12/2018 7:15 AM
29	Thank you for asking, the district definitely needs to research the advancement of bi-literacy and bi-culturalism.	11/9/2018 2:23 PM
30	It makes academics meaningful to students, incorporating their background knowledge and ways of understanding into the curriculum.	11/9/2018 11:50 AM
31	We must integrate a student's culture and language into our school communities.	11/9/2018 9:22 AM
32	Affirming and Validating the culture and language of Native's has not been a focus of western education. Having your way of life (values, mores, teachings) supported and taught will foster student's self-concept and self-esteem and result in confident self-sustaining adults.	11/9/2018 7:15 AM
33	Any support fosters success.	11/9/2018 7:05 AM
34	Culture influences ideas, behaviors, attitudes and traditions. Language structures can evolve through cultural interactions.	11/9/2018 5:58 AM
35	It provides grounding for Indigenous learners in school settings	11/8/2018 10:07 PM
36	It does not. It has to go beyond response- acknowledge the oppression	11/8/2018 7:44 PM
37	not well enough because systems are built in opposition to indigenous culture and it is difficult to shed western views, behavior and conduct in governance	11/8/2018 5:35 PM
38	It helps them retain their identity	11/8/2018 2:14 PM
39	Strengthens their core knowledge to understand/assess differing points of view.	11/8/2018 11:14 AM
40	The more support students/families have in their language and culture the better chances a student has to succeed.	11/8/2018 10:57 AM
41	It provides self-esteem to Native students when they see that their history is relevant in classroom instruction.	11/8/2018 10:53 AM

Indian Education Advisory Council Stakeholder Survey

42	My understanding is that (as Zaretta Hammond says) culturally and linguistically responsive teaching is about "building the learning capacity of the individual student." It's about ensuring that all students are building upon the strengths they bring with them to the classroom. In that way, it benefits indigenous students by focusing on their assets, and builds on those assets to support their learning.	11/8/2018 7:23 AM
43	That whoever and whatever they are, they feel that they belong. They are loved and worthy to be respected as an individual	11/8/2018 6:52 AM
44	It impacts students to seriously learn their language.	11/8/2018 6:39 AM
45	It is vital to the success of our children's success in education. When native students are not allowed access to education that respects their tradition, values, and language, they are not set up to succeed.	11/8/2018 6:04 AM
46	Indigenous students need to know about their cultural and linguistic background so they can better understand themselves.	11/7/2018 9:41 PM
47	I think it provides a learning environment that is more accessible to students, that helps students learn with more confidence and understanding.	11/7/2018 6:35 PM
48	If students are not seeing their own cultures and experiences reflected in the curriculum of course it will not be as meaningful or as motivating to them. The recent Yazzie Martinez lawsuit against the NMPED is a strong reminder that this has yet to be fully addressed in NM public education.	11/6/2018 5:45 PM
49	Need more emphasis at the school level	11/6/2018 8:40 AM
50	Students feel more welcome in our schools.	11/6/2018 7:24 AM
51	May be	11/5/2018 11:36 AM
52	It helps to know where someone is coming from in order to educate them to the best of your abilities.	11/5/2018 10:52 AM

Q2 Would you support an increase in staffing positions in the Indian Education Division at the Public Education Department?

Answered: 87 Skipped: 85



ANSWER CHOICES

Yes
No
I don't know
TOTAL

RESPONSES

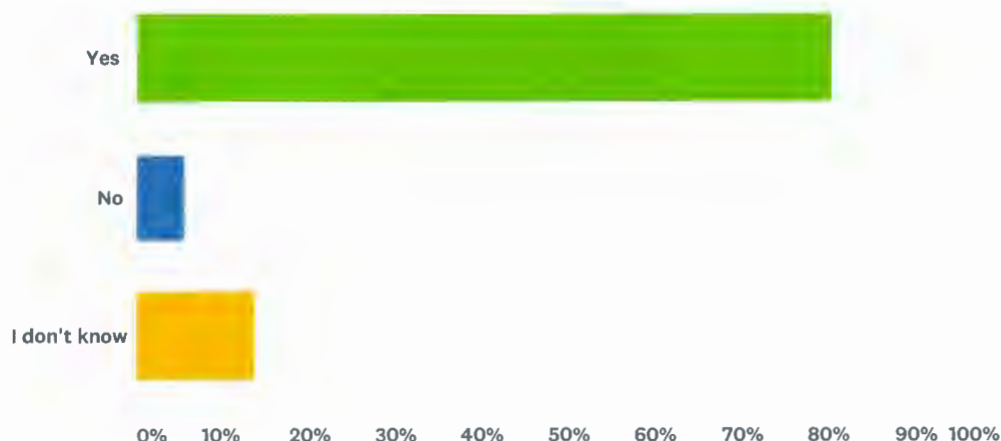
77.01%	67
5.75%	5
17.24%	15
	87

Indian Education Advisory Council Stakeholder Survey

#	IF "NO" PLEASE EXPLAIN WHY.	DATE
1	There is already a high turnover rate, with limited responsiveness from this department. It would be more prudent to improve the existing structure before adding additional positions. SDI monies still have not yet been received for FY19. This was the same issue last FY.	11/19/2018 12:16 PM
2	target are off line to meet learning needs and goals of students	11/19/2018 9:20 AM
3	It is unbelievable how understaffed they have been for so long (especially without and assistant secretary of Edu...etc.)	11/16/2018 12:42 PM
4	Not without understanding the current structure	11/15/2018 2:00 PM
5	Consistency in NMPED IED staffing, policy, guidance, and funding is more important than additional staffing. It is always a moving target for schools and Tribal student support programs.	11/15/2018 11:41 AM
6	If the position is a position that will indeed help the building of authentic, meaningful education for native thouth.	11/15/2018 10:51 AM
7	As long as the staff is working directly with Indigenous Peoples, Nations, and Communities	11/15/2018 10:23 AM
8	There needs to be consistency with support to tribes directly from PED Indian Education Division	11/15/2018 8:53 AM
9	It depends. What will the additional staff do and will an increase result in being more accountable to tribal communities?	11/15/2018 8:46 AM
10	Only if it will help to improve Indian Education.	11/15/2018 8:45 AM
11	Follow the IEA and reestablish an office in the NW corner of the state and give the staff there autonomy to work toward educational improvements.	11/9/2018 7:15 AM
12	Working with people that understand the hardship of learning a different language builds some perspective and understanding of their cultures.	11/9/2018 5:58 AM
13	the staffing is currently vacant and there seems to be high turnover though it's unclear why	11/8/2018 10:07 PM
14	Just need to hire educators with practical experience	11/8/2018 7:44 PM
15	I would support positions if they truly made a difference	11/8/2018 5:35 PM
16	Not sure, because I have not seen their roles as prevalent and making a difference the work we do in our locations.	11/8/2018 10:53 AM
17	I chose "I don't know" because I'd only want to increase the staffing if it were clear how increased staffing will increase educational opportunities for Indigenous students.	11/8/2018 7:23 AM

Q3 Would you support one of those positions to analyze policies for NMPED and the Indian Education Division?

Answered: 87 Skipped: 85



Indian Education Advisory Council Stakeholder Survey

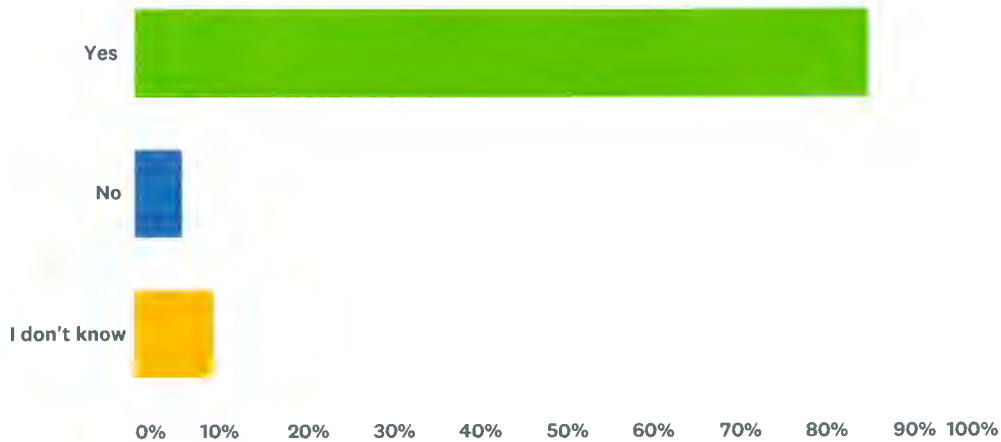
ANSWER CHOICES	RESPONSES	
Yes	80.46%	70
No	5.75%	5
I don't know	13.79%	12
TOTAL		87

#	IF "NO", PLEASE EXPLAIN WHY.	DATE
1	This should be embedded in the work of the Assistant Secretary of Indian Education.	11/19/2018 12:16 PM
2	I would want to believe that the positions currently in the Indian Education Division is doing this already. Would not want to replicate something that should be happening.	11/16/2018 12:22 PM
3	Not just analyze but interpret for stake holders. I don't agree with the litany of policy changes coming from NMPED in recent months. I feel that it creates more confusion and a feeling of chaos for school staff rather than improve student achievement and wellness. There is really no time for review and feedback with so many regulation changes all at once.	11/15/2018 11:41 AM
4	Depends on person, and outcomes of this process.	11/15/2018 10:51 AM
5	Yes and No. Yes because it is important for developing a sound foundation of what constitutes "Indian Education" but also no because I believe that is a major responsibility of the Assistant Secretary of Indian Education along with the Indian Advisory Council.	11/15/2018 10:23 AM
6	PED should wait to create more new positions until the mandates of Yazzie/Martinez are complied with. Tribes also need to have a say in how the PED revises and strengthens support for Indigenous children.	11/15/2018 8:46 AM
7	Have the PED pay for this position	11/9/2018 7:15 AM
8	Particular focus in alignment with native language and instruction that supports teaching the core content standards. Some students do poorly in school because the linguistic, social, and cultural nature of the home environment does not prepare them for the work they will be required to do in school. Teachers often expect less from students of certain racial, ethnic, and cultural backgrounds. When teachers expect students to perform poorly, they approach teaching in ways that align with their low levels of expectations. In these instances, students tend to perform at the low levels expected of them by teachers.	11/9/2018 5:58 AM
9	Policy analysis is a skill learned while working as a coordinator, director, or administrator	11/8/2018 7:44 PM
10	Definitely. This is important.	11/8/2018 10:53 AM
11	The key staff in IED need this skill; not just one individual. Not sure what is meant by policies in this question. Policies about what? how they administer programs? how they consult with tribes? how they intersect with other PED units? etc..	11/6/2018 5:45 PM

Q4 Would you support another position to work across the NMPED to address equity and inclusion for all NM students, with a focus on low-income, students of color, including Native American, English-language learners, and students with disabilities?

Answered: 87 Skipped: 85

Indian Education Advisory Council Stakeholder Survey



ANSWER CHOICES

RESPONSES

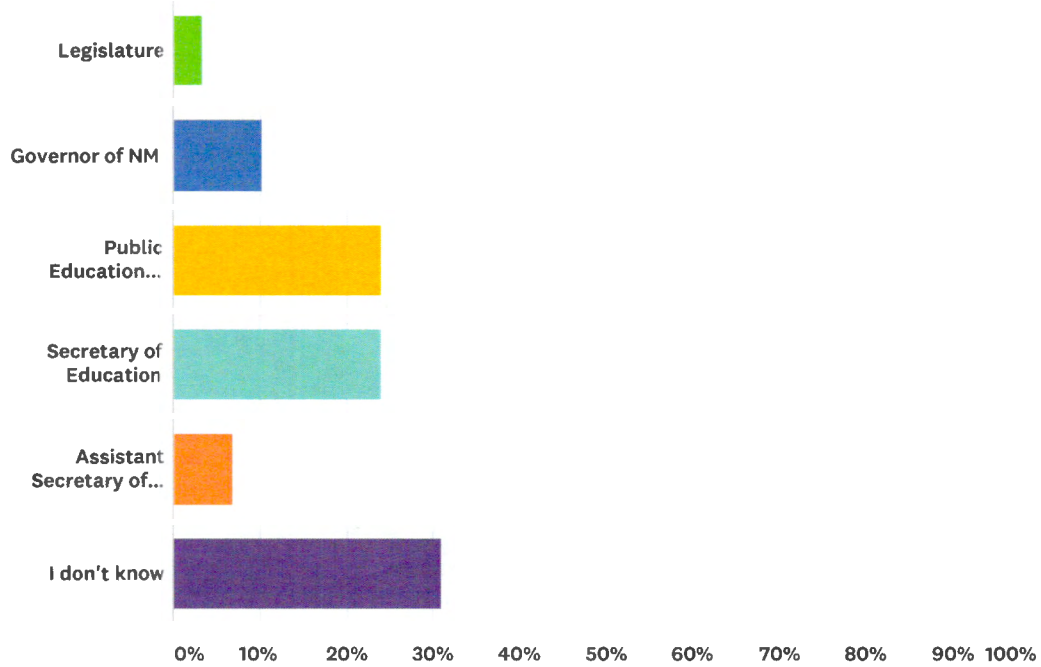
Yes	85.06%	74
No	5.75%	5
I don't know	9.20%	8
TOTAL		87

#	IF "NO", PLEASE EXPLAIN WHY.	DATE
1	Rather than an additional position, the existing bureaus should work collaboratively to support all NM students.	11/19/2018 12:16 PM
2	dont understand where are students learning needs are at	11/19/2018 9:20 AM
3	We need this to happen immedately.	11/16/2018 12:22 PM
4	Especially to ensure Tribal Consultation across all schools and not just those considered "Native Serving. Increased communication and collaboration with Higher Education is also important to ensure students are truly college ready and not just rely on standardized testing.	11/15/2018 11:41 AM
5	Yes, because this is important. No, because my assumption is that the current staff is doing this and should continue to do this.	11/15/2018 10:23 AM
6	However we do not need a hugh bureaucracy.	11/15/2018 9:13 AM
7	NMPED need to first comply with the court mandates to improve equity, access and funding state-wide with the development of effective policies & practices for NA students.	11/15/2018 8:46 AM
8	Schools should cultivate an environment that values every student to uphold the education rights of all students.	11/9/2018 5:58 AM
9	The current staff of IED should already know how to address these issues.I	11/8/2018 7:44 PM
10	yes if it was to include all students of need, not based on a rece or disability	11/8/2018 3:26 PM
11	This may be multiple positions due to number of students and families and schools that need this type of support. Specific job responsibilities is needed for position effectiveness.	11/8/2018 10:53 AM
12	no, because if all of NMPED key staff were knowledgeable about these issues and required to have this background from the outset, there would be no need for creating an additional position; these issues of equity go across all NMM PED agencies and their work.	11/6/2018 5:45 PM

Q5 Do you know who is responsible for compliance with the IEA? (Indian Education Act)

Answered: 87 Skipped: 85

Indian Education Advisory Council Stakeholder Survey

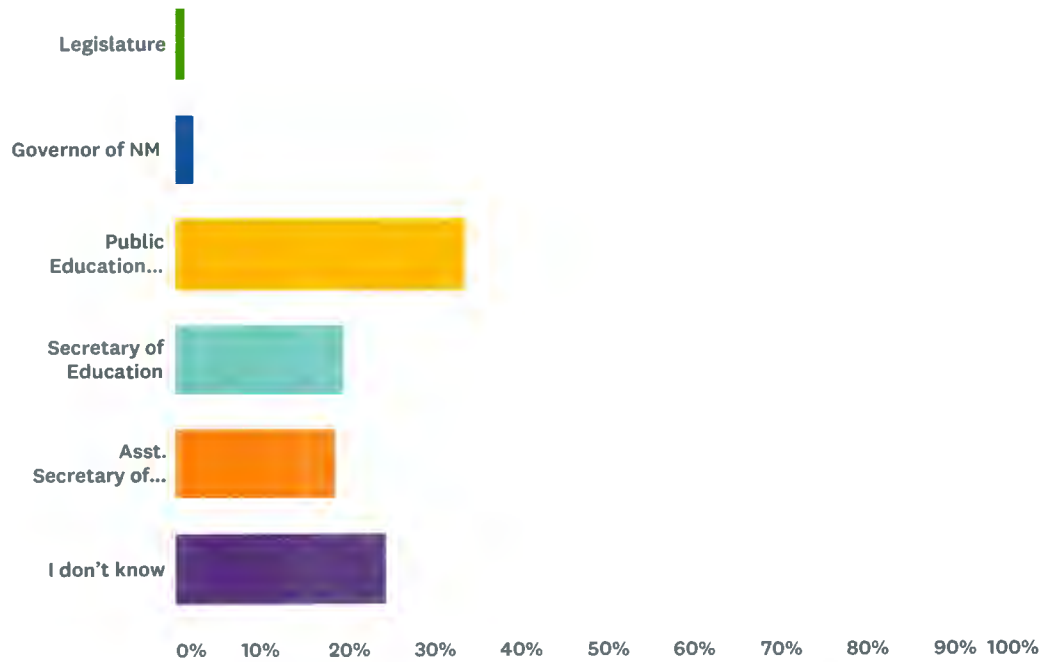


ANSWER CHOICES	RESPONSES	
Legislature	3.45%	3
Governor of NM	10.34%	9
Public Education Department	24.14%	21
Secretary of Education	24.14%	21
Assistant Secretary of Indian Education	6.90%	6
I don't know	31.03%	27
TOTAL		87

**Q6 Do you know who is responsible for implementation of the IEA?
(Indian Education Act)**

Answered: 86 Skipped: 86

Indian Education Advisory Council Stakeholder Survey



ANSWER CHOICES

Legislature

Governor of NM

Public Education Department

Secretary of Education

Asst. Secretary of Indian Education

I don't know

TOTAL

RESPONSES

1.16% 1

2.33% 2

33.72% 29

19.77% 17

18.60% 16

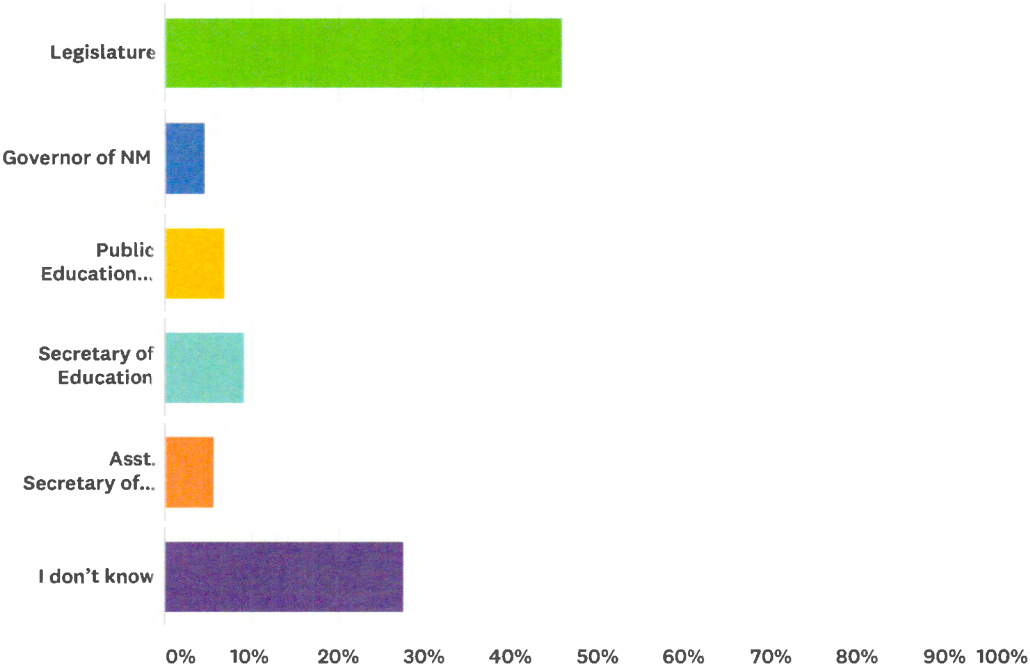
24.42% 21

86

Q7 Do you know who is responsible for establishing and/or amending the IEA? (Indian Education Act)

Answered: 87 Skipped: 85

Indian Education Advisory Council Stakeholder Survey

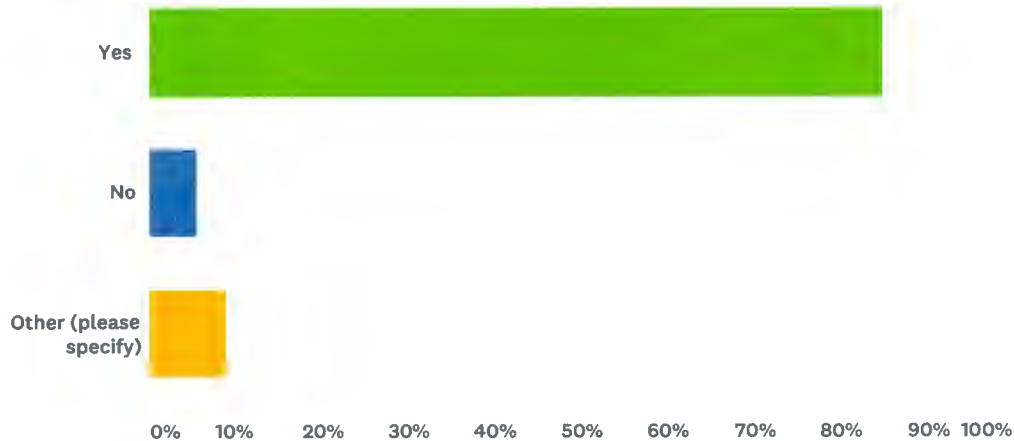


ANSWER CHOICES	RESPONSES
Legislature	45.98% 40
Governor of NM	4.60% 4
Public Education Department	6.90% 6
Secretary of Education	9.20% 8
Asst. Secretary of Indian Education	5.75% 5
I don't know	27.59% 24
TOTAL	87

Q8 Do you think that education leaders and policymakers should be required to take cultural-competency training? (Principals, Superintendents, School Board Members, Legislators, etc)

Answered: 88 Skipped: 84

Indian Education Advisory Council Stakeholder Survey



ANSWER CHOICES

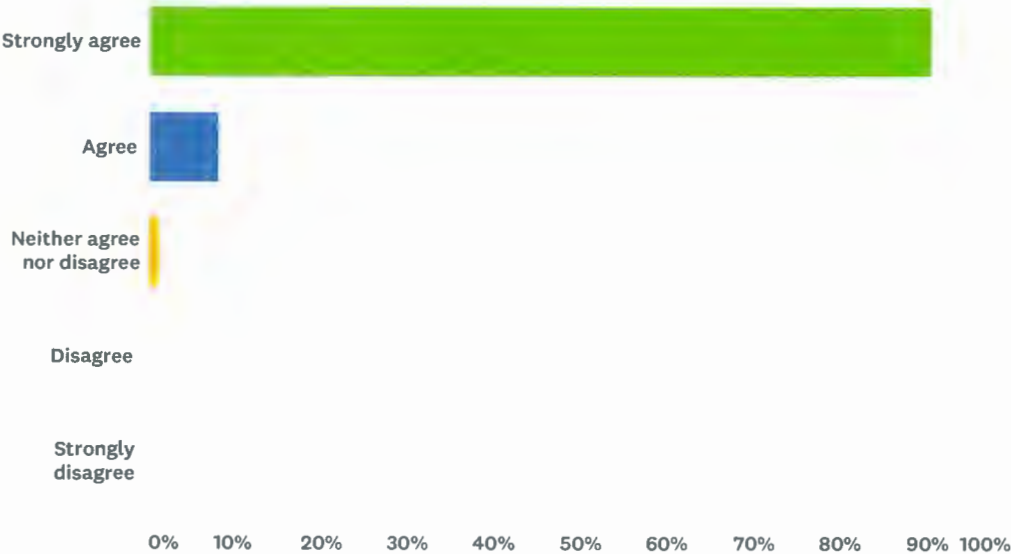
ANSWER CHOICES	RESPONSES	
Yes	85.23%	75
No	5.68%	5
Other (please specify)	9.09%	8
TOTAL		88

#	OTHER (PLEASE SPECIFY)	DATE
1	How is this even a question???? Cultural competency and sensitivity trainings should have been implemented since native students began attending public schools!!! YES I THINK IT SHOULD BE A REQUIREMENT FOR ANY AND ALL STAFF THAT INTERACT WITH OUR STUDENTS. EVEN THE JANITORS AND BUS DRIVERS FOR SURE. ANYONE WHO IS INVOLVED IN MAKING DECISIONS FOR EDUCATION, ESPECIALLY THOSE THAT IMPACT NATIVE STUDENTS.	11/19/2018 8:33 AM
2	YES< YES< YES< Make a requirement Please!!!!	11/16/2018 12:44 PM
3	Maybe some sort of divers cultures that are the represented in the schools	11/15/2018 2:08 PM
4	Authentic training	11/15/2018 10:51 AM
5	It depends on who is conducting the professional development, what constitutes "cultural competency" and the metrics to determine if the targeted audience is truly knowledgeable of and is implementing the training information.	11/15/2018 10:23 AM
6	Too many educators in leadership positions serving Indian populations are not native American nor are they knowledgeable of cultural and community needs, so yes, do them all!	11/15/2018 8:46 AM
7	Yes. All teachers should be required to take cultural-competency training. (Especially after what happened at Cibola HS in Albuquerque recently.	11/8/2018 10:52 AM
8	Yes, and I would hope the training would focus on building mindsets that foster cultural competency. Too often, these trainings are limited to cultural norms, taboos, etc. This information is important, and educational leaders should be aware of it. But - if all our educational leaders do is learn about culture, change some of the posters on their walls, and refrain from bringing up inappropriate topics in the classroom, we will be closer to equity for Indigneous students but we will not have reached it. I hope cultural competency training also challenges educators mindsets, encourages them to explore their implicit (and explicit) biases, and builds the skill sets that can help educational leaders build stronger relationships with Indigenous communities and families.	11/8/2018 7:23 AM

Q9 Tribal consultation and collaboration from state government is important to tribal leaders.

Answered: 85 Skipped: 87

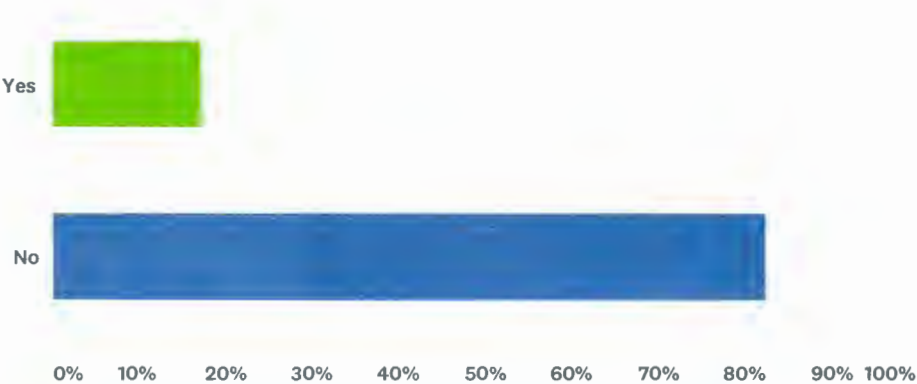
Indian Education Advisory Council Stakeholder Survey



ANSWER CHOICES	RESPONSES	
Strongly agree	90.59%	77
Agree	8.24%	7
Neither agree nor disagree	1.18%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		85

Q10 Do you believe the 30-day public comment period of the rulemaking process is enough time for tribes and tribal communities to participate in the process?

Answered: 86 Skipped: 86



ANSWER CHOICES	RESPONSES	
Yes	17.44%	15

Indian Education Advisory Council Stakeholder Survey

No	82.56%	71
TOTAL		86

NAVAJO NATION

RCS# 1173

Naa'bik'iyati Committee

12/27/2018
03:41:32 PM

Amd# to Amd#

PASSED

MOT Perry
SEC Tso

Legislation 0446-18 Supporting
the New Mexico Indian Education
Advisory Council 2018-2019...

Yea : 14

Nay : 0

Excused : 0

Not Voting : 10

Yea : 14

Begay, K
Bennett
Chee
Daniels

Filfred
Hale
Jack
Kieyoomia

Perry
Shepherd
Smith

Tso
Yazzie
Yellowhair

Nay : 0

Excused : 0

Not Voting : 10

Bates
Begay, NM
BeGaye, N

Brown
Crotty
Damon

Pete
Phelps

Slim
Tsosie