



New Mexico Achievement Gap Solutions Summit 2009

Final Report

- African American, October 26, 2009
- Native American, November 9, 2009
- Hispano-Latino, December 1, 2009

Conveners

NM Office of the Governor
NM Public Education Department
NM Higher Education Department

Organizer

New Mexico First

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Summit Summary

The **New Mexico Achievement Gap Solutions Summits** for African American, Native American, and Hispano-Latino students were convened by the **New Mexico Office of the Governor** on October 26, November 9, and December 1 in Albuquerque. The three events brought together over 400 people from all parts of the state. Participants included students, parents, school leaders and educators, community members, and state and tribal policymakers. These committed citizens made it clear that supporting the achievement of students is of critical importance.

Summit participants see the value of developing deliberate policies, programs, and practices to help these students graduate from high school and pursue higher education and career goals. There were several cross-cutting recommendations across all three summits. These include: 1) sustained funding and investment in education; 2) full integration of cultural and language programs in the school curriculum, redesign assessment policy to be more culturally appropriate, and rigorous preparation of school leaders and educators to interact with a multi-cultural and multi-lingual student population; 3) help students align their personal goals with career awareness and training; 4) more meaningful involvement from community leaders, parents, and students in school policy and decision-making to ensure community values and priorities are taken into consideration.

These cross-cutting recommendations and others unique to each summit, reflect the consensus of the participants. All 50 recommendations were presented to the Governor and Secretary of Education. An implementation team for each summit has been formed to prioritize the recommendations and develop an action plan for each student group—African American, Native American, and Hispano-Latino. The Governor and Secretary are committed to ensuring each plan will be acted on promptly. Additionally, policy recommendations will be considered for the 2010 New Mexico legislative session.

This event used **New Mexico First's** unique consensus-building format; a deliberation during which participants discussed a variety of issues related to the educational achievement of African American, Native American, and Hispano-Latino students in the state. They came to consensus on possible solutions. Their deliberation was informed by resource materials that outlined research-based findings and best practices.

In addition, participants benefited from context setting presentations by Governor Bill Richardson and Dr. Veronica García, Cabinet Secretary of Education. Keynote presenters framed the issues specific to each student group. Quentin Lawson, Executive Director of the National Alliance of Black

School Educators in Washington, DC, outlined best practices benefiting African American students across the nation. Wes Studi, Vietnam veteran, actor, sculptor, musician, author, and activist, presented an inspiring role model for the challenges facing Native American students. Juan Sepúlveda, Director of the White House Initiative on Educational Excellence for Hispanic Americans, acknowledged the unique strengths of New Mexico to become a model for education excellence for Hispano-Latino students.

Summit Conveners

- **Governor Bill Richardson** pledged to be “The Education Governor.” The *Graduate New Mexico! It's Everybody's Business* initiative is the next generation of education reform during his administration and includes the commitment of \$9.4 million in American Reinvestment and Recovery funds.
- The mission of the **New Mexico Public Education Department** is to provide leadership, technical assistance, and quality assurance to improve student performance and close the achievement gap.
- The **New Mexico Higher Education Department** develops and coordinates relevant policies, programs, and services that provide advocacy and support equitable access to college to enable all New Mexicans to succeed in reaching their full potential through education.

Summit Organizer

New Mexico First is a nonpartisan, nonprofit organization that engages citizens in public policy. Founded in 1986, the organization brings people together for town hall meetings, forums, summits, and public hearings.

Summit Discussions

Participants at each summit were divided into groups of 20 -25 people. Each small group focused on policy initiatives, school interventions, and community actions related to the student group designated for each summit. A discussion leader and recorder were assigned to facilitate the conversation using a set of questions unique to each summit. During the discussions, the groups were asked to clearly define the key issues that determine whether students graduate and outline the solutions unique to their student group. Finally, each group agreed on ideas they wanted to propose to the full group. These initial ideas were reviewed and refined by the full group of summit participants. By the conclusion of each summit, the participants came to consensus on their recommendations.

Summit Recommendations

African American Solutions Summit

MAIN IDEA	RECOMMENDATION
Public Policy	
<p>1. Integrate African American history, contribution, and culture into school curriculum</p>	<p>So that African American achievements are sufficiently documented and therefore can strengthen the self-image and educational expectations of African American students, a subcommittee of the State Curriculum Committee (comprised of legislators, school board members as well as African American educators and community members) should:</p> <ol style="list-style-type: none"> 1) Mandate changes to the New Mexico standards and benchmarks to incorporate relevant and authenticated curriculum in African American history and culture. 2) Explore existing rigorous, multicultural-relevant programs. 3) Produce and integrate African American contributions within all phases of education vs. one month of African American history. <p>Success should be measured by multiple forms of assessment through formative and summative evaluations showing increased attendance and graduation rates for students as well as more proficient African American teachers and administrators.</p>
<p>2. Mandate education funding from birth through college</p>	<p>So that African American students have the ability to achieve within the educational system, the legislature should mandate funding from birth through post-secondary education for parent enrichment, preschool, kindergarten, and teachers mentoring teachers.</p>
<p>3. Require anti-racism training</p>	<p>So that community and school standards of conduct are established that will ultimately eradicate racism in our schools, the NM Public Education Department should mandate annual or bi-annual anti-racism training (i.e., conversations about race, racism, behavior expectations, and cultural proficiency) in all schools as a pre-condition for employment for all school employees, and, as allowable by law, for students and parents.</p> <p>Success should be measured by improved test scores, higher graduation rates, increased enrollment rates in postsecondary education and training, and decreased rates of incarceration.</p>
<p>4. Conduct pilot program where students are supported by at least two teachers in each classroom</p>	<p>So that African American students are exposed to different perspectives and to ensure there are teachers available to help students who need support, principals, the legislature, and the NM Public Education Department should ensure there are two or more teachers in every classroom to support students with the lowest grades. The second teachers might be volunteers or retired teachers who would receive a small stipend for their service.</p> <p>Before implementing this policy on a statewide scale there would be a comparison of student grades in classes with one teacher versus those in classes with two teachers.</p> <p>Success should be measured by improvement in overall class grades and student evaluations of volunteers and teachers.</p>
<p>5. Create deliberate policies, practices, programs, and educational plans for African American students</p>	<p>So that African American students reach a 100% graduation rate, the legislature should mandate that school districts:</p> <ol style="list-style-type: none"> 1) Take a continuous improvement approach to examine policies and practices in public and private schools that adversely affect African American professionals, staff, and students. 2) Develop and implement deliberate programs for African American students with specific funding for liaison staff and coordinator positions. 3) Include these program activities in the educational plan for student success at the district and school level.

MAIN IDEA	RECOMMENDATION
Community	
6. Utilize input from community regarding relevant learning methods, materials, and activities	<p>So that the community is more connected to the learning environment and have more influence in making school curriculum relevant, students, parents, and community members should insist that teachers go beyond what is required to use learning methods that address different learning styles and are more creative, interesting, and hands-on.</p> <p>Success should be measured by guidance counselors who follow up with students after graduation from high school or college to learn how well the classroom materials and activities helped students connect to careers or college.</p>
7. Utilize strong role models for African American students	<p>So that African American students know all the possibilities available to them and the importance of education, the legislature should fund discussions and publications on the achievement of African American role models. Each community should take responsibility for acting on the materials provided to ensure that African Americans in higher positions are better known and engaged with students.</p> <p>Success should be measured by periodic surveys to learn who youth look up to as role models.</p>
8. Create African American liaison desk and local community circles	<p>So that African American students will have a sense of inclusiveness in their communities, be accountable with the community for progress, and assume their role in society, community circles should be formed consisting of youth, family and community members, mentors, and volunteers who will be a group of committed listeners to advocate, track, motivate, monitor, and stand for student success. An African American liaison desk should be created in the Office of the Secretary of Education to identify program participants and mentors as well as youth to be served by the program.</p> <p>Success should be measured by achievement scores, grade improvements, and other student achievements, as well as school exit surveys.</p>
9. Create a NM Alliance of African American Educators	<p>So that awareness of African American educational issues is increased, academic success is promoted, role models are provided, and bridges among schools, parents/families and community organizations are built, the Office of African American Affairs in partnership with the NM Public Education Department should create a NM Alliance of African American Educators to:</p> <ol style="list-style-type: none"> 1) Ensure a voice in local and state educational issues and policies that affect African American students. 2) Network and share information in order to have impact on curriculum and instructional best practices. <p>Success should be measured by the participation of this organized group in these activities.</p>
10. Report meaningful indicators and provide information regarding community resources	<p>So that community and parental activism is supported, the Office of African American Affairs should collect and report meaningful indicators on African American achievement and adequately fund a statewide database of community resources. Information collected should be distributed to every African American student.</p>

MAIN IDEA	RECOMMENDATION
Classroom	
11. Establish career awareness and training pathways aligned with student goals	<p>So that personal goals of African American students can be a key factor in keeping their interest in school and preparing them for the next level of education, school administrators, homeroom teachers, and guidance counselors should establish K-8 career awareness and 9-12 career training pathways and:</p> <ol style="list-style-type: none"> 1) Test learning and personality styles of African American students in 9th grade and update in 11th grade. 2) Help each student develop personal career goals. 3) Offer career courses that align with student interests, along with core curriculum. <p>Success should be measured by an increase in the percentage of students who go on to post-secondary education.</p>
12. Leverage resources by creating student-centered learning and support systems	<p>So students, parents and teachers feel valued, validated, and supported, parents, businesses, nonprofits, faith-based organizations, and other stakeholders should maximize and leverage limited resources from early childhood to post-secondary education to enhance student achievement by creating student-centered learning and support systems that address the specific needs of African American students through:</p> <ul style="list-style-type: none"> ▪ Personalized instruction ▪ Culturally relevant curriculum and resources ▪ Redesign of the school day/structure ▪ Professional development for teachers <p>Success should be measured by the an annual quality of education survey showing increased enthusiasm and participation of students, parents, and teachers in the school community, and an improved school environment that is aesthetically beautiful and functional.</p>

Native American Solutions Summit

In the past year, there have been several meetings where Native American policymakers and educational leaders addressed the achievement gap issue. The Native American Task Force compared the recommendations below to those resulting from the 2009 State-Tribal Leaders Summit and the Government to Government Meetings. This comparison and the priorities that emerged are outlined in Appendix A. The New Mexico Indian Education Advisory Council and the Public Education Department will work as an implementation team to analyze feasibility and craft an action plan to move these priorities forward. Stated below are the results of the Native American Solutions Summit.

MAIN IDEA	RECOMMENDATION
Policy Solutions	
1) Fund, implement, and enforce Indian Education Act.	<p>So that Native Americans have both the autonomy and the authority to govern the educational welfare of its tribal members, the NM Public Education Department should fund, implement, and enforce the Indian Education Act, including:</p> <ol style="list-style-type: none"> 1) Appropriate at least \$10 million of non-earmarked education funds annually to each Native American community. 2) Develop relevant and challenging curriculum by integrating tribal languages and culture and allow for freedom of expression through authentic cultural assessments within six months for all tribes. 3) Engage and support local communities by ensuring Native American representation on every school board and board of regents. 4) Revisit House Bill 212 school districts that serve Native Americans regarding autonomy and authority.
2) Increase authority of Indian Advisory Council.	<p>So that the Indian Advisory Council has the authority to implement the Indian Education Act, the NM Public Education Department Indian Education Division and the Indian Affairs Department should amend the act in order to:</p> <ol style="list-style-type: none"> 1) Rename the council. 2) Redefine the roles and responsibilities. 3) Ensure the adoption and implementation of the council recommendations. <p>Success should be measured by the legislature's acceptance of the amendment and the adoption of the council's recommendations.</p>
3) Ensure funds follow the students	<p>So that specific funds generated for the Native American population (e.g., 874 and Bilingual) can be allocated to specific Native American school needs (i.e., facility improvement as well as gifted/talented, special education programs, extended learning, and professional development programs, etc.) and the decision regarding priorities is made by the community, policymakers at the federal, state, and tribal levels, NM Public Education Department, school boards and administrators, communities and parents should ensure these funds, with accountability in numbers and eligibility, follow the students. This will increase education equity and ensure the funds are spent with fidelity to the original intent.</p> <p>Success should be measured by overall student achievement comparable to or exceeding local, state, or national standards.</p>
4) Redefine Native American student achievement and change assessment program.	<p>So that Native Americans can define achievement, intellectual sovereignty, and shared vision among tribes for our students and influence the NM Standards Based Assessment, the NM Public Education Department Assessment and Evaluation Bureau, Bureau of Indian Education, NM Department of Indian Affairs, NM Indian Education Advisory Council, and Native American tribes/educators/parents/students should:</p> <ol style="list-style-type: none"> 1) Research and redefine Native American achievement. 2) Increase involvement of Native American educators in the statewide assessment program. 3) Change the statewide assessment program to include native perspectives and practices in both public and tribal schools. <p>Success should be measured by increased participation in assessment policy, changes in educational policy to benefit students, and increased student proficiency scores.</p>

MAIN IDEA	RECOMMENDATION
<p>5) Develop alternative assessments.</p>	<p>So that a holistic, credible, and valid student growth model that honors indigenous cultural competency is equal to current assessment practices, state and tribal policymakers, researchers, districts, and teachers should develop alternatives to standardized testing and develop assessments for all types of learning which include qualitative and indigenous metrics that respect indigenous ways of knowing.</p> <p>Success should be measured by the use of alternative assessments that include projects, demonstrations, and portfolios.</p>
<p>6) Study the educational system.</p>	<p>So that the achievement gap for Native American students continues to be assessed, the NM Public Education Department should develop an action strategy with stakeholders to continue this process by passing a memorial to study the educational system.</p>
<p>Community Solutions</p>	
<p>7) Create community expectations for students.</p>	<p>So that both academic and cultural expectations are defined and the achievement gap and graduation rate for Native American students are improved, all community stakeholders, members, and programs, supported by the NM Public Education and Higher Education Departments and school representatives should hold high expectations for our students and let them know that they are responsible for their education by attending community forums in which representatives from the Governor's office, NM Public Education Department, school districts, and local communities work to create unique community expectations and ways to implement these expectations, for example, Tribal Educational Plans.</p> <p>Success should be measured by the number of community forums hosted and plans created and implemented.</p>
<p>8) Match policies and assessments to community values and initiatives.</p>	<p>So that students can develop goals from pre-K to college and focus on a career path, districts should create a plan that the communities value by collaborating with the Nations to:</p> <ol style="list-style-type: none"> 1) Determine the career path initiatives important to the communities. 2) Determine the values of importance to the communities and be held accountable for implementing these values. 3) Develop assessment metrics. 4) Develop goals and assess themselves.
<p>9) Increase collaborative involvement.</p>	<p>So that there is more collaborative involvement of students, parents, and communities and that student leadership and self advocacy is promoted, students, parents, and communities at the school, district, and tribal levels should ensure:</p> <ol style="list-style-type: none"> 1) Students are represented on school boards and all student input is encouraged and honored. 2) Parents redefine alternative ways to participate in the manner that most suits them. 3) Communities implement memos of understanding and agreement and compacts between the schools and communities/tribes. <p>Success should be measured by increased school board implementation, students honored, parent involvement, and community leadership.</p>
<p>10) Increase tribal support for students.</p>	<p>So that the community is involved in helping students succeed, tribal and community leaders should:</p> <ol style="list-style-type: none"> 1) Have access to student progress reports and report cards from the schools so they are aware of individual student performance. 2) Negotiate with parents to support students. 3) Implement tutoring sessions and other interventions to help students succeed according to their needs. <p>Success should be measured by having a progress file with updated reports tracking student achievement for each student in the community.</p>

MAIN IDEA	RECOMMENDATION
11) Create programs on how to deal with life situations, take ownership for learning, and apply talents to daily lives.	<p>So that Native American students build self-confidence and self-respect and become empowered, productive individuals and community members, students, parents, mentors, role models, and counselors should create educational programs that train students in how to deal with situations they may face, (e.g., drugs, gangs, suicides, domestic violence, teen pregnancy, etc.), accept ownership for their own learning, and then apply their skills and talents to all aspects of their daily lives.</p>
School Leader and Educator Solutions	
12) Require culturally proficient training for teachers.	<p>So that students see themselves reflected in the school curriculum and have a relationship with teachers, the NM Public Education Department, tribes, school administrators, and teachers should require all teachers (in-state and out-of-state) are trained so that they are both culturally proficient and sensitive before they are certified to teach.</p> <p>Success should be measured by the inclusion of classes on southwestern regional history and cultural experiences as well as Indian education history in teacher training programs.</p>
13) Strengthen educator education and tie contracts to performance.	<p>So that all school administrators and teachers are properly licensed and contribute to high performance, the NM Pubic Education Department and Higher Education Department should:</p> <ol style="list-style-type: none"> 1) Require at least six hours of coursework that addresses the education of Native American students for all administrators and teachers. 2) Initially provide one-year contracts to administrators. 3) Change tenure laws to tie educator contracts to student performance, even for the first year of teaching.
14) Improve professional development.	<p>So that students, schools, and communities take ownership of students' educational progress and policy that is systematic statewide yet specific to each context, the NM Public Education Department, Indian Education Office, tribes, districts, and higher education teachers, parents, and students should:</p> <ol style="list-style-type: none"> 1) Identify specific professional development criteria and curriculum issues pertaining to each school or community context. 2) Improve professional development to increase cultural relevancy and awareness without losing rigor. <p>Success should be measured by improved standards based assessment scores, use of alternative assessments such as comprehensive student electronic portfolios that include grades, plans, tests, and training completed, and through research regarding how teachers and communities can evaluate themselves.</p>
15) Help students link goals, career awareness, and training.	<p>So that students get a better perspective of careers they are interested in, clarify life goals, and understand the training that is needed, teachers and schools should</p> <ol style="list-style-type: none"> 1) Work with students to develop a positive sense of self and clarify life goals that inspire them. 2) Create an advisory class that teaches students about different jobs, careers, apprenticeship programs, internships, mentors, and role models. <p>Success should be measured through a student survey to evaluate the effectiveness of the class and to determine improvements needed, as well as, through a comparison of student test scores at the beginning and end of the class.</p>
16) Involve students in school policy and decision-making.	<p>So that student voices are heard, and their educational experience is better and easier, schools should involve students in school policy and decision-making by:</p> <ol style="list-style-type: none"> 1) Including students on the education board that represents the student body. 2) Breaking the student councils into groups that represent different branches of students. <p>Success should be measured by evaluating whether student voices are actually strengthened and differences in needs are actually distinguished.</p>

MAIN IDEA	RECOMMENDATION
17) Promote health, welfare, and safety.	So that all children are supported, each school district and school serving Native American students, in collaboration with stakeholders, should develop and implement policies and programs that promote health, welfare, and safety.
Family and Student Solutions	
18) Teach traditional values.	<p>So that families are strengthened and empowered and that students can re-establish their identity, students, parents, teachers, elders, and the community should communicate and teach the traditional values of belonging, independence, mastery, generosity, respect, love, and honor.</p> <p>Success should be measured by increased school attendance, academic scores, and graduation rates as well as by school participation and community involvement.</p>
19) Encourage student responsibility.	<p>So that Native American students achieve success, each student should:</p> <ol style="list-style-type: none"> 1) Know his/her identify. 2) Update his/her Next Step Plan. 3) Prepare for and complete—in the appropriate grade—the NM Assessments, PSAT, SAT, ACT, or other tests, if appropriate. 4) Participate in study groups, enrichment clubs, career/college fairs, and career-related organizations. 5) Obtain financial aid information from his/her school counselor and submit the federal student aid application in January of their senior year.
20) Ensure comprehensive student goals and focus on careers.	<p>So that students can develop goals from pre-K to college and focus on a career path, parents and teachers should plant the seeds of goal orientation at the elementary level or earlier and continue to nurture students' goals and confidence.</p> <p>Success should be measured by students' access to career fairs, camps, and practicums and parents' access to parent institutes.</p>

Hispano-Latino Solutions Summit

MAIN IDEA	RECOMMENDATION
Long-term Institutional Change	
<p>1) Require student membership on school boards.</p>	<p>So that students are able to apply their real-life experience and be involved in the decision-making process on education policy, appropriate policymakers should require school boards to reserve 2 seats for students between the ages of 15-18 years old and lower the voting age for membership on school boards to 15 years old.</p> <p>Success should be measured by the number of young people on New Mexico school boards.</p>
<p>2) Create student job opportunities in schools.</p>	<p>So that the economic realities of why students drop out of schools are addressed and important job skills such as communication and work ethic are taught, schools should create in-school job opportunities for students (e.g., as tutors, mentors, student aides, teacher assistants, office assistants, sport coaches). Clear school employer/student employee responsibilities should be established.</p> <p>Success should be measured by a decreased dropout rate, higher career readiness skill assessment, and higher postsecondary education enrollments.</p>
<p>3) Strengthen the school evaluation process.</p>	<p>So that a supportive continuous improvement culture is built and that access and equity for postsecondary opportunities are increased, school superintendents, principals, and teachers should collaborate to strengthen the evaluation process by:</p> <ol style="list-style-type: none"> 1) Re-examining existing school evaluation procedures (i.e., increase visibility of school administrator walk-throughs and observations) 2) Hold continuous and critical conversations between principals and teachers centered on building teachers' instructional capacity related to student achievement 3) Create professional learning communities/teams <p>Success should be measured through: monitoring from the NM Public Education Department; instrumentation to determine the level of empathy for education personnel (i.e., Perceiver Tool or disposition checklist); and determining if the dropout rate reduces.</p>
<p>4) Ensure opportunity to be bilingual and biliterate.</p>	<p>So that students both improve their academic achievement and develop self-identity that enhances their life-long learning and employment, the legislature, NM Public Education Department, and teacher training programs in higher education institutions should ensure that all students have the opportunity to be bilingual and biliterate by providing bi-lingual/dual language programs and verifying 80% of bilingual funds are expended on bi-lingual departments and classrooms.</p> <p>Success should be measured by the number of students participating in bi-lingual programs, audit and budget reviews, and local, state, and federal assessments.</p>
<p>5) Redesign assessment policy.</p>	<p>So that the achievement of Hispanic students increases and bilingualism, biliteracy, and multiculturalism is validated, the NM Secretary of Education should create a task force of diverse stakeholders, including a psychometrician, to redesign the NM Standards Based Assessment policy to consider multiple assessments and expand the number of years students can be assessed in their home language.</p> <p>Success should be measured by the creation of a new assessment within one year.</p>
<p>6) Create anti-biased and anti-racist school environments.</p>	<p>So that the social, cultural, emotional, and academic success of all youth is achieved, school environments should be created that are anti-biased and anti-racist. This goal should be achieved by educating university faculty, school board members, district and school staffs, including bus drivers, custodians, volunteers, community partners, etc., regarding how to create such as culture. Creating these school environments could require: the legislature to develop and support policy; families and students to share stories and teach others of their needs; and universities and districts to model cultural change.</p> <p>Success should be measured by survey tools on student satisfaction of social and emotional well-being.</p>

MAIN IDEA	RECOMMENDATION
7) Make the Dream Act a priority.	So that undocumented Hispanic students have the motivation to complete high school and go on to higher education, each community should work with the NM Office of Hispanic Education and other organizations (e.g., Somos Un Pueblo Unido, El Centro, and other allies) that have existing lobbying efforts to make the Dream Act a priority.
8) Provide funding to allow a flexible school schedule.	<p>So that the various needs of students' and educators' families, are met (e.g., work schedules, childcare, and dual enrollment), the legislature and school districts should provide funding for the services necessary to allow for a flexible school schedule (e.g., options to extend the school year and/or extend the school day to allow for 12 hour access to school facilities).</p> <p>Success should be measured by increased community involvement and satisfaction as well as higher student attendance, achievement, and graduation rates.</p>
9) Improve administrator and teacher effectiveness.	<p>So that administrator and teacher effectiveness is improved, a task force comprised of members from the legislature, universities, school districts, community businesses, and families should:</p> <ol style="list-style-type: none"> 1) Develop and implement a professional development program that addresses the needs of beginning teachers, experienced teachers, and administrators that includes an induction program, residency program, academies, and employee assistance program 2) Lobby the legislature to improve the policies and contract language for negotiated teacher agreements making it easier to dismiss ineffective teachers <p>Success should be measured by long-term measures such as academic learning and short-term measures such as student and family satisfaction, teacher self-assessment, and instructor/trainer/mentor assessment.</p>
10) Ensure cultural- and language-sensitive coursework for teachers and administrators	<p>So that language and culture is acknowledged and respected, the NM Public Education and Higher Education Departments, higher education institutions, and individual school districts should ensure that cultural- and language-sensitive coursework is actually completed in order to fulfill the state's teaching and administration requirements towards certification.</p> <p>Success should be measured by monetary accountability for the promotion of cultural- and language-sensitive courses and the result would be higher graduation and postsecondary enrollment rates.</p>
Short-term Interventions	
11) Extend school day for middle school students.	<p>So that students are more connected to the school environment and supported by their families and communities, the legislature, NM Public Education Department, and school boards should extend the school day for middle school students to ensure they are engaged in the full range of education experiences guaranteed in the NM Education Statutes.</p> <p>Success should be measured by a longitudinal study of student enrichment programs (e.g., MESA, ENLACE, Starbase, NMNG Leadership, art, music, shop, athletics, etc.)</p>
12) Allow more time for students to hold jobs and complete school.	<p>So that students have the opportunity to both hold jobs and complete school during the school day, the legislature should allow more time for students by extending or making flexible the school day, extending the school year, or extending the number of years allowed to graduate.</p> <p>Success should be measured by an increase in the graduation rate.</p>
13) Address barriers to student progress at early stages.	<p>So that barriers to student achievement can be identified at an early stage before they become insurmountable, school superintendents and district staff, in partnership with community organizations, should create policies, strategies, and plans to address academic, social, and political barriers that impede individual student progress at key transition points (e.g., grades 6-7 or grades 9-10).</p> <p>Success should be measured by increased learning and higher attendance and graduation rates.</p>

MAIN IDEA	RECOMMENDATION
<p>14) Ensure culturally proficient curriculum.</p>	<p>So the students will continue learning and contribute to their communities by being engaged and empowered, the NM Governor, legislature, Public and Higher Education Departments, school districts, and training programs for administrators/teachers should ensure school curriculum, including language, culture, and history that addresses colonialism, racism, oppression, and resistance, is culturally proficient.</p> <p>Success should be measured by increased academic success and graduation rates.</p>
<p>15) Implement culturally and linguistically sensitive programs.</p>	<p>So that curricula and assessments are more creative and effective, an organization like the Center for Education and Study of Diverse Populations at New Mexico Highlands University should call together community organizers and experts in the field to work together to plan and implement a culturally and linguistically sensitive training for policymakers and culturally and linguistically sensitive school curricula and assessments starting with pilot programs.</p> <p>Success should be measured by implementation of programs, spread to other school districts, support of legislation, mechanism allowing districts to opt in with professional and financial resources, and changes in students' educational progress.</p>
<p>Community Ownership and Action</p>	
<p>16) Redesign school administration model</p>	<p>So that unilateral decision-making can be transformed into broad-based decision-making by engaging the community, school leadership implementation teams comprised of representatives from instruction, management, and the community should redesign the school administration model to encompass a team approach to leadership focusing on the areas of instruction, management and community coordination.</p> <p>Success should be measured by increased volunteer and parent engagement, number of schools using this model, improved test scores, and higher graduation rates.</p>
<p>17) Provide mentoring programs.</p>	<p>So that students, including undocumented students, have more positive role models that show it is possible to succeed, the NM government, schools, and communities should provide mentoring programs that build a stronger community and a family of peers.</p> <p>Success should be measured by the number of students who graduate as a result of the mentoring programs.</p>
<p>18) Make schools a community resource.</p>	<p>So that parents, guardians, and extended family members serve advocates for students, community-based groups acting as liaisons for parents, businesses, civic groups, domestic violence groups, and youth development organizations with the schools should work to:</p> <ol style="list-style-type: none"> 1) Open up schools to the community year round 2) Create a more welcoming attitude by schools to engage communities 3) Provide Spanish-speaking interpreters for parents who cannot speak English 4) Designate a space within schools for community groups <p>Success should be measured by the number of hours schools are open, number of new programs developed with community groups, number of people involved in the programs, number of parent outreach events during the summer, increased attendance and graduation rates, increased communication between schools and parents, and decreased delinquency and suspension rates.</p>

	<p>12. Require culturally proficient training for teachers.</p> <p>14. Improve professional development.</p> <p>6. Study the educational system.</p>	<p>So that students see themselves reflected in the school curriculum and have a relationship with teachers, the NM Public Education Department, tribes, school administrators, and teachers should require all teachers (in-state and out-of-state) are trained so that they are both culturally proficient and sensitive before they are certified to teach.</p> <p>Success should be measured by the inclusion of classes on southwestern regional history and cultural experiences as well as Indian education history in teacher training programs</p> <p>So that students, schools, and communities take ownership of students' educational progress and policy that is systematic statewide yet specific to each context, the NM Public Education Department, Indian Education Office, tribes, districts, and higher education teachers, parents, and students should:</p> <ol style="list-style-type: none"> 1) Identify specific professional development criteria and curriculum issues pertaining to each school or community context. 2) Improve professional development to increase cultural relevancy and awareness without losing rigor. <p>Success should be measured by improved standards based assessment scores, use of alternative assessments such as comprehensive student electronic portfolios that include grades, plans, tests, and training completed as well as through research regarding how teachers and communities can evaluate themselves.</p> <p>So that the achievement gap for Native American students continues to be assessed, the NM Public Education Department should develop an action strategy with stakeholders to continue this process by passing a memorial to study the educational system.</p>	
II. Language Revitalization and Maintenance Effort	18. Teach traditional values.	<p>So that families are strengthened and empowered and that students can re-establish their identity, students, parents, teachers, elders, and the community should communicate and teach the traditional values of belonging, independence, mastery, generosity, respect, love, and honor.</p> <p>Success should be measured by increased school attendance, academic scores, and graduation rates as well as by school participation and community involvement.</p>	Identify strategies to recruit and retain Native American teachers.
III. Administrator & Teacher Training and Education a. Accountability – G2G Attendance b. Professional Development – Indigenous Methodologies	3. Ensure funds follow the students	<p>So that specific funds generated for the Native American population (e.g., 874 and Bilingual) can be allocated to specific Native American school needs (i.e., facility improvement as well as gifted/talented, special education programs, extended learning, and professional development programs, etc.) and the decision regarding priorities is made by the community, policymakers at the federal, state, and tribal levels, NM Public Education Department, school boards and administrators, communities and parents</p>	Support curricula that better prepare Native American students for advanced learning skills and appropriately incorporate Native language, culture, and history content while ensuring that public

<p>c. Sensitivity Training d. Increase Native Superintendents & Principals i. Legislate Indian Preference Policy within districts that have high native student populations</p>	<p>18. Teach traditional values.</p> <p>12. Require culturally proficient training for teachers.</p> <p>14. Improve professional development. (specifically addressing b)</p> <p>13. Strengthen educator education and tie</p>	<p>should ensure these funds, with accountability in numbers and eligibility, follow the students. This will increase education equity and ensure the funds are spent with fidelity to the original intent.</p> <p>Success should be measured by overall student achievement comparable to or exceeding local, state, or national standards.</p> <p>So that families are strengthened and empowered and that students can re-establish their identity, students, parents, teachers, elders, and the community should communicate and teach the traditional values of belonging, independence, mastery, generosity, respect, love, and honor.</p> <p>Success should be measured by increased school attendance, academic scores, and graduation rates as well as by school participation and community involvement</p> <p>So that students see themselves reflected in the school curriculum and have a relationship with teachers, the NM Public Education Department, tribes, school administrators, and teachers should require all teachers (in-state and out-of-state) are trained so that they are both culturally proficient and sensitive before they are certified to teach.</p> <p>Success should be measured by the inclusion of classes on southwestern regional history and cultural experiences as well as Indian education history in teacher training programs.</p> <p>So that students, schools, and communities take ownership of students' educational progress and policy that is systematic statewide yet specific to each context, the NM Public Education Department, Indian Education Office, tribes, districts, and higher education teachers, parents, and students should:</p> <ol style="list-style-type: none"> 1) Identify specific professional development criteria and curriculum issues pertaining to each school or community context. 2) Improve professional development to increase cultural relevancy and awareness without losing rigor. <p>Success should be measured by improved standards based assessment scores, use of alternative assessments such as comprehensive student electronic portfolios that include grades, plans, tests, and training completed as well as through research regarding how teachers and communities can evaluate themselves.</p> <p>So that all school administrators and teachers are properly licensed and contribute to high performance, the NM Public Education Department and Higher Education Department should:</p>	<p>schools still meet the requirements of No Child Left Behind Act, including appropriate changes to state educational standards.</p>
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	contracts to performance.	<ol style="list-style-type: none"> 1) Require at least six hours of coursework that addresses the education of Native American students for all administrators and teachers. 2) Initially provide one-year contracts to administrators. 3) Change tenure laws to tie educator contracts to student performance, even for the first year of teaching. 	
<p>IV. Indigenous Accountability Workbook</p> <ol style="list-style-type: none"> a. Tribal version of State AYP workbook b. What do we consider a Highly Qualified Teacher with Cultural & Linguistic Competency? 	12. Require culturally proficient training for teachers (specifically addressing b).	<p>So that students see themselves reflected in the school curriculum and have a relationship with teachers, the NM Public Education Department, tribes, school administrators, and teachers should require all teachers (in-state and out-of-state) are trained so that they are both culturally proficient and sensitive before they are certified to teach.</p> <p>Success should be measured by the inclusion of classes on southwestern regional history and cultural experiences as well as Indian education history in teacher training programs.</p>	Identify strategies to recruit and retain Native American teachers.
<p>V. PR – Promoting the Indian Education Act</p> <ol style="list-style-type: none"> a. Success and Impact: Data, Charts, Info, etc. 			
<p>VI. Indian Education Policy</p> <ol style="list-style-type: none"> a. In draft form, needs to be finalized b. Re-visit State history to include Indigenous history 	1. Fund, implement, and enforce Indian Education Act.	<p>So that Native Americans have both the autonomy and the authority to govern the educational welfare of its tribal members, the NM Public Education Department should fund, implement, and enforce the Indian Education Act, including:</p> <ol style="list-style-type: none"> 1) Appropriate at least \$10 million of non-earmarked education funds annually to each Native American community. 2) Develop relevant and challenging curriculum by integrating tribal languages and culture and allow for freedom of expression with authentic cultural assessments within six months for all tribes 3) Engage and support local communities by ensuring Native American representation on every school board and board of regents. 4) Revisit House Bill 212 school districts that serve Native Americans regarding autonomy and authority. 	
<p>VII. Enforcement of the Indian Education Act</p> <ol style="list-style-type: none"> a. Indian Education History for all 	<p>18. Teach traditional values.</p> <p>7. Create community expectations for</p>	<p>So that families are strengthened and empowered and that students can re-establish their identity, students, parents, teachers, elders, and the community should communicate and teach the traditional values of belonging, independence, mastery, generosity, respect, love, and honor.</p> <p>Success should be measured by increased school attendance, academic scores, and graduation rates as well as by school participation and community involvement</p> <p>So that both academic and cultural expectations are defined and the achievement gap and graduation rate for Native American students are improved, all community</p>	

	<p>students.</p> <p>12. Require culturally proficient training for teachers.</p> <p>9. Increase collaborative involvement.</p> <p>1. Fund, implement, and enforce Indian Education Act</p>	<p>stakeholders, members, and programs, supported by the NM Public Education and Higher Education Departments and school representatives should hold high expectations for our students and let them know that they are responsible for their education by attending community forums in which representatives from the Governor's office, NM Public Education Department, school districts, and local communities work to create unique community expectations and ways to implement these expectations, for example, Tribal Educational Plans</p> <p>Success should be measured by the number of community forums hosted and plans created and implemented.</p> <p>So that students see themselves reflected in the school curriculum and have a relationship with teachers, the NM Public Education Department, tribes, school administrators, and teachers should require all teachers (in-state and out-of-state) are trained so that they are both culturally proficient and sensitive before they are certified to teach.</p> <p>Success should be measured by the inclusion of classes on southwestern regional history and cultural experiences as well as Indian education history in teacher training programs.</p> <p>So that there is more collaborative involvement of students, parents, and communities and that student leadership and self advocacy is promoted, students, parents, and communities at the school, district, and tribal levels should ensure:</p> <ol style="list-style-type: none"> 1) Students are represented on school boards and all student input is encouraged and honored. 2) Parents redefine alternative ways to participate in the manner that most suits them. 3) Communities implement memos of understanding and agreement and compacts between the schools and communities/tribes. <p>Success should be measured by increased school board implementation, students honored, parent involvement, and community leadership.</p> <p>So that Native Americans have both the autonomy and the authority to govern the educational welfare of its tribal members, the NM Public Education Department should fund, implement, and enforce the Indian Education Act, including:</p> <ol style="list-style-type: none"> 1) Appropriate at least \$10 million of non-earmarked education funds annually to each Native American community. 2) Develop relevant and challenging curriculum by integrating tribal languages and culture and allow for freedom of expression with authentic cultural assessments 	
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	<p>11. Create programs on how to deal with life situations, take ownership for learning, and apply talents to daily lives.</p> <p>17. Promote health, welfare, and safety.</p> <p>10. Increase tribal support for students.</p>	<p>So that Native American students build self-confidence and self-respect and become empowered, productive individuals and community members, students, parents, mentors, role models, and counselors should create educational programs that train students in how to deal with situations they may face, (e.g., drugs, gangs, suicides, domestic violence, teen pregnancy, etc.) and accept ownership for their own learning and then apply their skills and talents to all aspects of their daily lives.</p> <p>So that the health, welfare, and safety of all children are support, each school district and school serving Native American students, in collaboration with stakeholders should develop and implement policies and programs.</p> <p>So that the community is involved in helping students succeed, tribal and community leaders should:</p> <ol style="list-style-type: none"> 4) Have access to student progress reports and report cards from the schools so they are aware of individual student performance. 5) Negotiate with parents to support students. 6) Implement tutoring sessions and other interventions to help students succeed according to their needs. <p>Success should be measured by having a progress file with updated reports tracking student achievement for each student in the community.</p>	
<p>X. Establish Tribal Block Grant Type RFP</p> <ol style="list-style-type: none"> a. Multi-year b. Best Practices/Pilot Programs 			
<p>XI. PreK-20 Transitions</p> <ol style="list-style-type: none"> a. Early Childhood to Elementary b. Elementary to Middle School c. Middle School to High School d. High School to College/Career e. Goal Setting: Parents & Students f. BIE, Public, Private g. Curriculum Alignment 	<p>11. Create programs on how to deal with life situations, take ownership for learning, and apply talents to daily lives.</p> <p>15. Help students link goals, career awareness, and training. (specifically addressing c, d, e)</p>	<p>So that Native American students build self-confidence and self-respect and become empowered, productive individuals and community members, students, parents, mentors, role models, and counselors should create educational programs that train students in how to deal with situations they may face, (e.g., drugs, gangs, suicides, domestic violence, teen pregnancy, etc.) and accept ownership for their own learning and then apply their skills and talents to all aspects of their daily lives.</p> <p>So that students get a better perspective of careers they are interested in, clarify life goals, and understand the training that is needed, teachers and schools should</p> <ol style="list-style-type: none"> 1) Work with students to develop a positive sense of self and clarify life goals that inspire them. 2) Create an advisory class that teaches students about different jobs, careers, apprenticeship programs, internships, mentors, and role models. 	<p>Support curricula that better prepare Native American students for advanced learning skills and appropriately incorporate Native language, culture, and history content while ensuring that public schools still meet the requirements of No Child Left Behind Act, including appropriate changes to state educational standards.</p> <p>Identify strategies to recruit and retain Native American teachers. (specifically addressing a, b, c, d,</p>

	<p>20. Ensure comprehensive student goals and focus on careers. (specifically addressing c, d, e)</p> <p>8. Match policies and assessments to community values and initiatives (specifically addressing a, b, c, d, e)</p> <p>17. Promote health, welfare, and safety.</p> <p>19. Encourage student responsibility.</p>	<p>Success should be measured through a student survey to evaluate the effectiveness of the class and to determine improvements needed as well as through a comparison of student test scores at the beginning and end of the class.</p> <p>So that students can develop goals from pre-K to college and focus on a career path, parents and teachers should plant the seeds of goal orientation at the elementary level or earlier and continue to nurture students' goals and confidence.</p> <p>Success should be measured by students' access to career fairs, camps, and practicums and parents' access to parent institutes.</p> <p>So that students can develop goals from pre-K to college and focus on a career path, districts should create a plan that the communities value by collaborating with the Nations to:</p> <ol style="list-style-type: none"> 1) Determine the career path initiatives important to the communities. 2) Determine the values of importance to the communities and be held accountable for implementing these values. 3) Develop assessment metrics. 4) Develop goals and assess themselves. <p>So that the health, welfare, and safety of all children are support, each school district and school serving Native American students, in collaboration with stakeholders should develop and implement policies and programs.</p> <p>So that Native American students achieve success, each student should:</p> <ol style="list-style-type: none"> 1) Know his/her identify. 2) Update his/her Next Step Plan. 3) Prepare for and complete—in the appropriate grade—the NM Assessments, PSAT, SAT, ACT, or other tests, if appropriate. 4) Participate in study groups, enrichment clubs, career/college fairs, and career-related organizations. <p>Obtain financial aid information from his/her school counselor and submit the federal student aid application in January of their senior year.</p>	e)
XII. State Legislators a. Roles and Responsibilities / Professional Development on Cultural Competence			
XIII. Elevate Assistant Secretary of Indian Education to a Secretary	2. Increase authority of Indian Advisory	So that the Indian Advisory Council has the authority to implement the Indian Education Act, the NM Public Education Department Indian Education Division and the Indian	

Position and make advisory council a commission	Council.	<p>Affairs Department should amend the act in order to:</p> <ol style="list-style-type: none"> 1) Rename the council. 2) Redefine the roles and responsibilities. 3) Ensure the adoption and implementation of the council recommendations. <p>Success should be measured by the acceptance by the legislature of the amendment and the adoption of the council's recommendations.</p>	
	16. Involve students in school policy and decision-making.	<p>So that student voices are heard, and their educational experience is better and easier, schools should involve students in school policy and decision-making by:</p> <ol style="list-style-type: none"> 1) Including students on the education board that represents the student body. 2) Breaking the student councils into groups that represent different branches of students. <p>Success should be measured by evaluating whether student voices are actually strengthened and differences in needs are actually distinguished.</p>	Stand alone summit recommendation #1
	10. Increase tribal support for students.	<p>So that the community is involved in helping students succeed, tribal and community leaders should:</p> <ol style="list-style-type: none"> 1) Have access to student progress reports and report cards from the schools so they are aware of individual student performance. 2) Negotiate with parents to support students. 3) Implement tutoring sessions and other interventions to help students succeed according to their needs. <p>Success should be measured by having a progress file with updated reports tracking student achievement for each student in the community.</p>	Stand alone summit recommendation #2
			Stand alone summit recommendation #3 Examining and recommending strategies and initiatives through the Summit to provide more resources to school districts with significant numbers of Native American students;

Appendix B

Summit Speakers

Bill Richardson, Governor, State of New Mexico

Robert Benavides, Governor, Isleta Pueblo

Dr. Veronica García, Cabinet Secretary of Education
NM Public Education Department

Alvin Warren, Secretary, New Mexico Indian Affairs Department

Dr. Harold Bailey, Executive Director, State of New Mexico
Office of African American Affairs

Quentin Lawson, Executive Director, National Alliance of Black
School Educators

Wes Studi, Actor, Author, and Activist

Juan Sepúlveda, Director, White House Initiative on Educational
Excellence for Hispanic Americans

Heather Balas, President
New Mexico First

Summit Leadership Teams

The following people served on the Summit Leadership Teams,
facilitating sessions or managing the flow of recommendations
into the final report.

Heather Balas, Plenary Chair
Sharon Berman, Master Recorder
Krista Koppinger, Master Recorder
Charlotte Pollard, Leadership Chair
Brittney Tatum, Assistant Master Recorder

Discussion Leaders and Recorders

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Hakim Bellamy
Sharon Berman
Kara Bobroff
J. D. Bullington
Vernon Butler
Dr. Milton Brown
Lynne Canning
Dr. Patricia Dunn
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