



## **Tribal Education Alliance**

### **Tribal Community-Based Education: New Funding, New Ideas**

May 13, 2022, Santa Ana Star

### **KEY TAKEWAYS**

*Summary, May 17, 2022*

#### **Tribal Education Dreams and Goals**

##### **Libraries and education resource centers:**

- Build Chapter House libraries in New Mexico, taking advantage of existing infrastructure (Navajo Nation)
- Provide transportation to bring people to library (Isleta)
- A new building for the Acoma learning center, which runs cultural, language, computer programs, summer youth programs, etc. (Acoma)
- Build a new cultural center facility, including arts, museum, library, archives. Provide everything in one space. Provide transportation.
- A learning center to connect cultural programs to education. Should include space for family learning, a kitchen to teach in our language, space for people to gather (Isleta)
- A resource center to encourage lifelong learning and support our kids throughout their educational journey
- Remodel the current library but also build capacity, learn the ropes, and acquire lands to build a new library
- Expand and renovate our library (San Ildefonso)
- Have a facility that can hold everyone, enable everyone to come together, for all purposes (Santo Domingo)
- Facilities to hold educational programming (don't have a library), and staffing

##### **Native languages and culture:**

- Develop instructional materials and software for language students; recruitment of language teachers, provide possibility for obtaining a degree (Taos)
- Curriculum framework that matches Pueblo culture and tradition, results in good learning outcomes, and includes an evaluation and assessment framework. Also ancillary and licensure services to bring more professionals into schools (Acoma)
- Create language materials and an immersion program to take place in July. Need more language teachers. Immersion camp with kindergarten children (Jicarilla)

- Build capacity to grow more Native teachers. Students should do land-based projects in our own language (Isleta)
- Build capacity for our language departments
- Preserve Native language and culture traditions. Goal is to build facility, curricula, and community involvement
- Language delivery, culturally relevant programming, creating a sense of healing and comfort amongst our children
- Integrate language into all educational programming
- Develop a teacher training program. Ensure seamless language/culture delivery. Create culturally relevant children/family programming
- Language teacher recruitment and retention
- Support salaries and wages, expand current services, and implement a language curriculum
- Long-term goal is to have several PhD language professors that can serve the pueblo community

**Culturally relevant after-school and summer school:**

- Think outside the box to bring back language based after-school activities, which used to take place at home with the expanded family. Programming has to reflect who we are, help us juggle two different worlds. Let’s be creative to imagine what after-school we need in order to sustain our languages, culture, and identity (Santo Domingo)
- Develop a plan and strategy for a youth program
- Create more experiential learning experiences that connect our students with our elders
- Reconnect youth to our Pueblo core values through community-based programming
- Connect youth with trade professions to gain the skills needed to help their communities. Provide hands-on training.

**Early childhood and care:**

- Enhance early childhood facilities (Navajo Nation)
- Expand or build an early childhood center (San Ildefonso)
- Early childhood day care with Native language emphasis

**Educational Needs**

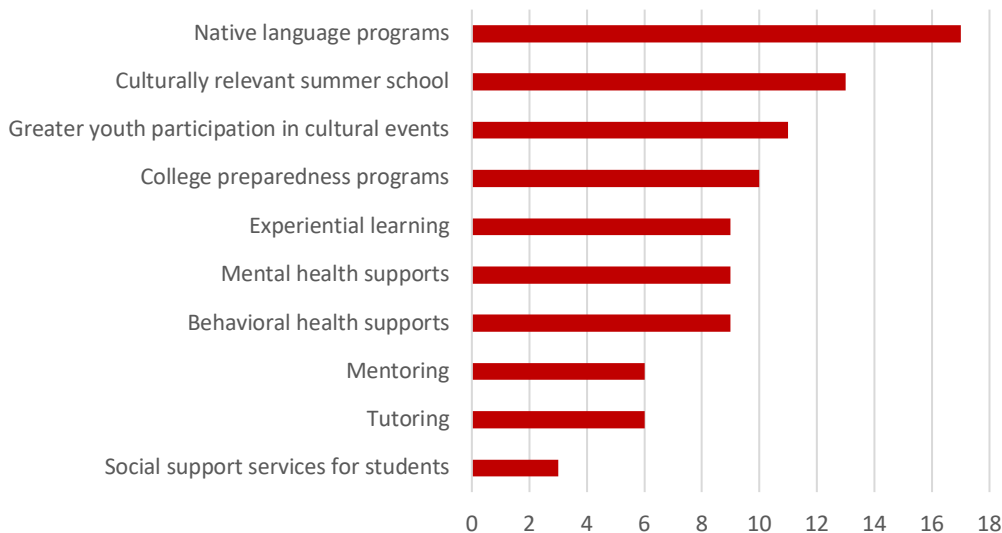


Chart is based on participants’ responses to the feedback form distributed at the May 13 convening

## Good Practice Examples

- Taos Pueblo has developed a comprehensive plan with community input, including through community forums. This has changed everything we do, based on community priorities. It enables us to act quickly once money becomes available.
- The Jemez Pueblo library has an ancestral arts initiative that helps students define what it means to be Jemez.
- The Navajo Nation has language and culture camps specific to local communities, not just in the summer but year-round. These are independent from school rules or state laws. Local communities determine how language and culture is taught. There's also a printing press that publishes specific knowledge for our own people.
- Cochiti Pueblo's Keres Children's Learning Center (KCLC) immersion program is now 10 years old – we realized our dream to have children rooted in our language. We do not accept state-imposed standards and assessments.

## Capacity Challenges

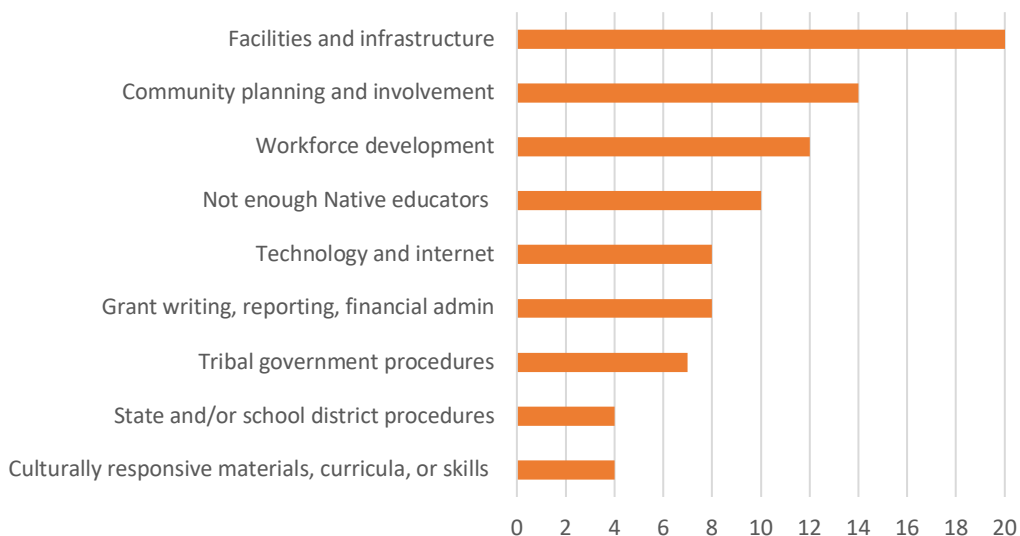


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### Specific obstacles to receiving and using state funding

- Time to plan and submit to state is too limiting. Not enough communication from tribal leadership.
- Need technical assistance in planning.
- Current dollars are a drop in the bucket. Costs have increased. We need to institutionalize the dollars that are available now. PED needs to be more responsive.
- Funding should be recurring.
- Unsure about what purposes and services are approved for funding.
- Expending funds within a short timeframe is difficult and raises question of sustainability.
- State tends to require data that is not meaningful to our goals; state has no right to assess our language programs.
- Lack of resources such as educators and facilities.
- Tribal departments don't always communicate with each other; a collaborative effort is needed.

## Implementation: How to Turn Our Dreams into Reality

### Capacity and staffing:

- Redefine who the experts are – our Elders – and create positions that match people’s strengths (KCLC)
- Pay Elders to come in cohorts of 10 and teach the language to all tribal staff, in their worktime, and then ask staff to teach the language to others (Sandia)
- Attach to scholarships a requirement to come back to work within the Nation and serve for certain timeframe (Navajo Nation)
- Ask Human Resources to use recognized library position titles, not just “aides” (Isleta)
- Be more flexible to increase job applications: scheduling flexibility, on the job training, professional development, assistance with housing. Trust your employees (Taos)
- Pay a living wage (College Horizons)

### Project planning with our communities:

- Use part of the money for planning, which will increase readiness for future spending.
- Start with core values as foundation. Center communities. Santa Fe Indian School is helping to implement community-based programs in many Pueblos.
- Develop curricula based on core values, collaboratively. Tewa Women United can serve as a resource for doing that.
- Libraries can act as facilitators in the development of community education blueprints. We can be the space for multigenerational needs assessments and education planning. We can lead civic engagement.
- Start with core values, vision, mission, and the adoption of priorities, in a process with communities. All subsequent programming must be aligned with that.
- Community voice speaks volumes. Frontline workers hear those voices every day. Listen to those workers.

### Budget development:

- Pay language speakers the same as degree holders.
- Include in your budget the cost of teacher training, certification, and opportunities for getting degrees.
- Think about the bigger picture. Leverage funding for other opportunities, other things you want to do, e.g. build partnerships that will make the money go further. Share the responsibility and develop a comprehensive package.
- Be mindful of how you’re going to account for the money.

### Examples of project plans:

1. Navajo Nation: Chapter Houses already have senior centers and utility infrastructure. Some have Headstart programs. Let’s add on a library component that makes use of this existing infrastructure. Need to meet with each of New Mexico’s 49 Chapters. Start building a library in one Chapter and use that as a model for the others.
2. Laguna Pueblo: Trade education for students. Build out our existing Partners for Success program that uses federal funds to integrate education, workforce development, and training. Partner with construction companies to mentor our students.
3. Tesuque Pueblo: Use the outdoors as a classroom. This requires transportation and equipment storage space. Long-term dream is to build a facility dedicated to environmental education.
4. Santo Domingo Pueblo: We’ve done a SCORE analysis (Strengths, Challenges, Opportunities, Responses, Effectiveness). Our strengths: language, community, experience, children, teachers. Our

challenges: space, commitment & time, staffing. Our opportunities: children, partnership, seamless language delivery, outside of silos, get survey out to children. Our responses: maximize resources, adapt to change, navigate public health orders, manage youth behavior.

### Technical assistance needs:

- Research on good practices – who’s done what (local, national, international)?
- Identify local knowledge and expertise – who’s out there, who can help?
- Group facilitation: support for a multigenerational session; on site to help with planning
- Collection of baseline data – where did we grow from and how are we recording this process in each community?
- Assistance with developing language assessment

### Learning from Each Other: Advice from Participants

- In light of the pandemic experiences, revisit your existing plans, which may need revision
- Bring in planners and/or designers at the outset of a project to help shape planning questions
- Do public engagement
- Dedicate funding to planning and goal setting in a community wide process; do a community needs assessment
- Shadow other communities, talk to each other, there’s no need to reinvent wheel
- Look to other Indigenous communities nationally and internationally
- Determine what budget you have available to work with other entities
- Bring your departments together, brainstorm, make this a collective effort
- Incorporate asset mapping and technology into your strategic planning
- Once you have a plan, you will know exactly what to spend funding on
- Find creative ways to get community members involved in language and culture to pass on knowledge
- Use our own people and traditional approaches, not Western experts and templates. The knowledge base is us. We need to decolonize ourselves.
- Demand anti-racist training for teachers, policymakers, people at all levels. Otherwise, nothing will change; all you will get is a new building.



## Appendix: Convening Agenda



### Tribal Education Alliance

#### Tribal Community-Based Education: New Funding, New Ideas

**Friday, May 13, 2022**

8:30 am - 4 pm at the Santa Ana Star

**Purpose:** Encourage Tribes to access and fully invest the newly secured education funding in ways that advance tribal education sovereignty

#### **Objectives:**

1. Connect current tribal education needs and plans to the concepts of the *Tribal Remedy Framework* and the history of the *Yazzie/Martinez* lawsuit
2. Generate ideas for the use of *Tribal Remedy Framework* funding
3. Begin to develop concrete plans for use of *Tribal Remedy Framework* funding
4. Ensure that Tribes know where to get assistance

#### **AGENDA**

9 - 9:15

Welcome and invocation - *Chairman Mark Mitchell, All Pueblo Council of Governors*

Welcome and purpose of meeting - *Regis Pecos and Rep. Derrick Lente*

9:15 - 9:30

Interactive welcome exercise - *Teran Villa, APCG, and Dr. Glenabah Martinez, Institute for American Indian Education, UNM*

9:30 - 9:50

The struggle for education sovereignty: *Yazzie/Martinez, the Tribal Remedy Framework, and legislation* - *Regis Pecos and Rep. Lente*

9:50 - 10:00

Introductory remarks - *Dr. Kurt Steinhaus, Secretary, NM Public Education Department*

10:00 - 10:10

Yazzie/Martinez lawsuit update - *Melissa Candelaria* and *Preston Sanchez*, senior attorneys, *Yazzie plaintiff's legal team*

10:10 - 10:45

Introduction to the new funding: purpose and next steps - *Regis Pecos* and *Rep. Lente*  
Q & A

10:45 - 11:00 BREAK

11:00 - 12:30 Workshop 1

Facilitators: *Teran Villa* and *Dr. Glenabah Martinez*

Introduction: Funding for community-based education infrastructure and programs (libraries, extended learning, Native languages)

What existing models can inspire us?

- Library design
- Student support services, year-round
- Summer school
- Native languages

What do we dream of?

- Library design
- Student support services, year-round
- Summer school
- Native languages

Closing: From assimilation to self-determination and increased responsibility

12:30 - 1:00 LUNCH

1:00 - 2:30 Workshop 2

Facilitators: *Teran Villa* and *Dr. Glenabah Martinez*

How do we move from ideas to reality?

- How to build capacity/staffing
- How to prepare a project plan: goals, outcomes, evaluation
- How to include what we need in the budget
- How to broaden our vision: community planning and education blueprints

Large group discussion and tribal teams' exercise: brainstorm your initial plan

2:30 - 2:45 BREAK

2:45 - 3:45 What assistance is available to Tribes?

- Technical assistance and other resources
- Q & A with Indigenous Education Experts, moderated by *Regis Pecos*

3:45 - 4:00

Closing remarks and prayer - *Regis Pecos* and *Rep. Lente*