

# Tribal Education Alliance

## **Tribal Remedy Framework: New Approaches to Indian Education Funding**

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# Indian Education: what works, what doesn't

- ✓ New Mexico's pioneering statutory framework: the Indian Education Act (IEA) - the first of its kind nationwide (2003).
- ✓ IEA envisions a balanced education that is equitable and culturally relevant.
- ✓ IEA envisions collaboration between Tribes, schools, communities, universities, PED.

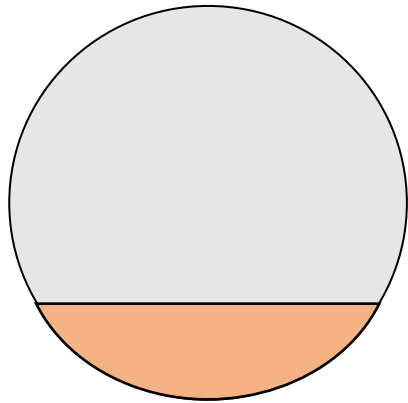
Yet:

- ❑ For decades, IEA funding hovered between \$1m to \$5m, rising to \$15m this year.
- ❑ IEA funds only small, short-term projects through reimbursable, reverting grants.
- ❑ LFC criticism over the years:
  - The IEA has been difficult to implement; it has been challenging for PED.
  - The system has not served Native students in a comprehensive, coordinated manner.
  - Why are Tribal Education Departments (TEDs) not treated like LEAs?

# Goal 1: Fully implement the IEA

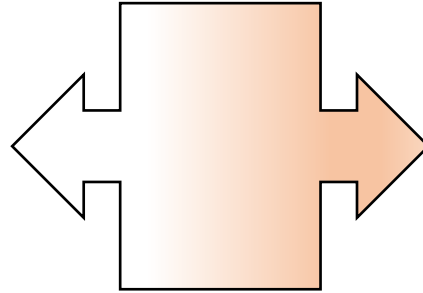
- ❑ Implementing the IEA is a binding obligation, akin to a constitutional mandate (*Yazzie/Martinez*).
- ❑ The IEA funding strategy must match the Act's bold vision and purposes.
- Fund coordination and collaboration between schools, Tribes, and higher education programs
- Build and fund a comprehensive support infrastructure for Indian education
- ➔ **Improve IEA funding strategy:** from short-term, scattershot grants to coordinated, consistent, and accountable collaborations and support systems
- ➔ **Invest in support infrastructure** for Native-serving districts and Tribes, utilizing Native-led higher ed. programs, starting with two Technical Assistance Centers for Indian Education

# The two worlds of Native students

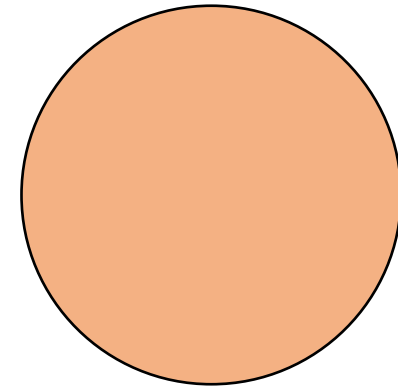


## **Tribal community:**

Few programs, services, and facilities



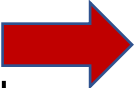
Each day, **Native children** leave their tribal communities to attend schools in other jurisdictions. After school, they return to communities with little to no education services and facilities.



## **School district:**

Lots of amenities and infrastructure, but not geared at Native students

# Goal 2: Invest in tribal community-based education

- ❑ Native students need education infrastructure, services, programs, and supports where they live.
  - ❑ Native students need linguistically and culturally relevant programs, created by and centered in tribal communities.
  - ❑ Tribes lack the capacity to adequately support their students.
- Invest in tribal education capacity and community-based initiatives
-  **Create a Tribal Education Trust Fund** with annual distributions to Tribes, based on a formula

# Indian Education Framework

**Tribes:**  
community-  
based  
education  
→ create Trust  
Fund (\$200-  
250m)

**School districts:** K-12  
\$3-4 billion through SEG,  
plus grants through IEA

*Yazzie/Martinez* requires targeted  
\$\$ for at-risk students:

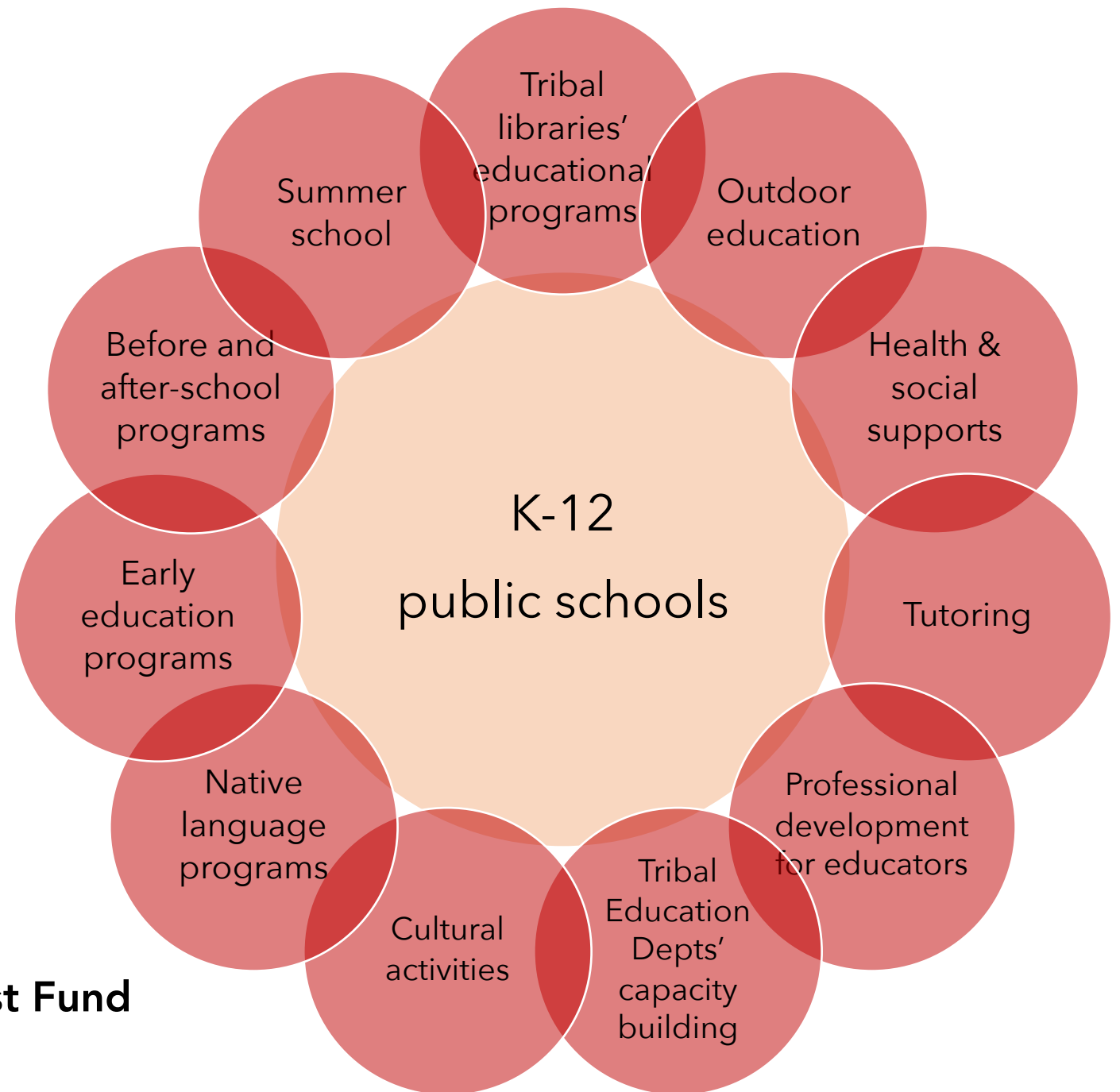
1. Economically Disadvantaged
2. **Native Students**
3. English Language Learners
4. Students with Disabilities

**Support  
infrastructure**  
Phase 1:  
TA Centers  
→ add to IEA with  
appropriation

# Tribal community-based education

- ✓ Created by and centered in tribal communities.
- ✓ Expands and enriches K-12 schooling by connecting classrooms with communities.
- ✓ Gives Native students the academic, social, health, and cultural supports they need to thrive in school.

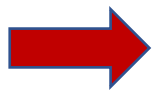
 **Create Tribal Education Trust Fund**



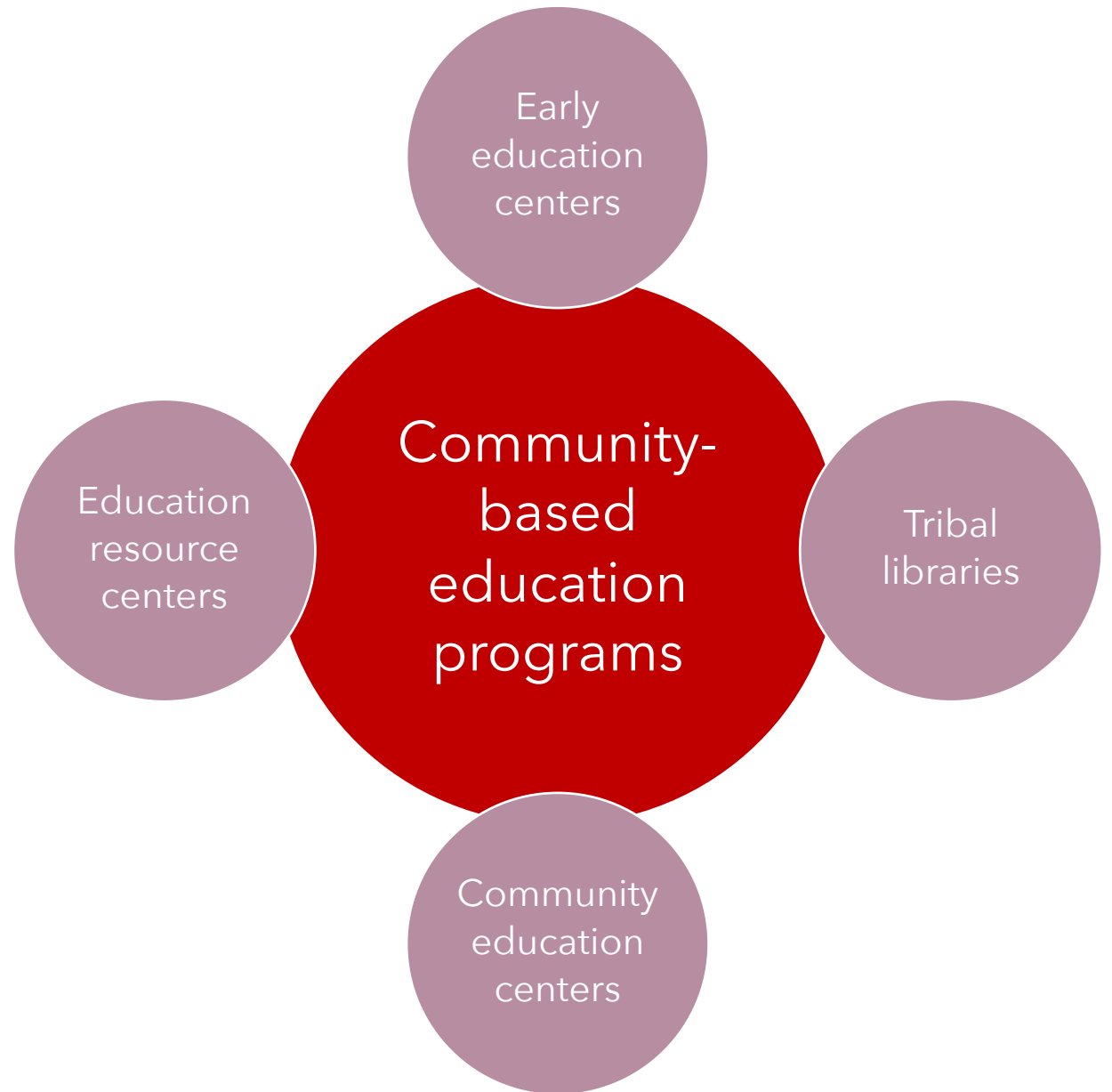
# Physical infrastructure for community-based education

Community-based programs require brick & mortar infrastructure comprised of different learning spaces and facilities.

2022 federal/state funding for tribal libraries' planning & design: \$12 million



**Capital funding for shovel-ready projects**





# Tribal examples

Insights into tribal use of 2021/22 TRF funding:

- Each Tribe/Pueblo has distinct needs and priorities
- Many Tribes/Pueblos have extremely limited capacity
- Short-term funding cycles impede planning, staffing, and sustained programming

## Isleta Pueblo

Academic supports  
(academic success coach, tutoring, reading initiative);  
parental orientations; school transportation

## Zia Pueblo

Culture and language  
(curriculum, teacher prep., after-school);  
needs-based family supports (hotspots, laptops, health & wellbeing)

## Taos Pueblo

Partnering with schools (math camp, field trips, after-school, materials);  
teacher pathways pilot cohort;  
curriculum development

## Jemez Pueblo

Expansion of language immersion  
(to K-6, advanced teacher training);  
CTE pilot; expansion of prevention programs; strategic planning

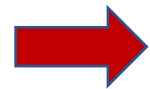
# Tribal accountability

Tribal accountability for the use of flexible, predictable, and sustainable state funding:

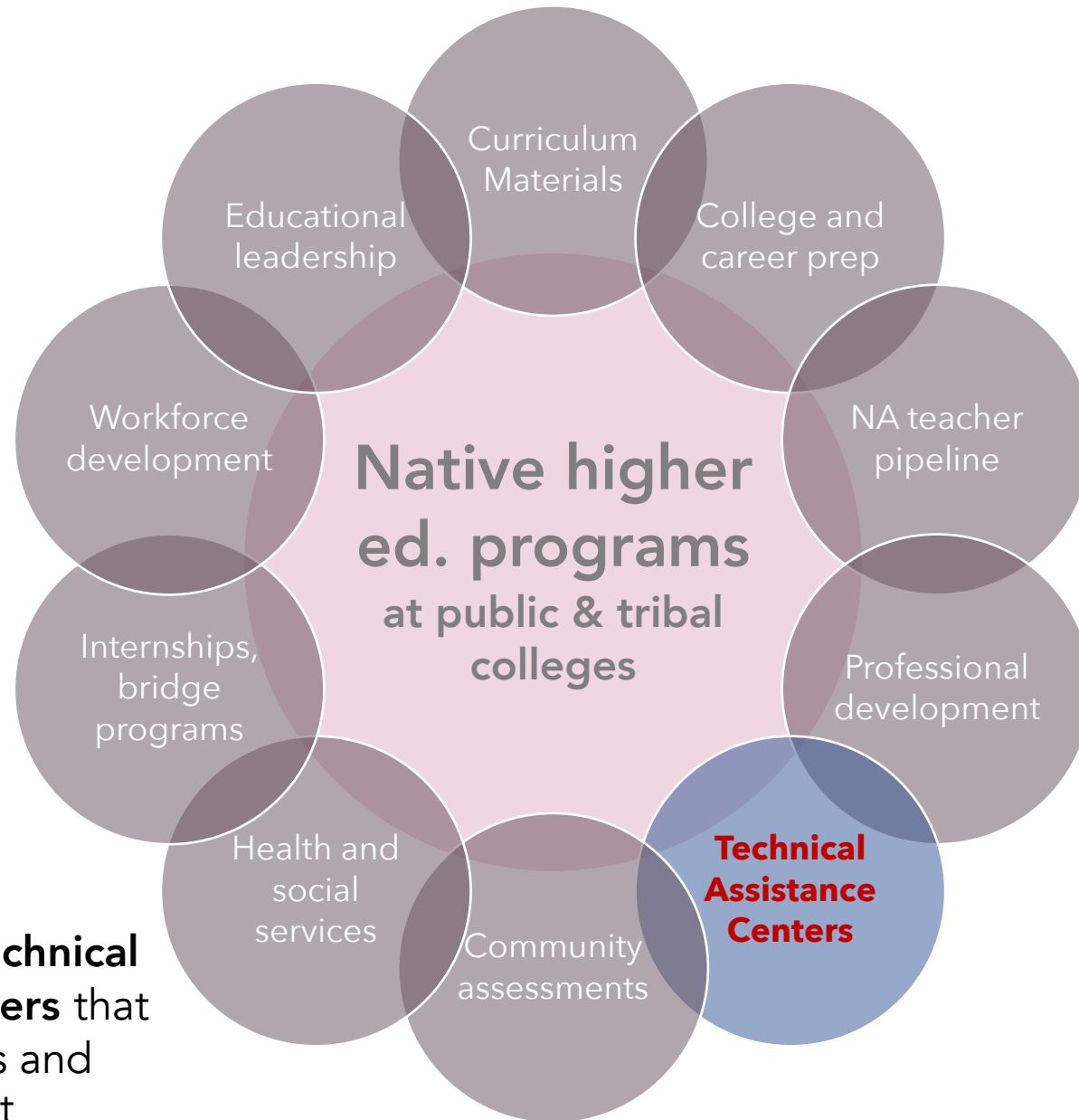
- ❑ Twin pillars of self-governance and accountability: since the 1975 Self Determination and Education Act, Tribes have had experience managing and administering federally funded programs (previously BIA-managed):
  - ✓ Continued federal funding is based upon tribal compliance with all federal regulations and reporting
  - ✓ Agreements specify services, functions, and responsibilities
  - ✓ Tribes submit plans, budgets, audit reports, and program/service reports
- ❑ Only 10% of Native students attend federally funded schools; 90% are enrolled in public schools. The Tribal Remedy Framework extends the self-determination framework to the state level:
  - ✓ Tribal accountability would be similar to LEA accountability, measured through plans, budgets
- ❑ Technical assistance infrastructure:
  - ✓ Federal agencies offer TA for use of federal resources
  - ✓ State-level Technical Assistance Centers for Indian Ed. would support the use of state resources

# Support infrastructure

PED + HED →



**Phase 1: Two Technical Assistance Centers** that can assess needs and guide investment



Tribes



Schools

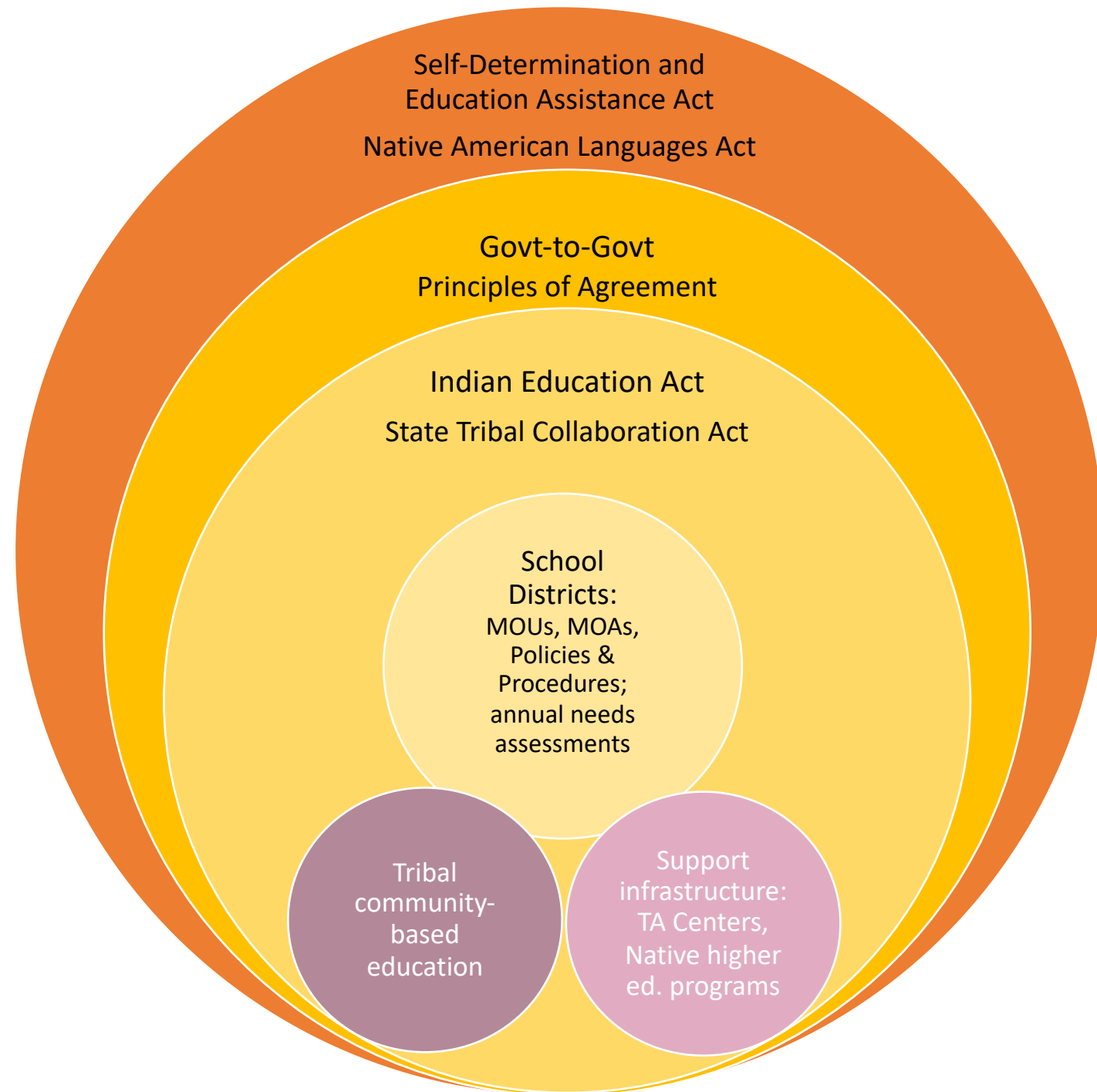


Educators



**Native students**

# Indian Education Framework



# Investing in Indian Education

- Statutory and legal obligations (Constitution, IEA, *Yazzie/Martinez*)
- Revenue is available
- Legislators have made first-phase investments in the *Tribal Remedy Framework*
- Native children continue to suffer from deep educational disparities and poor life outcomes
- Schools and tribal communities have complementary roles in educating and supporting Native children. Funding must be sufficient and sustainable for both.
- Schools and Tribes need a comprehensive support infrastructure, starting with technical assistance centers for Indian Education.

