

Equitable Distribution of Effective Educators in BIE's Schools
Pueblo Purposeful Listening Session
 Santa Fe Indian School
 November 18, 2016
 9:45AM

BIE Representatives Present:

Tony Dearman, BIE Director
 Brad Jupp, Acting Implementation Officer and Acting Chief Academic Officer
 Jim James, Acting Deputy Director for School Operations
 Maureen Lesky, Special Assistant
 Veronica Lane, Education Research Analyst
 Casey Sovo, Education Program Administrator

Session Attendees [see sign-in sheet]

Meeting Start Time, 10:00 AM

Welcome by Patricia Sandoval and Opening Prayer

Introductions and Framing

Tony Dearman BIE Director:

- Introduction. BIE needs to change mindset to be student focused.

Joe Garcia, Head Councilman, Ohkay Owingeh,:

- Tribal leaders should be allowed the opportunity to introduce themselves.

Introduction of tribal leaders and other session attendees

Tony Dearman BIE Director:

- BIA, IT, and other entities need to be at the table in order to address school problems and issues.

Lt. Governor, Taos Pueblo:

- Appreciated the opportunity to attend the meeting and meet face-to-face, thinks it's important in order to bridge the communication gap.
- Agreed that BIA, IT, need to be involved in the conversation. Advocated for the need for big collaborative meetings to continue to happen.

Mr. Vigil, Pueblo of Tesuque:

- Invited Mr. Dearman to visit Tesuque Pueblo to see the environment, food, the school, and to meet leadership and staff.
- Accountability and positive working relationships need to be fostered.

- There's an opportunity to lobby Congress and to understand how appropriation and infrastructure are working with new leadership.
- Technology was brought in at Tesuque. Schools are meeting AYP. The school was built by the people in 1948 and some of those classrooms are still in use. Tesuque has a positive teaching, working, and learning environment.

Tony Dearman BIE Director:

- Collectively, entities need to come together to find ways around obstacles and to problem solve (be like water).

Respondent:

- Tribal leadership is not consulted on BIE positions such as Mr. Dearman's. Tribal leadership would like to be extended the courtesy of knowing BIE leadership.
- BIE has had a number of directors in the past years which contributed to challenges with past administrations.
- What is Mr. Dearman's position on BIE reform?
- Incorporating and supporting native language programs is critical and a high priority.
- School facilities need to be updated and upgraded to be current. One school has introduced new technology but the school building itself is over 100 years old. The school continues to use portables.
- Glad to see the Assistant Secretary of Education is attending. BIE reform has taken away from traditional modes of teaching.

Tony Dearman BIE Director:

- BIE has to change the way we've done business. People can be moved around, but the mentality of people at BIE needs to change to have a student focus. One of the priorities is to hire more staff so we have the support we need instead of limping along with limited staff.

Joe Garcia, Head Councilman, Ohkay Owingeh:

- There is a big difference between a BIE controlled school and a tribally controlled school especially when it comes to student performance (e.g. conversion of one school in 1995 and SFIS).
- As the new director, keep an open mind and suggest committees consisting of experts and tribal leaders to help drive initiatives. We need that kind of help to move forward.
- Indian schools struggle in academics especially in STEM, students not performing where they should be.
- Once students move to 7th grade students suffer due to new learning environment. The new format can be like a cultural shock. Tribal leaders and educators are there to help if they cooperate.
- There should be funding available from the state for Indian students since they are residents of the state (reference to the IT strategic plan in state of NM).
- Ohkay has been fortunate because we were drivers of broadband. Effort to drive broadband access has not been there.

Patricia Sandoval, SFIS, Director of Planning & Evaluation:

- Recent state Supreme Court decision to yank back funding on textbooks. Schools were on tribal lands and therefore considered private not public. What basis was this decision made on? How is this issue going to be rectified?
- At SFIS, one of the biggest concerns with reorganization is in terms of school facilities (BIA OFMC). How will the move of facilities to BIE impact the current structure and process? Concern that it could make things more difficult. As it is, there are delays in support in facilities.
- School has done a lot of work around the health and safety of facilities surrounding GAO report findings. Over 10 years, no safety inspector had visited the school. After GAO report, inspectors were sent out and cited the institution on numerous violations the school was not aware of.
- Schools are now being mandated to address deficiencies without training or funding. Schools are getting communication from GAO for documents that should be made accessible from region but region can't find them. So schools have been trying to help provide those documents.
- There is hope new leadership will work with schools to resolve these issues. Line office at SFIS are ready and willing to work with Mr. Dearman to address these difficulties. Invitation for a separate meeting.

SFIS representative:

- SFIS has adopted a student centered focus mentality that is evident by the changes that have been made to the school over the years.
- SFIS is a testament of what can be accomplished under tribal leadership. If we want to control our destinies, we need to control our education.
- Barriers between public, tribally controlled, and charter schools need to be brought down. How do we all collaborate with one another? All schools need to be equally embraced by the BIE.
- Core value/initiative is language. BIE needs to embrace and provide funding for culture and language programs within the schools.

Eric Olson, CFO, SFIS:

- SFIS has made good gains in securing tribal grants to support costs. This year, we made whole at 100%.
- One concern is the conversion of Navajo schools to tribally controlled. Funding appropriation will need to increase by ¼ to make sure everyone else is fully funded. As schools are added, appropriation for tribal grant support will need to be increased as well.
- SFIS still has not recovered from budget cuts from over 3 years ago. Need ISEP appropriation to be in place.

Pueblo of Isleta Representative:

- Isleta took over their school because their students were migrating to other schools. Outside of BIE schools, their students were not able compete.
- BIE needs to be more accessible and responsive during the first year in the transition process. Mr. Sovo was helpful during the transition process.

- As political and tribal leaders, we have to be answerable to our community. [Community] questions come to us and we have to take their questions to someone else. Tribes do not always receive communication from higher departmental leadership (Sec. Jewell).
- Would like to continue to have interaction with BIE leadership.

Tony Dearman BIE Director:

- Can't do anything unless we have tribal support. We need to give you things to fight for us on the Hill, we need to give you information. We haven't done a good job as an organization to have data to show strengths and weaknesses. Until we throw successes out there, everyone will focus on the negatives. Turned the time over to Brad Jupp (BJ).

Brad Jupp, Acting Implementation Officer and Acting Chief Academic Officer:

- BIE has a plan to ensure all students have equal access to qualified, experienced, and effective educators. This plan was presented at NIEA and NCAI.
- Expressed gratitude to Patricia Sandoval for helping to organize this session.

***Start of Presentation, "Equitable Distribution of Effective Educators in BIE's Schools"
(10:47am)***

Start of Purposeful Listening Session (11:01am)

David Atencio, Laguna Department of Ed. Superintendent:

- The key to attract and retain effective educators is money. The funding mechanism needs to be reexamined. If you look at density and ruralness, choose a metric and use it. Have it as a multiplier in funding.
- Laguna Department of Education increased salaries by 20% in order to be more competitive with what the area was paying. You can attract to rural if you pay to get the best teachers and principals. Each community can identify what "best" means.
- If we can take a look at funding mechanism, make ISEP reflective of the ruralness (doesn't mean every school is going to be funded the same in ISEP).
- BIE can assist by establishing best practices on structure and let the structure fix the problem. Rural teachers can't get PD if the funding and structure are not set up appropriately.

Patricia Sandoval:

- Salary is root cause. SFIS isn't considered rural but still need highly effective teachers.
- Tribally controlled schools must use ISEP funds to cover everything (e.g. providing security at SFIS). There's inequity between funding of BOS and tribally controlled schools.
- 85% of funding are going to salaries and benefits, there's not much left for instruction including language classes.
- Students have mental and behavioral health issues that need to be addressed before they can be expected to be prepared to learn in the classroom. MOU between BIE and IHS, schools need access to those resources as well.

- Title I and other funding are being used for other purposes than instructional support. SFIS is committed to bringing innovative programs to the school. ISEP funding is not sufficient.
- Technical support from BIE has been severely lacking and inconsistent. SFIS received a letter from BIE that gave a deadline that was 2 weeks past the date of the letter. Then SFIS was asked to be on a call at 10am but chose to attend this meeting with Mr. Dearman instead.
- The blueprint calls for partnerships and that is something that we support. All pueblo schools are part of CENAC.
- SFIS wants all teachers to be National Board Certified but certification takes teachers out of the classroom. Where's the money for highly effective substitutes?
- Funding for instructional materials is a huge problem. The state had been picking up funding but now the state considers us private. If you receive federal funds, then you aren't private. All of our students are part of the state, our students deserve those instructional materials as well as JOM funding and impact aid.
- SFIS will be happy to continue to host these meetings.

Nola Romero-Miller, Teacher at Taos Day School:

- BIE needs to involve schools and educators (teachers) in this process.
- Taos Day School is facing many issues including not having equitable access to technology. The Tribal government is working hard in order to get technology in the classroom. Lack of IT is especially an issue with regard to state (PARCC) testing.
- Teachers are not getting communication about what is happening in the BIE system (policies) at the classroom level. Policies come down that teachers haven't been consulted on. It's difficult to retain teachers with this kind of environment.
- When you attract a teacher to a school, the BIE must also look at how to retain them.
- Teachers do not feel they have enough resources or support from BIE to adequately do their jobs. Examples include having to wait months in order for critical contractual services (speech therapy) to be brought into the schools, not having a special education teacher, and having to manage varying instructional levels in the classroom.
- Lack of access to state funding has been a concern. There is concern about the potential impacts the Trump administration could have on funding.
- Invitation for Mr. Dearman to visit Taos Day school to see current challenges firsthand (e.g. facilities, IT).

Respondent

- There needs to be an understanding of the national budgeting process in order to bring about change. Need to know where to focus efforts for reform to make an impact.
- A tribal budgeting committee at the national level was established years ago. They fight for the budget in Indian country (BIA, transportation, healthcare). Tribes need to provide input to regional representatives that will go to Washington and represent issues.
- The weaknesses and issues in our schools have to do with local decision making (tribes, school administration, region for BIE). For improvement, there needs to be local strategic planning and implementation that includes a comprehensive needs assessment. Follow

the planning steps, these are needs, this is why it's a need, here's the reason we're deficient, these are threats and opportunities.

- The BIEs plan is at a national level. If we try to fit everything into the BIE plan and force it at a local level, it won't work. The major context of the BIE plan needs to come from the local level. BIE should work at the regional level.
- Need planning at the local level in order to address Taos School broadband issues.
- The data the BIE is referencing needs to be relevant data, not just a bunch of items taken out of a database. Need to know the elements of the database that you need to gather the same information (correlate and make assessments). Assessment tools need to reflect the real data that is relevant to what it is supposed to capture.
- BIE needs to be consistent about putting dates on all letters and communication that goes out so the schools can track it.

Anya Dozier Enos, SFIS, Curriculum/PD Director:

- What is an "effective", "experienced", and "qualified" educator? Challenge BIE to define what those mean and so it's more appropriate for who we are as native educators in native schools. Without the data fit, it is going to be hard to identify who are effective.
- Need to consider experience in community as a factor for teacher effectiveness (community members who serve in schools). How will we quantify a person's experience in the community?
- Will teacher licensing be a part of the definition? If so, we need to think more broadly. Language and culture teachers should be able to receive a type of license to teach (reference to internship licenses offered through the state of NM).
- Also with licensure, being dependent on the state for licensing us not always an ideal fit. For example, there isn't a clear compensation tied with language and culture certification. Public schools compensate those teachers at an EA level instead of full licensure level. How do we recognize a tribal member who has spent a lifetime in the community, how can that be quantified on a teaching salary schedule?

Marie Martinez, Educator:

- 36 years of teaching experience. Reiterated the need to ask teachers and educators about recruitment and retention.
- Effective school leadership (school administrators) is key for retaining effective and qualified teachers. Provided an example of how an effective principal was able to achieve high math scores when other schools were failing. Effective school leaders guide and support teachers and build on strengths of their staff.
- Connection to the community (children) is important for retaining teachers.
- Data is available now. Teachers have data on all of their students and proficiencies. Teachers are already using that data to inform instruction and practice.
- There's an opportunity to bring TLC (tradition, language, and culture) through effective teachers. There needs to be better matching of teachers to schools.

Michael Debricio, Principal, Santa Clara:

- First time as principal and first time in a tribally controlled school.

- There's funding that is being held back from facilities.
- It is imperative the BIE thinks about the transition process and how to support the schools. Definition of "support" does not actually exist; BIE personnel have been passive and generally unhelpful forcing Santa Clara to go above ABQ office.
- CENAC is an important network for all of the schools involved
- Finances are important for teacher recruitment and retention but it's not everything. Turnover is a national problem, 46% of teachers are out within 5 years. This isn't something that is just unique to BIE, minority, or rural schools.
- Should focus to create partners in different states and other entities. The people who work at Santa Clara are there not for the pay but because of the connection to the community (language, culture). The focus should shift from bringing outsiders in to growing our own from within our own communities. Reference to Americorps program and building a connection with those participants. Communities should become the pool.
- Give schools the ability to not wait for [the Bureau] to get things the schools need.

Brad Jupp, Acting Implementation Officer and Acting Chief Academic Officer:

- Need to change human capital language to an organic metaphor.

Stanley Holder, Acoma, Executive Director:

- Some barriers are teacher housing, career stability, insurance, and health insurance educators lose when moving from the government system to a tribal system. Every time there's a reorganization things are scaled down.
- We can have highly effective teachers but need to have highly effective administrators to manage them. There's a need to develop a professional development track to develop and grow your own administrators. Involve those admins who have been successful within BIE and share that success.
- Primary issue is funding. We need to stop and think about the human needs of educators. Could compare BIE to DOD. DOD is adequately funded and properly managed and coordinate to build effective teams.
- We need a curriculum that supports language and culture. We need to identify student's spiritual and psycho-emotional needs.
- Provide training in education management and management structures. Listen to tribal governments.
- Ensure a tribe still has access to all the support they need when they transition.

Kevin Shendo, Education Director, Jemez:

- Issue: Licensure of language and culture teachers. How will BIE incorporate that into schools? Reference to change in Headstart regulations in dual language immersion.
- Issue: Language and culture instructors into elementary schools. How will assessments be developed to measure knowledge of local language and culture?
- Issue: School grading system. MOU partly in place with Public Education Department. Tribes want to have a way of looking at all our schools across the board. How are our schools doing? How are they performing? How are they fairing against one another? How can we look at that? Are all the schools (tribally controlled, BOS, grant) to be graded under the same system?

- Issue: Professional development. Pipelines that grow our own and attract others that come back. Is there an effort within state that we could tag onto?
- Issue: BIE state plan under ESSA. How is overall plan going to reflect local needs of communities? If overall plan is disconnected from local priorities, make sure there's an overall plan that reflects local needs and priorities

Gwen Torivio, Board of Education at Acoma:

- Important to go within own communities for teachers. Provide a strategic plan for PD plans so it addresses the recruitment needs of our teachers.
- How do we assess our administrators? School board may request not to have administrator contract renewed because board felt admin was not effective. There needs to be an assessment tool to hold administrators and potentially line officers accountable.
- Need a mechanism for stakeholders (community members) to provide meaningful input.

Debra Lente-Jojola, Pueblo of Isleta Gov. Board:

- Need to look at school administrators (not just teachers) to make an effective change.
- Isleta was ignored within the Bureau for 10 years so converted to tribally controlled. The tribe took the leadership role during the transition process and received no effective communication or support from BIE.
- BIE needs to look into the process for what happens in 2nd year after transition. In 3rd year, tribe still has to prompt BIE for technology and facilities. School has been sorely neglected for facilities (needed \$400,000 and only got \$20,000). Sorely lacking, things not being reviewed.
- What is BIE's philosophical approach to guide this reform effort (Indigenous Education, Community based)?
- Bureau previously had a grow your own model. We want to keep educators, but how can educators grow from Bachelor's to Masters? Isleta changed salary schedules to equal or be better than Los Lunas and Albuquerque and they still struggle with attracting teachers. Potential hires don't understand the culture and the community and don't go to their school.
- There needs to be more support for transitions and conversions. Isleta took charge because BIE wasn't responding well enough (textbooks, curriculum needs). The tribe gave startup monies (\$110,000, money for new textbooks and library books, new computers) in contrast to \$50,000 from BIE. There were huge gaps in the transition. Plenty of lessons learned for the Bureau.

Odessa Waquiu, Education Director, Pueblo of Zia:

- At Zia, they don't have tribally controlled schools. How will BIE ensure to consult with tribes?
- BIE needs to restructure and rethink its process regarding ineffective teachers and administrators. Teachers and principals are getting recycled. As a board, we are only advisory. We may get a principal that has been unsuccessful in 10 schools and they are sent to us and no one on the board knows.

Michael Jojola, Board Chair IES, Pueblo of Isleta:

- Would like to see summary of direction that happens as a result of this meeting.
- Important questions to consider. Why can't things get done in a timely manner? What is going to be the end result of this collaboration today? With new leadership, we're always hopeful that someone takes charge.
- One critical issue is how to retain teachers and admins. Isleta is getting a lot of retirees from the APS system. Would like to have young teachers to come in with their enthusiasm, creativity, and innovative ways of teaching.

Latifah Phillips, NMPED-Indian Education:

- There needs to be alignment between the two systems because we may not be addressing the needs of our kids. It's important to address inequities in both of our systems.
- Issue of funding for instructional materials is problematic because it's at a legal level and needs to be addressed at a legal level.
- Regarding challenges that Taos brought up. Technology challenge does need to be addressed. NMPED committed to every public school to have high speed internet regardless of where you are. BIE are outside of the NMPED control. We have challenges in both systems. Willing to hear and advocate on what is not working. Regardless of our systems, they are our kids first.

Kevin Shendo:

- Have the same PD across all our teachers throughout the system. BIE, public, and charter schools can all share best practices across the different schools. The schools could evaluate one another, collaborate, and share with each other. Could possibly create a model for our rural school systems.

Josh Sanchez, US Senator Tom Udall:

- Suggests working with communities adjacent to tribal communities that will attract educators. Doctors have families that have other needs. Don't want to work in rural areas because lack of development around them.
- Would like to know the time frame for a plan to be developed.
- How does the new administration affect the BIE director position and leadership?

Brad Jupp, Acting Chief Academic Transformation Officer:

- Input from today will be a part of documents gathered over the course of a year.

Respondent:

- Will that plan be available? When will it be available?

Brad Jupp, Acting Implementation Officer and Acting Chief Academic Officer:

- We will include record of this meeting and future meetings as well as the meetings held at NIEA and NCAI. The draft plan and approved plan will be made available on the website. Report progress for plan implementation will also be included on the website.

Major Themes

Major themes that appeared from the listening session include:

- Schools have issues with facilities.
- Schools have multiple issues with IT, including the need for upgrades and support.
- Schools/Tribes feel that BIE does not provide needed support (respond in a timely manner)
- BIE needs to provide support while a school is transitions to tribally controlled.
- Salary, professional development, and school leadership are examples of perceived barriers for teacher recruitment and retention.
- There is a general sentiment that schools should be entitled to state funding as well.

Follow-Up Items

Items that need follow-up on from the listening session include:

- Director Dearman invited to visit Pueblo of Tesuque.
- Director Dearman invited for a follow-up meeting at SFIS.
- Director Dearman invited to visit Taos Day School.
- Emails sent out to attendees regarding the website with information available for this plan.

List of Participants

Name	Tribe	Role	Email
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