

Tribal Education Alliance

Tribal Remedy Framework: New Approaches to Indian Education Funding

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September 8, 2022

LESC/IAC Joint Meeting in Kirtland

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:

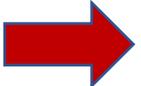
- ❑ For decades, IEA funding hovered between \$1m to \$5m, rising to \$15m this year.
- ❑ IEA funds only small, short-term projects through reimbursable, reverting grants.
- ❑ LFC criticism over the years:
 - The IEA has been difficult to implement; it has been challenging for PED.
 - The system has 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

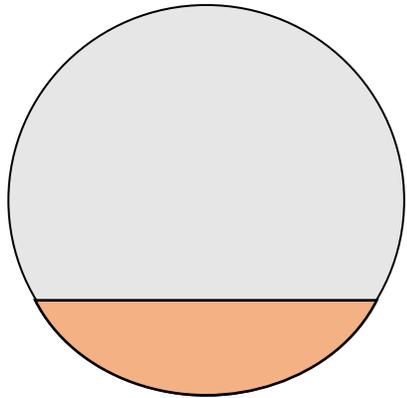
- ❑ Implementing the IEA is a binding obligation, akin to a constitutional mandate (*Yazzie/Martinez*).
- ❑ The IEA funding strategy must match the Act's bold vision and purposes.

- 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

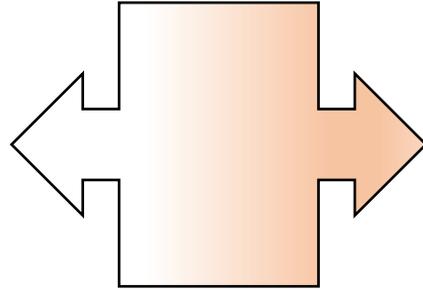
-  **Invest in support infrastructure** for Native-serving districts and Tribes, utilizing Native-led higher ed. programs, starting with two Technical Assistance Centers for Indian Education

The two worlds of Native students

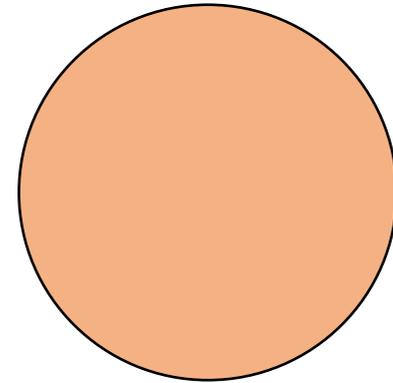


Tribal community:

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:

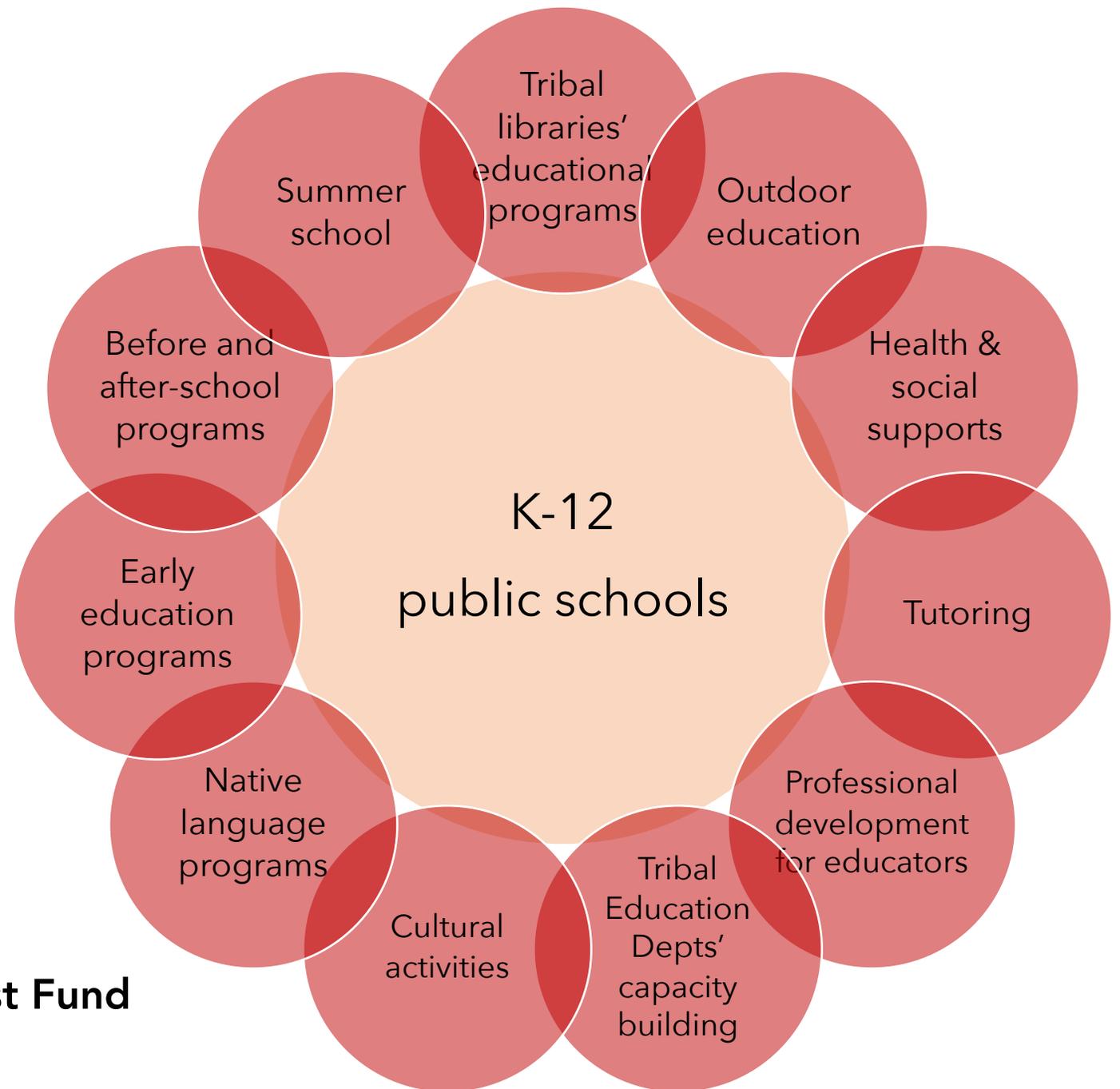
1. Economically Disadvantaged
2. **Native Students**
3. English Language Learners
4. Students with Disabilities

**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.

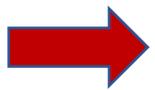
 **Create Tribal Education Trust Fund**



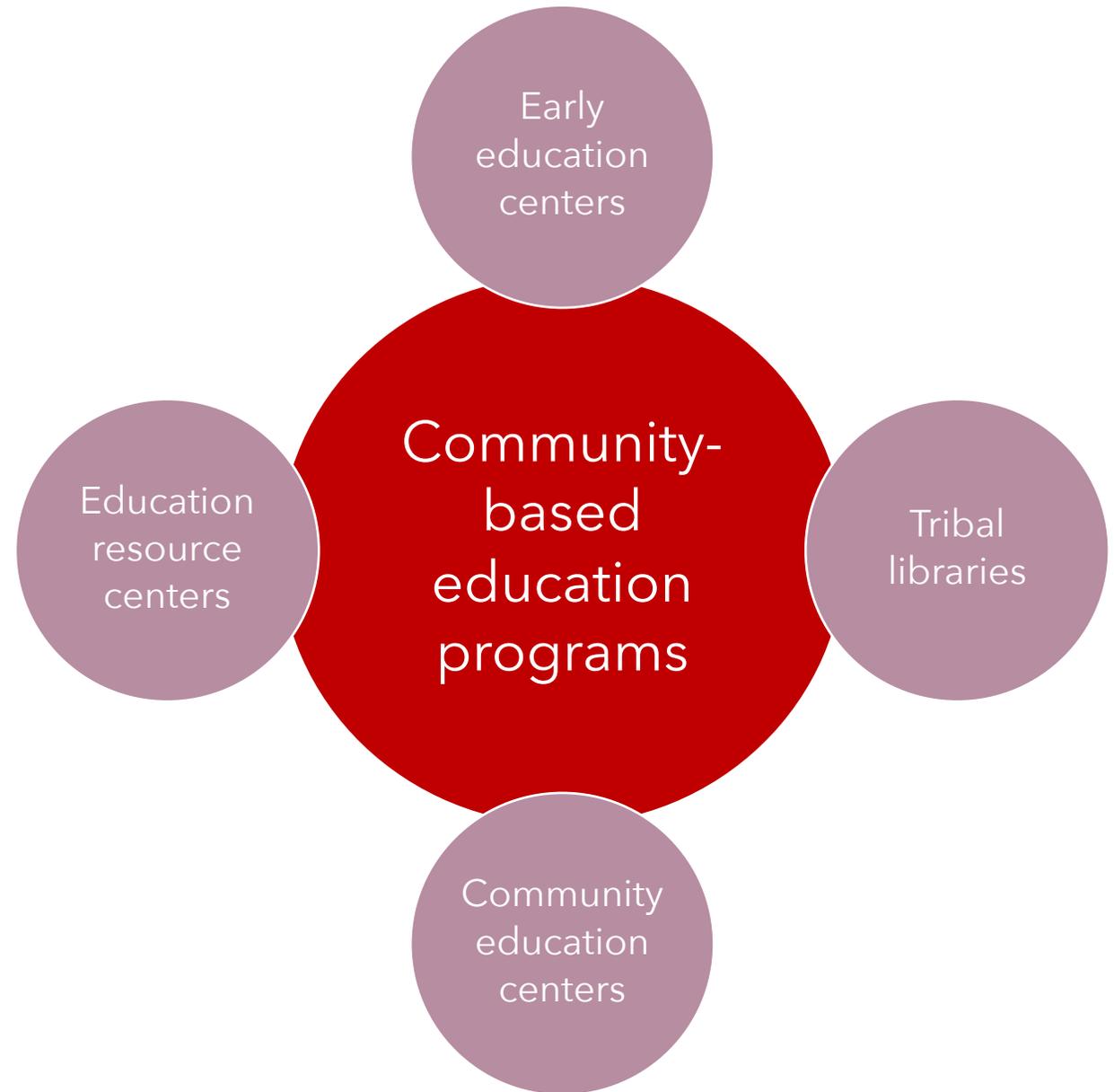
Physical infrastructure for community-based education

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

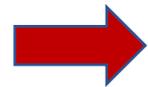
Tribal accountability

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

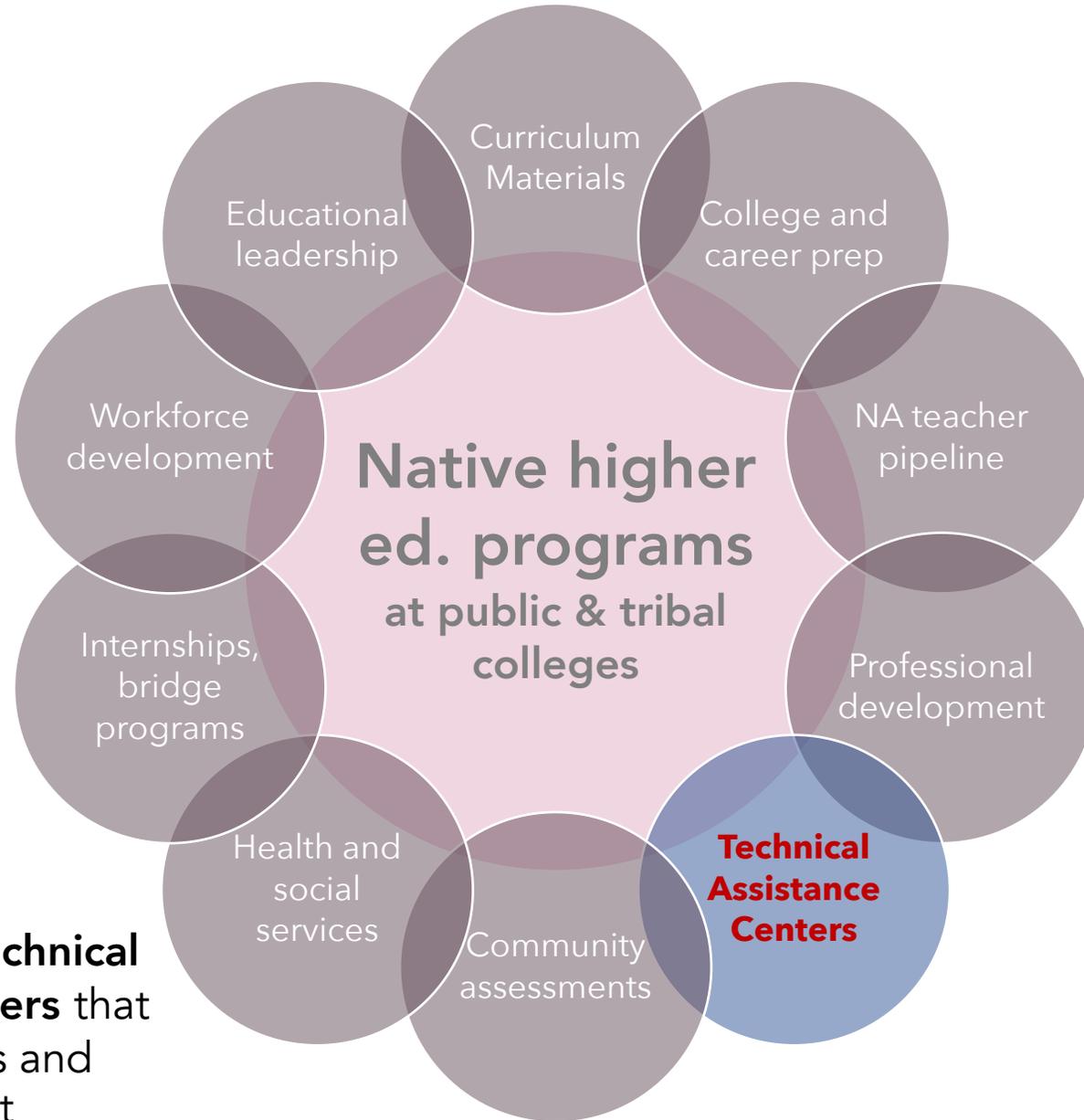
- ❑ Twin pillars of self-governance and accountability: since the 1975 Self Determination and Education Act, Tribes have had experience managing and administering federally funded programs (previously BIA-managed):
 - ✓ Continued federal funding is based upon tribal compliance with all federal regulations 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

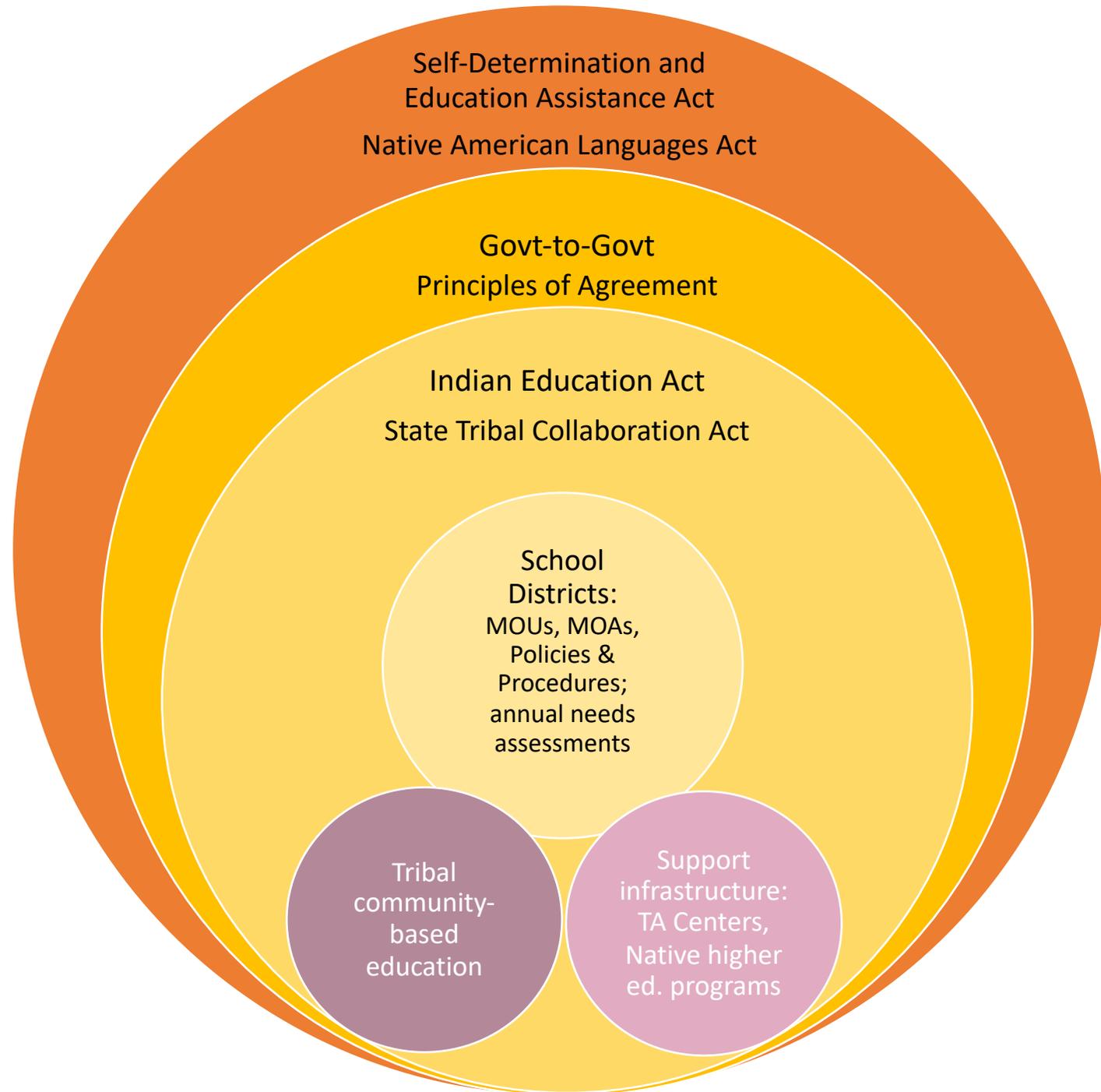


Educators



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.

