

## 2009 State-Tribal Leaders Summit

### **Issues and Proposed Solutions Regarding Indian Education**

*The following issues and proposed solutions were identified and put in order of priority by the 2009 State-Tribal Leadership Summit Planning Committee based on input from all 22 tribes, nations and pueblos. The Committee is comprised of representatives from eight of the tribes, nations and pueblos. These will be the core issues and solutions presented to and discussed with Governor Richardson at the upcoming 2009 State-Tribal Leaders Summit on May 5, 2009.*

**Problem Statement:** There were many compelling issues presented by the Committee related to Indian Education. Many Native American-serving schools struggle to meet Annual Yearly Progress at all levels of elementary and secondary education and Native Americans matriculate and persist through higher education at lower rates than their peers in all other races. In addition, schools that serve Native American students lack appropriate curricula, technological resources, and a sufficient number of qualified Native American teachers to ensure such students are prepared for higher education. Finally, tribal leaders feel there are inadequate resources for public school districts that serve Native American students and federal impact aid dollars should be used more effectively to improve the quality of Indian education in those districts.

**Solution #1:** Support legislation to change the current state “equalization formula” to provide greater resources to public schools so they will better address the unique educational needs of Native American students.

**Solution #2:** Direct the Public Education Department to work with the Higher Education Department to use Indian Education funding to recruit, train, and mentor Native high school students into careers in Elementary and Secondary Education and provide scholarships that can be used at public and tribal colleges for this purpose.

**Solution #3:** By Executive Order, create a Task Force to review state curriculum standards and requirements, including those pursuant to the No Child Left Behind Act, and recommend legislative or policy measures that could be undertaken to ensure public school curricula serving Native American students prepares them for advanced learning skills and appropriately incorporates Native language, culture, and history content. This Task Force should include: Native teachers/administrators; Indian education representatives from the Bureau of Indian Education (BIE) and PED, including the Indian Education Advisory Board; tribal leaders; the Indian Affairs Department and representatives from the Tribal Higher Education Commission.