

# Native American Heritage Webinar 3

## Education Systems and Programs at Jemez Pueblo

JoAnn Melchor and Kevin Shendo

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December 10, 2024

# Webinar Maintenance

The presentation will be 45 minutes with time for questions at the end

Please remain muted throughout the presentation

Please enter your questions in the chat and they will be answered in the Q&A at the end of presentation

If you are experiencing any technical difficulties, please message the host Kim Begay

The webinar is being recorded and will be available on our website

Thank you and enjoy!



# National Native American Heritage Month

November is National Native American Heritage Month. This month and every month, we celebrate the ingenuity, culture, and resiliency of Native communities.

December 16, 2:30 PM Mountain

Webinar 4: Impact of First Nations and Value of Your Support with  
Michael E. Roberts



# OUR TEAM

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**JONA CHARETTE**

N. Cheyenne/Turtle Mountain  
Band of Chippewa

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Associate Director of  
Individual Giving



**DARRICK SILVERSMITH**

Diné/Navajo

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Individual Giving  
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**KIM BEGAY**

Diné/Navajo

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Development Associate





# JoAnn Melchor

Santo Domingo Pueblo

Vice President, Development



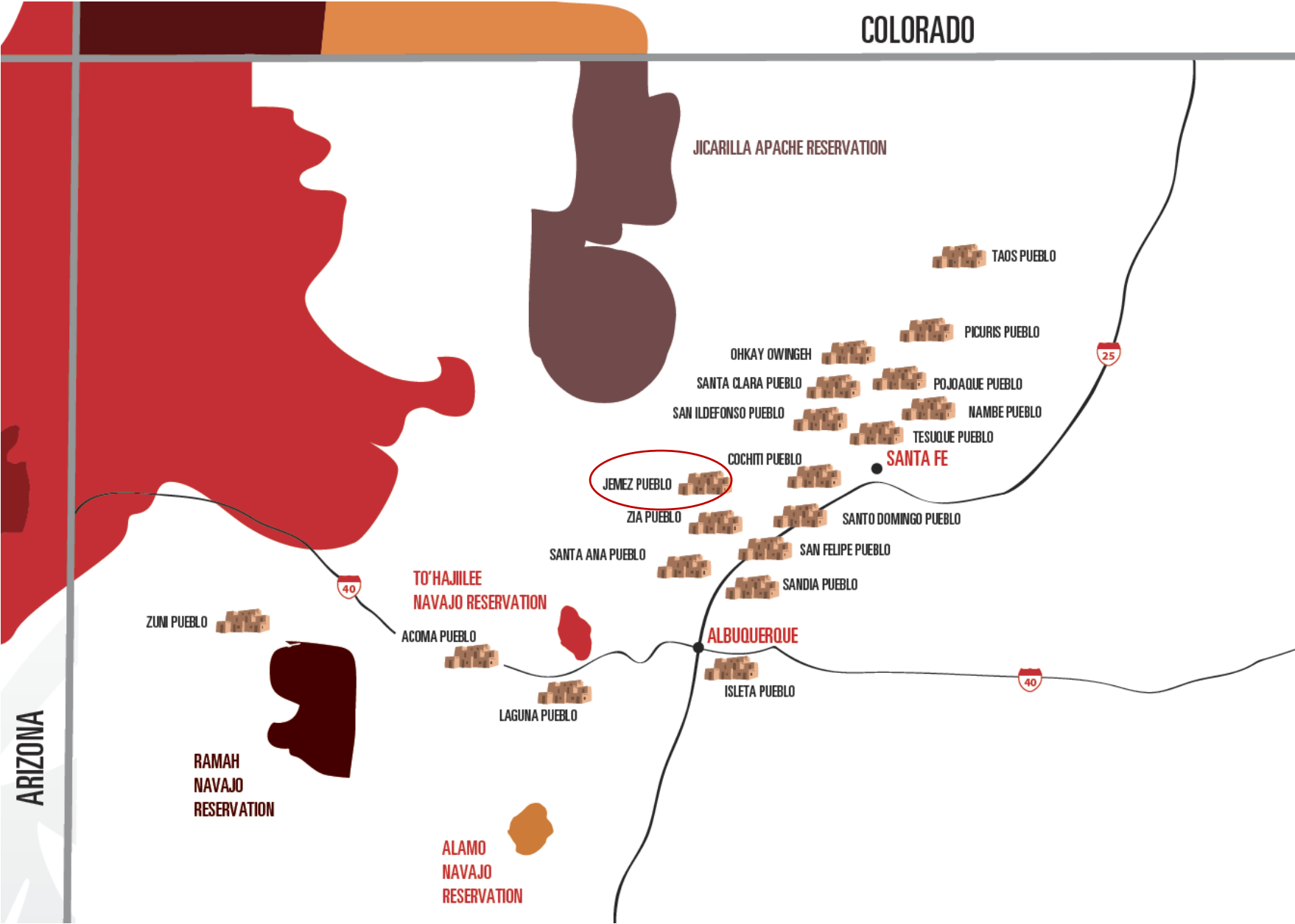
# Kevin Shendo

Director, Pueblo of Jemez Department of Education



COLORADO

ARIZONA



Source: Indian Pueblo Cultural Center



The Pueblo of Jemez is a sovereign nation with an independent government and tribal court system.

*Location:* North-Central New Mexico, approximately 50 miles northwest of Albuquerque

*Area:* 89,000 acres of land

*Population:* 4,000 tribal members

*Language:* Jemez-Towa





# Education

## Mission Statement

The Pueblo of Jemez Department of Education's mission is to continue strengthening, respecting and encouraging our traditional language and culture while building on the unique talents of each individual, to develop well-educated, knowledgeable, healthy and competent leaders for a stronger and healthier community.





## Walatowa Head Start Language Immersion Program

### Mission

Walatowa Head Start Language Immersion is a community-based program preparing children for school and life, rooted in culture and traditions, to become lifelong learners.

### Vision

To have all students be fluent in the Jemez Language and grounded in our traditions and culture.

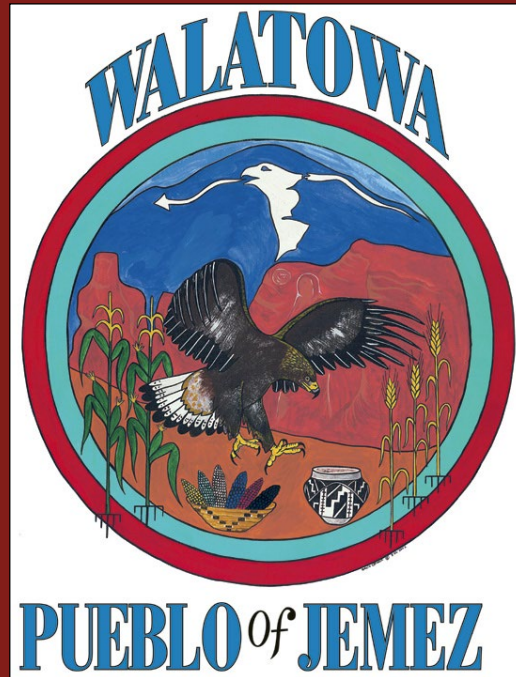


## Walatowa Childcare

programming rooted in culture and language



# Redefining Education



*Department of Education*

# Demographics

- Tribal Population: 3,930
  - Living on Reservation: 2,900
- 2010 Census
  - 91% Speak Jemez
  - 9% English Only
- 2020 Census
  - 92.3% Speak Jemez
  - 7.3% English Only
  - 17% Households w Children Speaking English Only
- 80% Considered Fluent  
(2006 Jemez Language Survey)



# Why Redefine Education in Jemez?

- Tribal Priority:

Vision 2010

Comprehensive Plan

Vision 2020

- Goals:

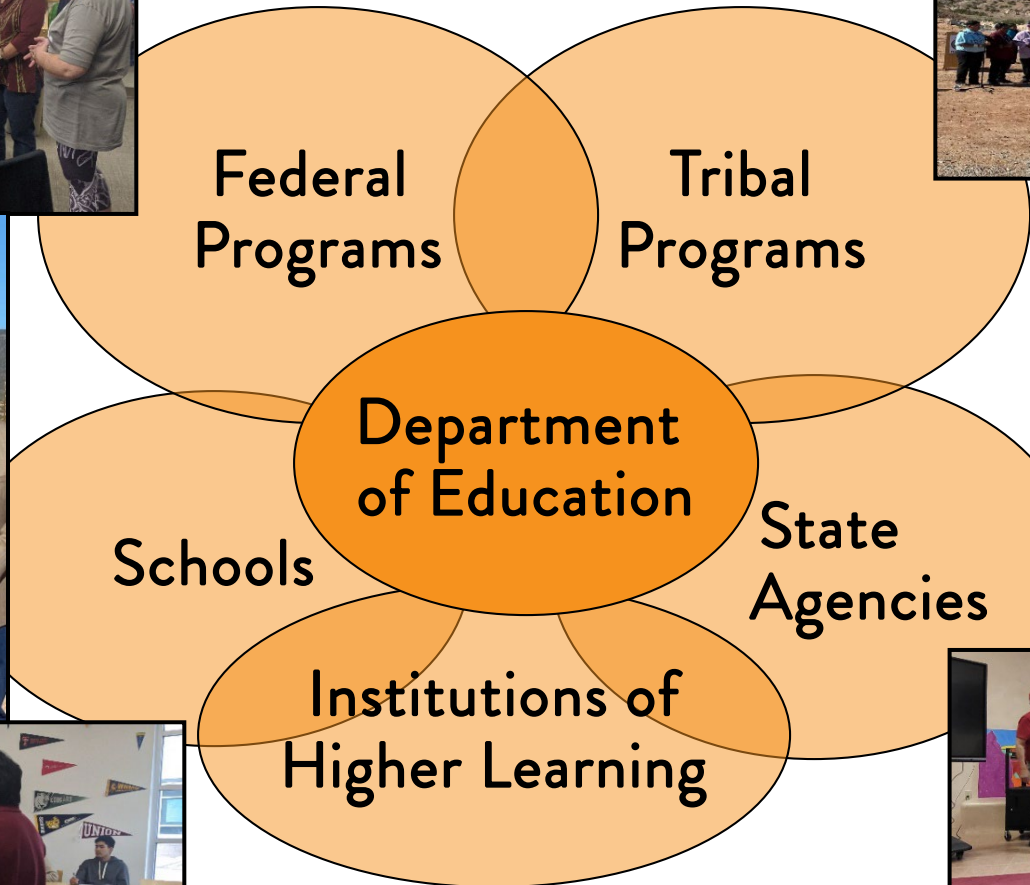
Build Capacity

Take Ownership

Redefine Education



# Redefining Education



Coordinate to symbiotically maximize the efficiency of the education system.

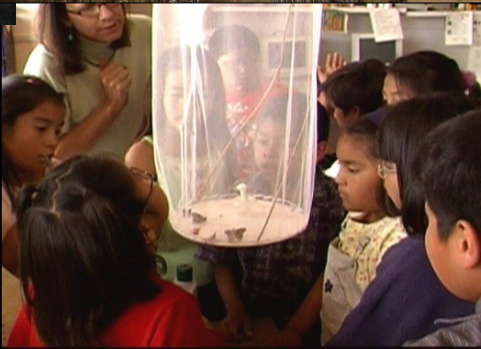


# Redefining Learning Environments

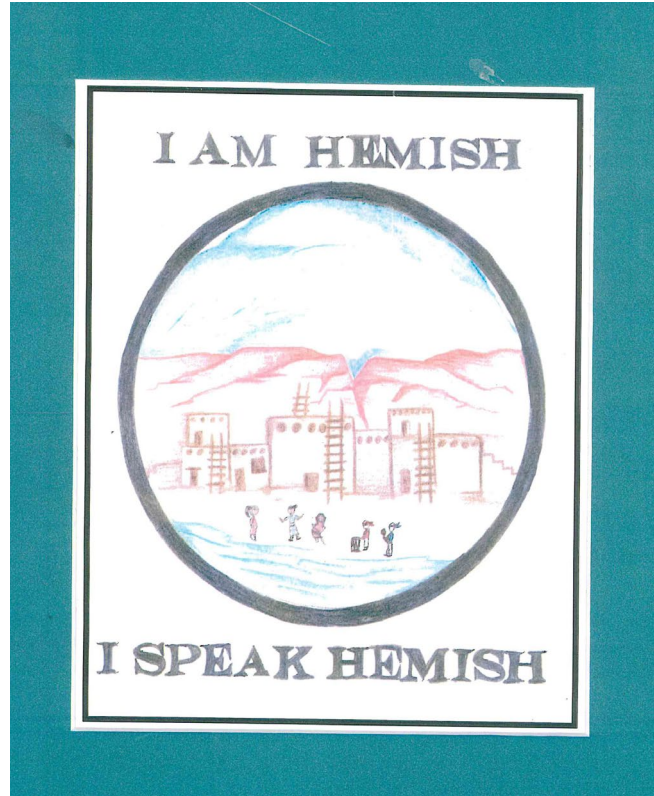
- Community Determined
- Native Language-An Asset
- Small Class Sizes
- Community-Based Curriculum
- Academic Rigor
- Native and Non-Native Teachers
- Co-Teaching by Elders & Traditional Leaders in Curricula
- Integration of Traditional Cultural Practices & Activities
- Visits to Ancestral & Sacred Sites
- Family-Like Atmosphere
- Coordinated School Health
- Leadership Development
- Tribal Priorities



# Opportunities for Experiential Learning



# Our journey to Full Language Immersion



Walatowa Head Start Language Immersion  
Program

# Collaborative Partnerships with Institutions of Higher Learning



Centers for American Indian  
and Alaska Native Health

COLORADO SCHOOL OF PUBLIC HEALTH

UNIVERSITY OF COLORADO  
ANSCHUTZ MEDICAL CAMPUS



MICHIGAN STATE  
UNIVERSITY



THE UNIVERSITY of  
NEW MEXICO

ASU<sup>®</sup>  
ARIZONA STATE  
UNIVERSITY

NORTHERN  
New Mexico College



IAIA  
INSTITUTE of  
AMERICAN INDIAN ARTS



UNIVERSITY  
of HAWAII<sup>®</sup>  
HILO



# PhotoVoice



## Becoming Jemez: *Early Childhood Development of Jemez Children*

*“Research sought to understand the means by which children are socialized in a Jemez (Towa) speaking context”*

Research Questions answered through photos:

- What should Jemez Children learn in order to be “Jemez?”
- How do they learn these things?
- How does Head Start support or not Support this learning?

Ultimately, information used to develop:

- A researched and culturally-based curriculum
- Age appropriate curriculum for Jemez Head Start program
- And support rich linguistic and cognitive resources of Jemez Children

# Findings

Parents identified what young Jemez children should learn in order to be Jemez:

- **Cultural knowledge;** corn and chile farming practices, domestic and culinary uses, traditional and social dances
- **Gender Specific Knowledge;** young females learning from female socializers and males learning from male socializers
- **Values;** respect, honor, family relationships, proper relationship protocol, Jemez way of life, competence and achievement
- **Principles;** compassion demonstrated by helping, teaching and caring for others, diligence, participation through dance, singing, and drumming, contribution to others and Jemez life
  - **Spiritual beliefs;** associated with daily and ceremonial life
- **Ceremonial knowledge;** protocol for traditional dances, songs, prayer and governance
  - **Jemez (Towa), the mother tongue of Jemez people**

# I AM HEMISH, I SPEAK HEMISH

## Early Learning Outcomes Framework

### PERCEPTUAL, MOTOR & PHYSICAL DEVELOPMENT

- Gross Motor Skills
- Fine Motor Skills
- Health, Safety, and Nutrition

### SOCIAL & EMOTIONAL DEVELOPMENT

- Relationship with Adults
- Relationships with other Children
- Emotional functioning
- Sense of Identity & belonging

### MATHEMATICS DEVELOPMENT

- Counting & Cardinality
  - Operation & Algebraic thinking
    - Measurement
  - Geometry & Spatial Sense
- ### SCIENTIFIC REASONING
- Scientific Inquiry
  - Reasoning & Problem Solving

### APPROACHES TO LEARNING

- Emotional & Behavioral Self-Regulation
- Cognitive Self-Regulation
- Initiative and Curiosity
- Creativity

Jemez  
Language  
& Culture

- Attending and Understanding
- Communicating & Speaking
  - Vocabulary

**PRE-LITERACY** • Print & Alphabet Knowledge • Comprehension & Text

# Fluency Levels of 68 children

(17 per classroom)

Fluency levels of children	September 2014	September 2015	September 2016	September 2017	September 2018
Fluent Jemez Speakers	45% (31)	44% (30)	45% (31)	31% (21)	22% (15)
Understands Jemez, prefers to speak English	25% (17)	28% (19)	20% (13)	43% (29)	55% (37)
Speaks & Understands only English	30% (20)	28% (19)	35% (24)	26% (18)	23% (16)

Fluency for children pertains to the **ability to speak easily and smoothly; or the ability to hold an age-appropriate conversation.** Fluency is also determined by your community. Current language assessments did not allow for children to demonstrate fluency as defined. Staff continue to work toward developing and correctly implementing authentic language assessments of young children taking into consideration the child's mood and cooperation.

# AIAN Family and Child Experiences Survey (AIAN FACES) data

Nationally representative data from Region XI Head Start children, families, teachers, & programs: 2019-2020 SY

- Among Native children served by Head Start
  - A Native language is spoken in 53% of children's homes
  - 93.2% of children's parents say it is somewhat or very important their child learns a Native language
  - 53% of children's parents say a Native language is used at least some of the time at home
  - 95.6% say English is primary language spoken
  - 4.2% say Native language is primary language spoken

“Schools can have only a limited role in keeping indigenous languages alive.”



**The intergenerational transmission of language in the home from parents to young children is the key to keeping indigenous languages alive;**

however, schools can play either a positive or negative role in supporting the efforts of parents and communities.”

From the Book, “Revitalizing Indigenous Languages”

# Transforming Young People

- Thinking Outside the Box
- Creating School Choice
- Exposure & Investment
- Tribal Government and Program Coordination
- Leadership Development
- Community Based Models
- Defining Partnerships
- Taking Healthy Risks
- Defining Connections and Contributions
- A Supportive Environment

# Jemez Immersion Pilot K-6<sup>th</sup>

## Overview

*To provide a holistic, culturally rooted, place based education delivered entirely in the Jemez language focusing on Jemez values, norms and respect.*

## Goals/Projected Outcomes

Montessori Coordination- Keres Children's Learning Center

Review and refine Jemez Language Immersion & Assessments

A seamless articulated K-12<sup>th</sup> Immersion Program

## Funding

Private Foundation, State and Federal Sources

Expand Staffing by Fall 2022

2022 Tribal Council Resolution to formally grow K-6<sup>th</sup> pilot

10 students/year and support to designate facility(ies)

2024 Tribal Council Resolution added 7<sup>th</sup> & 8<sup>th</sup> Grades

# A movement of Systems Change

1990's Direct Contracting of Federal Programs

1997 - Archdiocese transferred Mission School to tribe

1999-2003 – Jemez Charter Schools Established

2003 - NM Charter School Law Amended

State as Chartering Authority, along with School Districts

2007 - Title VI Indian Education Grant Administration

Jemez Valley Public Schools transferred oversight to Jemez

2008-Early Childhood & Language Focused Research begun

2012–Tribal Council Resolution: Immersion Head Start

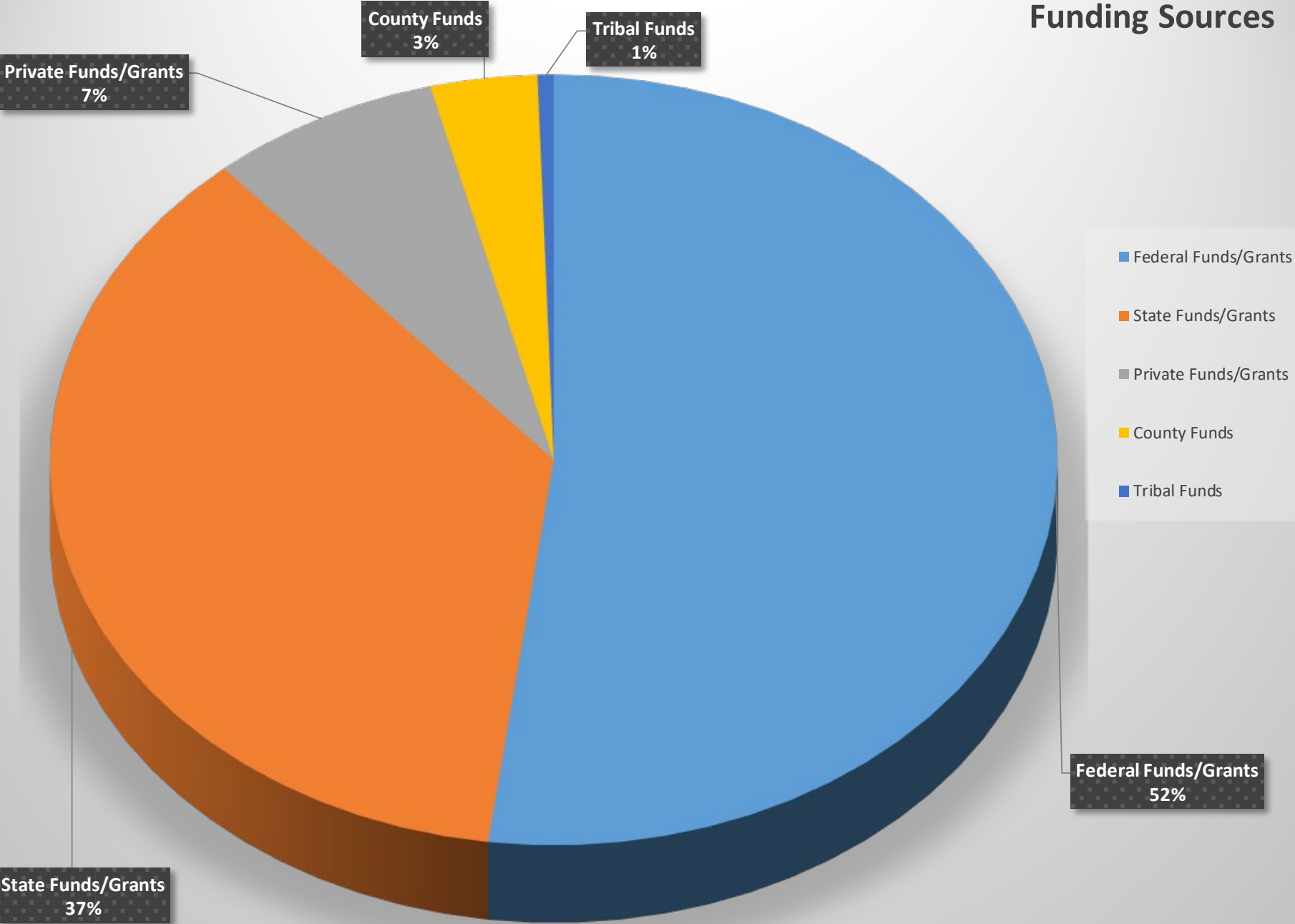
2013– Self- Governance Compacts Established, BIA/IHS

2016 - Office of Head Start Performance Standards

2022 Tribal Council Resolution: K-6<sup>th</sup> Immersion pilot

2023 - State-Tribal Ed Compacts – Senate Bill 482

# Funding Sources



# Are we contributing to our own language loss....

Do we perpetuate and enforce English based standards, assessments, evaluations, & curriculum

Do we challenge our funding agencies, their policies and regulations to support & prioritize tribal language based priorities

Do we initiate and invest in research that is tribally defined, determined and owned

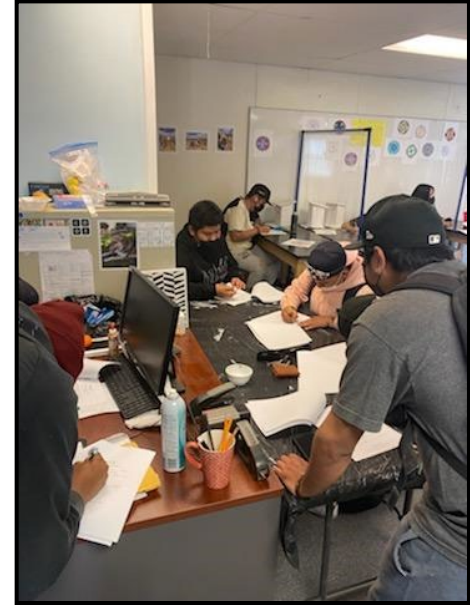
Are we preparing educators to meet the unique language needs & priorities of tribes

Are we willing to decolonize our way of thinking and re-examine western based models of education

Do we see multilingualism as an Asset rather than a Deficit

What legacy will you leave behind....

# Jemez Educational Model



- Educational Vision

  - Jemez Education Standards

  - International Standards

- Opportunities & Options:

  - Seamless P-20 System

  - Tribally Defined Research

    - Strong Partnerships

    - Education Collaborative



# Priorities Moving Forward

Strengthen and Actively Promote Hemish Language and Immersion and Transitions

Build, Recruit and Expand Support at All Levels

UH Hilo Partnership – Kahuawaiola

Jemez Language Immersion Licensure Pilot

NM Early Care and Early Childhood Department - \$1.5M

Coordinated School Health - \$1.2 Million

Congressionally Directed Spending – Two Year investment

State-Tribal Ed Compacts – State Legislature

2023 Senate Bill 482 – Reintroduce 2025 Legislature

Native American Teacher Education Pathway Act

Senate Committee on Indian Affairs – US Congress

“Whoever controls the education of our children,  
controls our future”

-Wilma Mankiller, Former Chief of the Cherokee Nation



“Only the tribe can really determine  
the needs of its People”

Vincent A. Toya, Former Tribal Administrator, Former Governor  
& Tribal Councilman

# Q&A



# THANK YOU

## NATIONAL HEADQUARTERS

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