



2019 State Tribal Leaders Summit

==== FINAL REPORT ====

Summit held at:
Indian Pueblo Cultural Center
Albuquerque, New Mexico
May 15-16, 2019

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STATE OF NEW MEXICO
Indian Affairs Department

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INTRODUCTION

The 2019 State Tribal Leaders Summit marked a new beginning in state tribal relations. Although the Summit has taken place annually over the past 10 years, this year's Summit provided an opportunity to begin anew. Under Governor Lujan Grisham's leadership, it is a priority of this administration to rebuild trust and re-establish relationships between the state and each sovereign nation within New Mexico.

As state and tribal leaders, we are charged with protecting the health, safety and welfare of our citizens. We carry a great responsibility and because of that, it is important that we collaborate and support one another. For the first time in several years, we have a Governor that is committed and ready to work with tribal nations to address our most pressing issues.

The Summit was marked by a sense of urgency—to get things done, to make up for lost time. We were fortunate to begin the Summit by hearing from two monumental forces of change—Regis Pecos and Alvin Warren. They spoke about the history and importance of state tribal relations and provided context for the Summit. On the day of the Summit, dialogue was organized around key priority areas—education, health, water and cultural sites. Although there wasn't enough time to address each issue in depth, it is our commitment to continue facilitating these conversations.

Moving forward, we heard loud and clear that follow-up is critical. The Indian Affairs Department is committed to following up and making sure the conversations continue, and more importantly- that action is taken. Utilizing our collective resources, knowledge, and skills, we can achieve our goals and create positive change in our communities.

Successful state tribal collaboration cannot be achieved through a single event or an annual summit. Meaningful relationships develop over time through trust, respect, understanding and hard work. Governor Lujan Grisham and her administration are committed to putting in the work. We heard that expressed several times and in different ways throughout the Summit. Most notably, it was demonstrated by the Governor's full participation and active engagement during the Summit. It is clear that this administration, this Governor, is different than what tribes have experienced in the past eight years.

Now it is up to all of us to come together, to hold each other accountable, to communicate with one another, and build the respectful, inclusive, and collaborative state tribal partnerships that we all envision. Together, we can leave behind a legacy that our children and grandchildren will be proud to inherit. We look forward to continuing our work together.

Lynn Trujillo
Cabinet Secretary
NM Indian Affairs Department

EXECUTIVE SUMMARY

The 2019 State Tribal Leaders Summit took place at the Indian Pueblo Cultural Center in Albuquerque, New Mexico. The Summit began with a pre-summit convening where state and tribal leaders heard presentations on the State Tribal Collaboration Act.

Regis Pecos, former Governor of Cochiti Pueblo, presented on the history of state tribal relations and provided examples of collaboration between the state and tribe that resulted in positive outcomes. He also described instances where collaboration was not prioritized by the state and resulted in litigation and conflict. As Regis concluded he posed the question to all in attendance: “What will future generations inherit from us?” He added, “We must act boldly, to contribute to our most desirable future, protecting powers of sovereignty and authority while defining a common agenda.”

Ten years after the passage of the State Tribal Collaboration Act (STCA), former Secretary of Indian Affairs, Alvin Warren, provided background and reflections about the intent and purpose behind the Act. He also listed recommendations to state and tribal leaders about the application of the STCA:

- After 10 years, all cabinet secretaries, tribal leaders and tribal liaisons should revisit STCA policies and strengthen them.
- Ensure that tribal leaders, state agencies and staff are familiar with the policies.
- There must be an insistence on adherence to the STCA policies.
- Tribal leaders must proactively reach out to cabinet agencies and frame concerns within the STCA framework.

Alvin concluded by stating “The Summit is ultimately about action, action of cabinet secretaries and tribal leaders... [The State Tribal Collaboration Act] is a tool and it is only as good as you use it...and it needs to be exercised for it to be effective.”

On day two of the Summit, Governor Michelle Lujan Grisham met with tribal leaders from all 23 tribes, pueblos and nations in the state. This day was spent discussing issues of common concern, including education, health and well-being, water and natural resources, and public safety.

Below is a summary of commitments that emerged from the dialogue between the Governor, cabinet secretaries and tribal leaders. This provides a snapshot of some of the commitments that were made. A complete list of the specific outcomes and next steps from the discussion can be found on the task sheets that follow each issue area within this report.

Education

- The state will invite tribes to participate in future discussions surrounding policies, regulations and funding mechanisms when creating the Early Childhood Education and Care Department.

- Tribal leaders will identify the number of children in their respective communities that ought to have access to early childhood education.
- The Public Education Department and tribal leaders will provide input and participate in the assessment of school districts and curriculum.
- The Higher Education Department will meet with tribes to discuss the quality of different programs highly attended by Native American students (i.e., dual credit program and adult education program).
- The Children Youth and Families Department and the Higher Education Department will increase access to behavioral health services for students through the expansion of community schools.

Healthy Communities

- The Department of Health will create funding models that are less fragmented and less complicated in order to support programs in tribal communities.
- The Department of Health and the Human Services will draft a SNAP amendment to include a tribal needs assessment.
- The Children Youth and Families Department and tribal leaders will develop a pilot program aimed at establishing community-based mental health services on tribal lands.
- The Children Youth and Families Department will create a database for child welfare cases that tribes can access.
- The Department of Workforce Solutions will provide tribal leaders with information about the Workforce Innovations and Opportunities Act so that tribes can participate and sit on governing boards that distribute funds for projects, including youth services.

Water and Cultural Sites Protection

- Tribal leaders and the State Parks Division will collaborate with Tribal Historic Preservation Offices to develop a management system for Pecos State Park.
- Energy, Minerals, and Natural Resources Division and the Environment Department will begin tribal consultation on new methane rules.
- The Office of the State Engineer will develop a 50 year water plan that is inclusive of tribal needs.
- The Office of the State Engineer will look at establishing a water rights litigation and settlement unit with the appropriate number of lawyers and technical experts on staff.
- The Environment Department will require permit holders to notify tribes if they violate the conditions of their permit.

Public Safety

- The Children Youth and Families Department, Department of Public Safety, and tribal leaders will collectively work on reducing suicide rates among tribal youth, address the lack of existing resources for state and tribal justice systems, leverage resources and create better partnerships.
- The Children Youth and Families Department and tribal leaders will establish inter-governmental agreements on juvenile justice.

The purpose of this final report is to highlight the dialogue that occurred at the Summit.

To draft this report, the Indian Affairs Department elected to have a transcript created following the event. Content from the transcript was summarized by the Indian Affairs Department staff. Every effort was made to maintain the original wording and intent of each person that spoke during the Summit.

This report does not repeat everything that was said at the Summit. It does, however, capture every request and commitment that was made.

The Indian Affairs Department would like to express its gratitude to Governor Lujan Grisham, tribal leaders, cabinet secretaries, tribal liaisons, Native American legislators, and everyone else who contributed to the success of this event with your participation, knowledge, and expertise. We hope this report will be useful to you as you collaborate and work with one another on behalf of the tribal communities we all serve.



2019 State Tribal Leaders Summit

EDUCATION

Issue 1 – Providing Quality Public Education to Native American Students in New Mexico: Removing Barriers to Success and Building Strong Foundations to Support the Growth and Development of Native American Children, Families and Communities.

Moderator: Regis Pecos (Pueblo of Cochiti)

Historical Context from a Tribal Perspective

Since the beginning, Indian education policies have sought to eliminate language and culture by removing Indian children from their families and communities. The intent of the first Indian education policy in 1890 was to assimilate Native American children by prohibiting the speaking of their Native languages and taking them from their families to go to boarding schools. Today, tribal leaders continue to fight to disrupt the imposition of an education system that was not originally intended for tribes' purposes, but rather to disconnect Indian children from their identities and communities.

The 1928 Meriam Report was the first report to document the impacts of the Indian education policy. It stated that the United States must change its way in dealing with the education of Indian children because of the devastation it caused. In 1934, federal policy shifted with the Johnson O'Malley Act that forced the integration of Indian children into public schools. This forced integration led many Native people to decide that, because of their experiences with racism and discrimination, they would not teach their children to speak their Native languages.

In the 1969 Kennedy Report by Congress, a document titled "Indian Education: A National Tragedy," highlighted the failings of the national policy and public schools for Indian children. The report noted that not much had changed from the deficiencies originally identified in the Meriam Report. In particular, the report indicated that public schools lacked sufficient resources, culturally relevant curriculum for Native children, and participation by tribal members in the governance of schools. In 1975 and 1976, policy shifted, and the current self-determination era began. This created opportunities for tribal nations to take control of their education systems previously managed by the Bureau of Indian Affairs. In just ten years following this shift of control, the Navajo Nation and the Pueblos had two schools recognized by the President of the United States for excellence in education. This exemplifies what's possible when tribes own their education systems.

Today, New Mexico is one of the few states to have a bilingual and multicultural statement articulated in statute. Our state was also the first to adopt a comprehensive Indian education policy and the first to adopt the Indian Education Act. New Mexico has the foundation and the framework. Finally, witnessing one of the the largest graduations in the UNM School of Medicine to date, shows what's possible when we are intentional in our vision for education.

EARLY CHILDHOOD EDUCATION

TRIBAL PERSPECTIVE

Early childhood education begins when the child is still in the mother's womb. Supporting a child from this stage lays a strong foundation for children as they begin their educational journeys. Statistics and data indicate that ninety percent of brain development occurs before the age of five years old. Early teachings to our children must include Native language, history and culture lessons. When Native students receive cultural and Native teachings they are grounded and prepared to tackle life's challenges. Throughout the country, the value of Indigenous traditional knowledge is being recognized. Tribal leaders and tribal academia must have a seat at the table to ensure that Native way of life teachings are taught in all schools, not just tribal schools.

STATE RESPONSE

The Early Childhood Education and Care Department (ECECD) was established during the 2019 legislative session with the passage of Senate Bill 22, which appropriated \$1.25 million dollars for the creation of this new department. Senate Bill 22 does several things, including: 1) creating an Assistant Secretary of Native American Early Childhood Education and Care position; 2) requiring consultation with the Indian Education Advisory Council; 3) consolidating the childcare assistance program, early pre-K program, home visiting program, the Family, Infant, and Toddler (FIT) program, Early Intervention Program, and the Families First programs into the ECECD; 4) providing a continuum of programming for children from birth to age five; 5) providing tools that will allow ECECD to analyze and improve programs using data to inform decisions; and 6) enhancing culturally and linguistically appropriate programs and curriculum in early childhood.

The ECECD will conduct a statewide planning process over the next ten months through the preschool development grant – a federal grant that awarded \$5.4 million dollars to the state. As part of this planning process, ECECD will be developing a needs assessment and a strategic plan that will help inform the establishment of the new department.

Moving forward, ECECD has identified several opportunities to work meaningfully with tribes, including consulting with tribal communities on curriculum and assessments, ensuring that teachers in early childhood classrooms reflect the students and the communities in which they are located, investing in early childhood facilities, and taking direct action to ensure language and cultural preservation.



PRIMARY AND SECONDARY EDUCATION

TRIBAL PERSPECTIVE

The purpose of the Indian Education Act (IEA) is to maintain Native languages. The Act encourages cooperation and agreements between tribes and the state. However, at this point, mere encouragement is not enough, we must ensure cooperation happens. Tribes and the state must be of the mindset that they shall cooperate and enter into agreements. All stakeholders must recognize that Native children go through multiple systems, such as public schools, private schools, tribally-controlled schools, and Bureau of Indian Education (BIE) schools. Tribes and the state need to identify accountability mechanisms across systems as required by the IEA.

Accountability does not exist without consequences and the Yazzie/Martinez findings were a consequence, not just for the state, but for tribal leaders as well. Everyone is accountable for the failures as a group. The question that tribes have for the state moving forward is how will changes and initiatives at the highest levels translate into accountability at the local level, particularly with local school boards that have high numbers of Native students.

STATE RESPONSE

The Public Education Department (PED) has a renewed vision, reflected in PED's new mission and vision statements. This new vision focuses on the whole child and establishing a culturally and linguistically responsive education for all students in New Mexico to prepare them socially, emotionally, and academically for success in college, career and life. PED wants to ensure its work is grounded in the community's needs, which must be communicated to PED from tribal communities. This begins with identifying the needs of the community and the assets that currently exist.

PED's six core values are:

1. Student-centered
2. Being responsive to the community
3. Collaboration
4. Racial equity, healing and transformation
5. Innovation
6. Being reflective and having a model of continuous improvement

These core values will be measured using the dashboard system that PED is working on. This will allow PED to assess its progress. PED is currently establishing baseline data and a data system so that next year when the department begins tracking each dollar spent, it can also measure the outcomes from those investments.

The legislature and the Governor allocated \$446 million dollars towards teacher raises, \$113 million dollars to the at-risk index, and \$6 million to the Indian Education Fund.

Funding for career technical education, STEM and STEAM education, after-school programs, and extended learning have all received a boost in funding. This summer, 90,000 students in the state will be taking advantage of extended learning, and 25,000 students will be taking advantage of K5 Plus. With the assistance of tribal leaders, PED would like to see 90,000 students also taking advantage of K5 Plus in the future.

PED's immediate focus will be on the HB 250 initiative. House Bill 250 requires an annual review of what is happening throughout the state for Native American children. This bill is also critical in ensuring that needs at the local level are being met. In the next quarter, PED would like tribal leaders and tribal education directors to participate in consultation around HB 250 to strategically design a framework. This framework will incorporate tribal input about what is most important when working with the twenty-two school districts and six charter schools serving Native American students.

So far this year, PED has held six meetings with department staff to ensure that culturally and linguistically relevant education is at the center of its work and is prioritized. Higher education entities are being engaged to support school districts, teachers and school leaders. School districts will now be required to report on how they are strategically focused on the Indian Education Act.

In addition, schools will be required to report on how they are utilizing at-risk funding, what services they are providing to students with disabilities, English language learners, and Native American students. School boards and charter school governance councils are also required to participate in this process.

HIGHER EDUCATION

TRIBAL PERSPECTIVE

Tribal and state leaders must be intentional in building the human capital necessary for the well-being and stability of all communities. Tribes must create career paths in administration, education, land management, elder care, businesses, golf courses, hotels and restaurants. Tribes must create opportunities for young people in their communities so they have something to come back to.

Higher education institutions must acknowledge the Native programs within their institutions. Even while Native programs are nationally recognized and renowned for responding to the needs of tribal communities, and as they continue to flourish and evolve, they rank very low in priority within higher education institutions and are rarely included as part of any institution's vision. The success of these programs comes from the support and work of legislators.

STATE RESPONSE

The Higher Education Department (HED) is committed to removing barriers that exist across the board, such as tuition. There are three key points to highlight about the state's initiatives in higher education. First, the number one thing that the state can do for higher

education is to support the Early Childhood Education and Care Department. HED is working with ECECD and PED to support training and pipelines for teachers, social workers, healthcare providers, and early childcare providers. The department recently received \$175,000 in recurring funding for the Native American Social Work Institute at Highlands. The second point is scholarships. Native students are now eligible for the lottery scholarship and HED estimates that \$1,558 dollars will now be available to Native students each semester, as early as the upcoming 2019 fall semester. The College Affordability Grant increased its award amount from \$1,000 per semester to \$1,500. Finally, teacher training money increased from \$4,000 to \$6,000 a semester. The last point is building a workforce. HED is looking into making dual credit programs more accessible. The dual credit program currently serves 3,300 Native students, with the biggest programs at the Institute for American Indian Arts, San Juan College, New Mexico State University Grants Branch Campus, and Central New Mexico Community College.

Other initiatives of HED include implementation of the Grow Your Own Teacher Act that supports educational assistants in receiving certifications necessary to become teachers. Also, the Adult Education Program seeks to provide high school graduation and high school completion certificates to adults. This program currently serves 12,000 Native students in 24 programs throughout the state. The quality and efficiency of these programs need to be evaluated.

In response to concerns about rising tuition rates, the state encourages tribal leaders to attend Regent’s board meetings to have their voices heard and their concerns addressed.

<i>ACTION PLAN: EDUCATION</i>		Agencies Responsible
<i>EARLY CHILDHOOD EDUCATION</i>		
1. Develop a notebook that organizes how everything works in each department and what’s changing due to the legislative session and new investments before the next Summit.		ALL
2. Hold regular meetings with tribes to build capacity in every single tribal community in a way that reflects each tribe’s vision and priorities.		ALL
3. Obtain \$285 million for universal education for every 3 and 4-year-old in NM within next 5 years.		ALL
4. Add Department of Cultural Affairs and DoIT to the Children’s Cabinet.		Executive, ECECD
5. Invite tribes to participate in future discussions surrounding policies, regulations and funding mechanisms when creating the new department.		ECECD
6. Consult with tribes in the development of curriculum and needs assessments.		ECECD, PED
7. Ensure culturally appropriate early childhood education in NM.		ECECD
8. Create a blueprint for what tribal communities want for their children from early childhood, primary, secondary, and higher education institutions.		Tribal Leaders
9. Identify the number of children in tribal communities that ought to have access to early childhood education.		Tribal Leaders

<i>ACTION PLAN: EDUCATION</i>		Agencies Responsible
<i>PRIMARY AND SECONDARY EDUCATION</i>		
1. Track every dollar in every school district by 2020.		PED
2. Consult with tribal education directors next quarter on HB 250.		PED
3. Require school districts to submit a 90-day plan at the start of the school year showing compliance with the Indian Education Act and how at-risk funding is being utilized and what services are being offered to students with disabilities, English language learners, economically disadvantaged students, and Native American students.		PED
4. Review annual reports submitted by school districts and make recommendations for improvement.		PED
5. Outreach to families so in the future 90,000 students are taking advantage of K5 Plus.		PED, Tribal Leaders
6. Support the Native American Advisory Council and provide information about new programs and initiatives.		PED, HED, Tribal Leaders
7. Provide input and participate in the assessment of school districts and curriculum.		PED, Tribal Leaders
<i>HIGHER EDUCATION</i>		
1. Ensure that lottery scholarship funding now available to tribal colleges is accessible to students by August 2019.		HED
2. Support the passage of HB 516 (funding for Native American programs in higher education) during the next legislative session.		HED, Tribal Leaders
3. Hold universities accountable for rising tuition costs by attending Board of Regents' meetings.		HED, Tribal Leaders
4. Provide tribes information about when Board of Regents' meetings are held.		HED
5. Meet with tribes to discuss the quality of different programs highly attended by Native students. (i.e., dual credit program, adult education program).		HED
6. Formalize Native American colleges and universities president's council.		HED

==== **MENTAL HEALTH CONCERNS AND EDUCATION** ====

TRIBAL PERSPECTIVE

Mental health in education is an issue that continues to come up. We see it in the news, and we hear about it when there are school shootings. There is a rise in depression among students that leads to a decline of success in the classroom. The state must develop a comprehensive plan to tackle mental health issues.

STATE RESPONSE

To begin addressing mental health concerns, PED must first commit to honoring the culture and identity of all students. Secondly, PED must provide more access to health centers in the public school setting and to look at expanding community schools. Community schools are schools that in addition to educating students, also serve as a hub for identifying needs of the community and assisting with those needs by providing wraparound services. Additionally, PED is looking into socio-emotional training for teachers so that teachers have the tools required

to appropriately address issues that arise in the classroom. PED is also looking at restorative justice models for responding to unwanted behavior. Finally, PED must add more social workers into the school setting.

Children Youth and Families Department (CYFD) reports that when a child has Medicaid, they are entitled to any mental health service that they would need to correct or ameliorate the impact of a disability. The word “disability” may signify stigmatization, however any youth that has experienced trauma means that Medicaid should be providing something to them. Therefore, it is the responsibility of everyone to ensure that struggling youth take advantage of the services Medicaid offers. Part of what’s lacking is that there has not been enough communication with New Mexican communities that are experiencing trauma.

ACTION PLAN: EDUCATION		Agencies Responsible
<i>MENTAL HEALTH CONCERNS AND EDUCATION</i>		
1.	Support increased funding for Native American Suicide Clearinghouse at UNM.	HED, CYFD, Tribal Leaders
2.	Increase access to behavioral health services for students through the expansion of community schools.	HED, CYFD
3.	Communicate regularly with communities experiencing trauma to identify the needs of children in those areas and to build on existing services.	CYFD



NM IAD Cabinet Secretary Lynn Trujillo



*Foreground - Lt. Governor Travis Vigil, Tesuque Pueblo
Standing - Governor Wilfred Herrera, Laguna Pueblo*



L-R: Conroy Chino, Francine Jaramillo, General Counsel, Isleta Pueblo, Governor Max Zuni, Isleta Pueblo, Lt. Governor Eugene Jiron, Isleta Pueblo, and Tribal Council Member, David Lente, Isleta Pueblo

HEALTHY COMMUNITIES

Issue 2 – Incorporating Tribal Perspectives to Create Healthy Communities and Families: Addressing Limited Access to Resources, and Expanding Services to Promote Spiritual, Physical and Mental Health

Moderator: Cheryl Fairbanks (Tlingit-Tsimshian)

COLLABORATION AND HEALTHY COMMUNITIES

TRIBAL PERSPECTIVE

Looking at health from a tribal perspective, many years ago when tribal members were more involved in traditional practices like growing food and hunting, the people were much healthier. Now, many people shop at stores and consume processed foods. The growing of crops has declined, and sedentary lifestyles have increased, especially with the creation of U.S. Department of Housing and Urban Development (HUD) housing and electricity.

Recently at Taos Pueblo, the tribe was identifying community priorities for a land use plan. One of the top priorities identified was community health. Health issues are a direct threat to sovereignty and ceremonial way of life at Taos Pueblo. In response to this threat, tribal leadership planned for a community health center, which was funded this year thanks to the legislature and Governor Lujan Grisham. Taos Pueblo utilizes a tree model when thinking about community health, with the roots representing the foundation, the traditions. The branches are the plans created by the tribe to achieve certain goals, and the leaves represent specific people or resources from the outside world that Taos Pueblo would like to incorporate or collaborate with to educate the community about health.

STATE RESPONSE

The Department of Health (DOH) shares a tribal vision for accessing resources and building collaboration. DOH focuses on three areas- funding, transparency and targeted projects such as food insecurity. For instance, the Obesity, Nutrition, and Physical Activity Program (ONAPA) provides a joint initiative on food sovereignty and food insecurity by focusing on strengthening local food programs and tribal agricultural systems.

Healthy Kids is a program operated under ONAPA. This program has contributed to a slight decrease in childhood obesity in the participating communities of Zuni, San Ildefonso, and Ohkay Owingeh. There is a partnership with the food distribution program managed by the Eight Northern Indian Pueblo Council, to coordinate community gardening and nutrition education.

There is also a nutrition program in place with support from WIC throughout tribal elder centers that allows elders to receive small amounts of money to spend at local farmers markets

or in surrounding communities. DOH is drafting a Supplemental Nutrition Assistance Program (SNAP) state program amendment with the Human Services Division (HSD) to include a tribal needs assessment to identify projects to support SNAP in tribal communities throughout the state. DOH assists tribes seeking federal funding for food and farming grants. DOH is shifting the way it views public health, to focus more on community-centered and tribally-centered initiatives to guide the transformation of public health infrastructure.

==== CULTURALLY RESPONSIVE BEHAVIORAL HEALTH ====

TRIBAL PERSPECTIVE

To advance and protect the interests of Indigenous peoples, we must first recognize and understand that the United States has a trust responsibility to protect the interests of Indigenous peoples, whereas the state relationship to tribes is a government-to-government relationship. The government-to-government relationship acknowledges the inherent sovereignty of tribal nations to govern its internal affairs and community members. This sovereignty is recognized by the United States Constitution, Supreme Court holdings, and the New Mexico Constitution.

Protecting our next generation and addressing social determinants of health and root causes of mental and behavioral conditions requires a comprehensive approach. Funding for mental and behavioral health services on the reservation and substance abuse intervention is needed; including funding for public service announcements to confront social forces like stigmatization. Long-term goals such as community based participatory research studies need to be funded to analyze the underlying historical trauma that plagues Indigenous people and to design and implement appropriate and effective responses. All funding should be provided directly to tribes, rather than being funneled through a state or local agency because when a state or local agency administers funds, they receive administration costs and less money goes to the intended programs. Competitive funding must be revisited as this makes funds difficult to access; instead the state should look at needs-based distribution models.

Finally, because providing culturally appropriate services is not always possible by the state, tribes continually see the need to provide their own services to their people. When programs implement culturally responsive practices, positive outcomes for the community and tribe follow. First, all state government agencies should ensure to the maximum extent possible, that all systems of care are culturally appropriate. Second, all state agencies including behavioral health, probation, parole, and juvenile justice agencies should establish procedures that require tribes to be notified when an enrolled member is served by a state behavioral health entity so that tribes can support members in practicing their traditions and customs.

STATE RESPONSE

Community based mental health services permeate everything we need for healthy families and healthy children from success in school, to individual health and overall well-being, to strong family units, and to a successful State of New Mexico.

CYFD has been meeting with representatives from tribal nations during community listening sessions and continues to hear demands for community based mental health services. Many tribes are doing amazing work, without any support from the state, which the state should be providing.

The Human Services Department (HSD) pointed out that the starting place for responding to all the concerns raised is to make more people eligible for Medicaid. Enrollment is increasing, the state has almost 130,000 Native Americans enrolled in the Medicaid program. This fall, at the directive of Governor Lujan Grisham, HSD will be launching a serious outreach effort to enroll more uninsured individuals in Medicaid. The Yes NM website will be launching a new capability on October 1, 2019 that will allow anyone who is uninsured to apply and receive an immediate response on eligibility with the ability to print a Medicaid eligibility card on the spot.

HSD is looking at programs in other departments to find ways that HSD can use federal funds to match and expand the capabilities of other programs. The state's goal is to leverage federal funding.

INDIAN CHILD WELFARE

HISTORICAL CONTEXT PROVIDED BY CYFD

The Indian Child Welfare Act was passed in 1978 in response to a national crisis, whereby 25-30% of Indian children in the country were being forcibly removed from their families and communities and placed with non-Indian caregivers. Federal legislation responded to four factors that Congress identified as contributing to the high rates of Indian child removal, including: the lack of culturally competent child welfare standards for assessing the fitness of Indian families; second, systematic due process violations against Indian children and their parents during child custody proceedings; third, the economic incentives favoring removal so the system as a whole was focused on removal, which financially benefited the system; and finally, the socio-economic conditions within communities where these removals were happening.

TRIBAL PERSPECTIVE

There are currently 257 Indian Child Welfare Act (ICWA) cases in the Second Judicial District Court in Albuquerque. Ninety-five children are placed for adoption following the termination of parental rights. In these cases, ICWA placement preferences must be followed. Tribal leaders want Native American children to be safe, but are aware of the continuing disproportionate number of systemic removals of Native children from their homes. Prevention efforts must be a priority, families in crisis need resources before removal occurs. On a national level, ICWA is being challenged i.e. Brackeen v. Bernhardt.

Native American children cannot continue being put through a system and a process that causes them to lose their identity. If ICWA is not administered at the level intended by the federal legislation, then the cycle will continue. Children are troubled by this process and what results are high dropout rates, suicide, alcoholism, substance abuse, and other issues.

STATE RESPONSE

Current efforts in the state include The Highlands Project that trains social workers in ICWA early in their undergraduate studies. There is also an ICWA court being developed at the Second Judicial District Court in Albuquerque.

CYFD acknowledges the historical context of ICWA and commits to reflecting on the four contributing factors identified by Congress as contributing to the high rates of Indian Child Removal when CYFD creates its child welfare policy. CYFD has had regular meetings with all 23 tribal nations in the state and will accept the offers made by various tribal members and organizations to receive ICWA training for CYFD staff.

JUVENILE JUSTICE

TRIBAL PERSPECTIVE

In order to thrive as tribal nations, tribes must figure out how to help our young people with the challenges that lie before them. Issues facing tribes include alcohol-related deaths, drug-related deaths, and suicide. To respond to these overwhelming issues, tribes and the state must work together and stretch every resource that we collectively have.

At Mescalero, the Bureau of Indian Affairs provides law enforcement, social services, adult and juvenile corrections, and other services. The Bureau of Indian Affairs (BIA) services are very restrictive and result in having to rely on the BIA for these services. Children that need foster services are being placed outside of the tribal community. Adults and juveniles convicted of offenses are being incarcerated in county facilities or in BIA correctional facilities located outside the state, approximately eight hours away from the reservation. These limited and restrictive services are not providing the healing that communities and families greatly need. When people come into contact with the justice system, it is a symptom of a greater problem that can usually be traced to their living environment and issues facing their families. Rather than seeking to punish people through the legal system, efforts should be made to connect them with services and provide support that can help them learn to cope and deal with their struggles in a healthier way. We must institute strong links between the justice system, social services, and behavioral health providers because the needs of the community are complex and require a broad array of responses.

The Mescalero Apache Tribe is pleased to announce that its current leadership has made the decision to contract resources and build their own programs. The deciding factor for Mescalero was a visit to the Pueblo of Isleta to see how their program operated. There must be an openness and willingness to work together and learn from one another.

STATE RESPONSE

One major highlight of the 2019 legislative session was passing legislation to raise the minimum wage. One quarter of New Mexico's kids live in families that will see a raise when the minimum wage increases to \$12 an hour.



NM Governor Lujan Grisham speaking at Summit

When people have opportunities to make a living, they are less likely to be a part of the school to prison pipeline. The Department of Workforce Solutions (DWS) highlights the Workforce Innovations and Opportunities Act (WIOA), which establishes a federal government program that allows for over \$20,000,000 to come into the state every year. That money gets distributed to four workforce boards around the state. Every single tribe should have a representative sitting on a governing board

that distributes these funds. Part of that money is set aside for youth services, such as dropout prevention, assistance with getting a high school diploma or a high school equivalency degree, assistance with job training, and providing funds to employers to hire youth. DWS will provide more information to tribes about this opportunity.

Finally, DWS requests that tribes provide a list of local job opportunities surrounding each tribal community, so DWS can provide training to ensure that tribal youth have the skills needed to qualify for those jobs. DWS also requests collaboration between the department and tribes to figure out how to get young adults from high school into higher education because a large portion of the jobs created in this country now require more than a high school degree.

CYFD has initiatives underway to create better risk assessment tools. This means that when a child becomes involved in the justice system, CYFD uses an assessment tool when deciding the level of risk that child is to the community and whether the child needs to be in custody while the case is pending. This decision typically depends on the nature of the offense, the juvenile's criminal history, among other factors. However, new measures may broaden these considerations and have the potential to lead to better outcomes for youth. CYFD is committed to ensuring that ICWA provisions apply any time there is an out-of-home placement. Other entities that should be acknowledged for their work in juvenile justice are the State Tribal Judicial Consortium and New Mexico Partners.

ACTION PLAN: HEALTHY COMMUNITIES

Agencies Responsible

COLLABORATION AND HEALTHY COMMUNITIES

1. Unveil a process this year that reviews DOH's integration of tribal health planning efforts and identifies tribal priorities to integrate into the State Health Improvement Plan and DOH's strategic plan.	DOH
2. Create funding models that are less fragmented and less complicated in order to support programs in tribal communities.	DOH
3. Create transparency in program funding to determine whether it's reaching Native American communities and to assess how to expand funding.	DOH
4. Strengthen local food programs and tribal agricultural systems.	DOH
5. Draft a SNAP amendment to include a tribal needs assessment.	DOH, HSD

CULTURALLY RESPONSIVE BEHAVIORAL HEALTH

1. Build a community based mental health services pilot program on tribal land.	CYFD, Tribal Leaders
2. Create a directory of all cabinet secretaries and liaisons, including key contact numbers, a basic description of every service provided, the amount of funding that goes to that service, and a description of each tribe's population that is currently served.	All Cabinet Departments
3. Create a directory that lists local programs, directors, funding sources and any other relevant information for the state to allow for the leverage of those programs and to seek more resources.	Tribal Leaders
4. Identify and provide placement, training, and tools needed for Medicaid eligibility workers in tribal communities to ensure adequate outreach for Medicaid enrollment.	HSD, Tribal Leaders
5. Develop a framework that shows available services and how to access those resources.	HSD
6. Support tribal behavioral health services and treatment services with additional funding to ensure that culturally relevant services are being provided.	HSD, Tribal Leaders

INDIAN CHILD WELFARE

1. State staff to receive ICWA training from tribal organizations.	CYFD, Tribal Leaders
2. Ensure ICWA provisions apply at every stage of a proceeding any time there is an out-of-home placement or a child is removed from a parent.	CYFD
3. Create a database for child welfare cases that tribes can access.	CYFD
4. Create an ICWA unit within the protective services division that will have a team of workers dedicated and specialized to handle ICWA cases and ensure compliance.	CYFD
5. Hold listening sessions to build a more responsive foster care system.	CYFD

JUVENILE JUSTICE

1. Take advantage of the Workforce Innovations and Opportunities Act (WIOA) and sit on governing boards that distribute funds for projects, including youth services.	Tribal Leaders
2. Provide information to tribal leaders about WIOA.	DWS
3. Provide DWS a list of job opportunities within the tribe and in surrounding communities so DWS can develop trainings to enhance skills of tribal youth to secure employment.	Tribal Leaders
4. Create better risk assessment tools that tribes can also utilize.	CYFD
5. Justice systems must work with social services and behavioral health providers.	CYFD

WATER & CULTURAL SITES PROTECTION

Issue 3 – An Opportunity to Become a Leader in the Protection and Preservation of Natural Resources, Water and Cultural Sites: Ensuring that Indian Water Rights are Respected, Protected and Enforced

Moderator: Conroy Chino (Pueblo of Acoma)

CULTURAL SITES PROTECTION

TRIBAL PERSPECTIVE

There are sacred places and cultural areas all over the state, on state, federal, private, and tribal lands. Tribal people have been in this area since time immemorial and have a cultural connection to place. Markings, etchings carved into stone, remains of large structures, dwellings, kivas, and artifacts speak to civilizations that existed long before the arrival of the first Europeans to this area. Tribes maintain distinct cultures, lifestyles, sets of social customs, and belief systems that are based on a strong connection to the land, to the environment, to the tops of mountains, to valleys, to lakes and to flowing streams. That connection is embedded in how Native people understand who we are and how we view the world. Traditional knowledge articulates our understanding of connection to place. Each Indigenous group maintains a process for exchanging this knowledge from one generation to the next. This cultural practice is an inherent responsibility. If we are successful at fulfilling this responsibility, future generations will understand the great importance of fulfilling the sacred trust, which we all pray daily, will sustain our place on this earth.

For centuries, Indigenous knowledge has been challenged, and in many situations, blatantly disregarded. Especially when governments and industry desire access to resources, including land, water, and minerals. Today, Indigenous peoples all around the globe work tirelessly to safeguard these resources which sustain our cultures, our people, and our connection to place.

Tribes are particularly concerned with fracking near Chaco. Tribes asked the agencies what they are doing to protect the health and welfare of communities that live in these areas. Tribal members need to be protected from pollution and damage to the air, land, and water.

STATE RESPONSE

A new model for working together is important, particularly between cultural institutions, Native properties and tribal communities. The Department of Cultural Affairs works with tribal communities on broadband connections, exhibits, interpretation, education programs, stewardship of historic sites, cultural sites, and consultation as it relates to cultural sites through the State Office of Historic Preservation. In the past six years, the department has seen the number of Tribal Historic Preservation Offices grow from six to sixteen. Tribal leaders are encouraged to call the State Historic Preservation Office if there is interest in getting a federal designation to create a Tribal Historic Preservation Office. The department is dedicated to

putting proper controls in place so that sensitive information related to tribal cultural properties is protected and that only authorized individuals have access. Addressing this issue will require an amendment to the Inspection of Public Records Act and will require legislative action.

The Department of Cultural Affairs has an Indian Advisory Panel that is housed in the Museum of Indian Arts and Culture, which guides all the exhibits and public programs in the museums. The Indian Advisory Panel needs representation from Jicarilla Apache and Mescalero Apache Nations.

PROTECTION OF CHACO

The state is completely opposed to drilling at Chaco, or anywhere near any other sacred sites, as is the entire federal delegation. The fight is far from over and everyone needs to remain committed, diligent, strategic, and tough. Together we can win this battle.

ENERGY PRODUCTION

The goal of the Energy, Minerals, and Natural Resources Department (EMNRD) is to be a national model for responsible management of natural resources with deep policy expertise and transparent processes and a cohesive mission that balances conservation and development. EMNRD wants to lead by example when it comes to tribal consultation and has the intention of developing meaningful partnerships with tribal governments. Consultation and collaboration between tribes and EMNRD have been insufficient, but it is a priority of the new administration. One opportunity to work together is in the State Parks Division. There are numerous cultural sites in state parks and EMNRD wants to work with tribal governments to ensure access to those sites. The Energy Conservation and Management Division can provide technical expertise on renewable energy programs.

DEVELOPMENT OF METHANE RULES

The state is moving forward on the Climate Change Executive Order that Governor Lujan Grisham executed. Part of this is to collaborate on a statewide platform for reducing methane emissions. The federal government has not led on this issue, so the state is working to fill that gap. The Oil Conservation Division, in partnership with the Environment Department, is developing comprehensive methane rules for the state. Tribes will be invited to be a part of the drafting of the methane rules as stakeholders. We are beyond consultation, there must be full participatory empowerment and tribes need to lead on the development of the methane rules.

SHARED STEWARDSHIP AGREEMENT

The Forestry Division is negotiating a shared stewardship agreement with the United States Department of Agriculture (USDA) to allow the Forestry Division to work on federal lands, including tribal lands with the tribe's consent. A draft agreement is circulating for feedback. The Deputy Secretary, Todd Leahy, and the State Forester will consult with tribes and ensure the tribe's feedback is incorporated into the agreement before it is signed later this summer. EMNRD also has a new tribal consultation policy and they are seeking feedback from tribes.

It is modeled after the current Department of Interior policy. EMNRD would like to come visit tribal communities to meet one-on-one. Tribal leaders are encouraged to reach out to EMNRD to schedule this meeting.

PROTECTION OF WATER RESOURCES

TRIBAL PERSPECTIVE

Water is our most precious resource. We must all treat water with great reverence, which involves establishing and defining water rights not only for senior users, but junior users as well. It also means we must protect water from contamination and protect existing wells, acequias, and aquifers. We need water for domestic use, agricultural purposes, and economic and business development.

WATER SETTLEMENTS

Water settlements take a lot of time and money. A lot goes into the settlements and there are several questions- where is the infrastructure? How much money? There are also hurdles and obstacles with funding. A dollar yesterday is not a dollar today.

Many parties come into settlement negotiations, including counties and local residents. It is their right to be involved, but tribes urge the Office of the State Engineer (OSE) to continue to support and recognize tribe's rights as priority. Tribes hope to rebuild the relationship with the OSE, as they have experienced limited support in the recent past. The State Engineer is in a familiar office and tribes hope that what the State Engineer has witnessed over time, or past goals that were not quite met, can now be fulfilled under this administration.

During negotiations, even after the state and tribes agree on a tribe's water right, the state conditions acceptance on the ability of tribes to find a way to prevent any effect on existing non-Indian junior users. The state should be actively involved in creative solutions as the water settlement benefits non-Indian users. Because a state's monetary contributions to a settlement are based on the benefits to non-Indian users, the state has an interest to actively participate in these solutions.

PROPOSED OFFICE OF INDIAN WATER RIGHTS

One primary issue observed by tribes is that the OSE lacks dedicated staff to process Indian water rights and settlements. OSE staff are required to prioritize time and resources between litigation and settlement negotiations. Often, litigation is prioritized which negatively impacts settlement offers. Tribes propose that OSE create an Indian water rights litigation and settlement unit, staffed with the appropriate number of lawyers and technical experts.

STATE RESPONSE FROM STATE ENGINEER

The state needs a 50-year water plan, and this cannot get done without being inclusive of tribal needs. When OSE did a state water plan in 2003, there was some cautiousness and trepidation about this being a de facto adjudication, but that was not the case.

The OSE has a 26% vacancy rate within the office. Right now, there is one full-time attorney, two part-time employees, and a few contract attorneys working on water rights issues. It is a priority of OSE to get a dedicated unit in place. The State Engineer will be moving a top engineer who is well versed in hydrology and consumptive irrigation requirements into the unit.

The OSE prefers negotiation over litigation. Right now, there are five active negotiations and only one case in litigation. To facilitate more negotiations, meaningful resources must be allocated to the OSE.

AAMODT SETTLEMENT

The settlement included importing new water into the area and funding for infrastructure to develop wet water. The basin was close to domestic wells. There are limits placed on existing domestic wells and we have shifted water use to surface water instead of mining the groundwater which is important for drought reserves. During the 2019 legislative session, the legislature passed, and the Governor signed, an appropriation for \$20 million dollars to cover the state's portion of the Aamodt settlement. Originally the state committed \$50 million dollars, but the state has since contributed an additional \$100 million.

TAOS SETTLEMENT

The settlement included importing new water into the area and funding for infrastructure to develop wet water. The OSE recognized the entire amount of Indian water right claims, including both surface water and groundwater. The town of Taos moved their groundwater pumping away from the buffalo pasture areas, which is a significant cultural area for the Pueblo of Taos.

NAVAJO SETTLEMENT

The Navajo settlement recognized the Navajo Nation claim within the San Juan Basin. There is a billion dollar infrastructure project for wet water development. There have been many challenges with the Bureau of Reclamation and the costs.

SENATE BILL 12

Governor Lujan Grisham signed SB12 which is a notice provision that requires timely notice on the OSE website. Instead of having to read a notice in the newspaper and monitor newspapers, as of July 1, 2019, the OSE is required to put notices on its website. It also allows double the time for filing protests.

NM ENVIRONMENT DEPARTMENT RESPONSE

Water is a cultural resource. Water gives life. The Environment Department has obligations under statutes, laws, and rules to implement permits, compliance, and enforcement. However, the mission of the department is broader, and the department views water as a cultural resource. Just a few years ago the release at the Gold King Mine occurred. This has continued to damage our state by putting heavy metals into the Animas River. Beyond that, it caused agricultural issues in the San Juan Valley. NMED has taken this very seriously and followed through with litigation. We have

been utilizing federal funds to apply scientific methods to ensure that crops are safe. We are currently working with tribal communities to market and promote food crops so that we can get that investment back into the state.

The United States is proposing a new rule that would change the definition of what is federally protected water. In New Mexico, roughly 93-94% of our water would become federally unprotected if the proposed rules were to go into effect. The Environment Department has been involved in commenting on the rule and providing feedback to the federal government that water itself is a cultural resource.

Another issue is notice to tribes. In the Grants area, there is an issue with a discharge permit. It became clear that if there was an accident under the permit, there was no requirement that the operator notify the Pueblos. NMED wants to change that. Collaboration needs to happen up front, not trying to fix things on the back end.

One thing that has been missing from NMED is affirmative inspections and checking to ensure that permittees are complying with their permits. NMED will do affirmative inspections.

<i>ACTION PLAN: WATER AND CULTURAL SITES PROTECTION</i>		Agencies Responsible
<i>CULTURAL SITES PROTECTION</i>		
1. Ensure proper controls are in place so only certain individuals have access to sensitive information; amend the Inspection of Public Records Act.		DCA, Tribal Leaders
2. Collaborate with Tribal Historic Preservation Offices to develop a management system for Pecos State Park.		Tribal Leaders, SPD
3. Consult with tribes on the Shared Stewardship Agreement with the USDA to allow the State Forestry Division to work on federal lands, including tribal lands with consent.		SFD
4. Provide feedback on the Shared Stewardship Agreement with the USDA.		Tribal Leaders
5. Finalize a new Tribal Consultation Policy that is modeled after the Department of Interior Policy.		EMNRD, Tribal Leaders
6. Invite Secretary Cottrell Propst and Deputy Secretary Todd Leahy to your community to discuss issues.		Tribal Leaders
7. Begin tribal consultation on new methane rules.		EMNRD, NMED
8. Brief Secretary Cottrell Propst on the tribal provisions in the 2018 Farm Bill.		Mescalero Pres. Blazer
9. Provide feedback to NMED on Tribal Liaison position.		Tribal Leaders
<i>PROTECTION OF WATER RESOURCES</i>		
1. Develop a 50-year water plan that is inclusive of tribal needs.		OSE
2. Establish a water rights litigation and settlement unit with the appropriate number of lawyers and technical experts on staff.		OSE
3. Dedicate a top engineer to be part of the water rights unit.		OSE
4. Actively engage in negotiations and create solutions to benefit both tribes and non-Indian users, rather than making tribes find solutions to avoid impacting junior users.		OSE
5. Work on enforcement issues.		NMED
6. Require permit holders to notify tribes if they violate the conditions of their permit.		NMED
7. Conduct regular inspections to ensure that permit holders are complying with permit.		NMED
8. Support tribal claims to water.		OSE
9. Develop a plan to fund future settlements.		OSE

PUBLIC SAFETY

TRIBAL PERSPECTIVE

More time must be dedicated to a discussion on public safety at future Summits. Problems such as cross-deputizing law enforcement officers and cases falling through the cracks, must be acknowledged and discussed. Federal resources like the Tribal Law and Order Act are desperately needed, but the lack of funding makes implementation difficult.

Tribes must be willing to admit what is happening in our communities before we can adequately respond. For instance, children are now committing severe crimes in tribal communities. Another public safety issue that needs to be addressed is the school to prison pipeline. Resources are needed to adequately respond to the trauma experienced by Native children before they get caught up in the criminal justice system.

Other public safety issues that need to be discussed include slow police response time, lack of tribal police officers, prosecutors, and judges.

STATE RESPONSE

As a collective, state and tribal leaders must address three huge public safety issues: first, the high rates of suicide among young people in tribal communities; second, the existing resource issue – there must be more support for the entire justice system, including tribal justice systems; and finally, better partnerships to leverage state and tribal resources. Other issues that need to be addressed include revisiting the state children’s code, looking at preventative services, and eliminating adverse childhood experiences so that no child is subject to these experiences. The Adobe Program in Albuquerque is one model that should be studied by everyone for replication in the short term. The Adobe Program is a partnership between juvenile justice, UNM, and families, with a real focus on minority communities. The program provides comprehensive healthcare and social services under one umbrella to the entire family.

Intertribal governmental agreements and joint agreements focusing on juvenile justice and improving state and tribal government processes should be prioritized, as well as developing different assessment tools to look at criminality and risks. And finally, ensuring that there are adequate services to respond to assessment findings.

Collectively, tribes and the state must move its focus upstream. For example, the Adobe Program shifted the focus to the front end -- to children born drug-exposed and to their families. This way, medical treatment plans can ensure that babies and their families are safe.



NM Governor Lujan Grisham with Navajo Nation President Jonathan Nez and Navajo Nation Council Delegate Amber Kanazbah Crotty

ACTION PLAN: PUBLIC SAFETY

Agencies Responsible

CROSS DEPUTIZING, JURISDICTION AND ENFORCEMENT

1. Collectively work on suicide among tribal youth, address the lack of existing resources for state and tribal justice systems, leverage resources and create better partnerships.	CYFD, DPS, Tribal Leaders
2. Meet with tribal police chiefs in early June.	DPS, Tribal Leaders

SCHOOL TO PRISON PIPELINE

1. Revisit the Children's Code, look at preventative services, and work to end adverse childhood experiences.	CYFD, DPS, Tribal Leaders
2. Meet with tribes to discuss juvenile justice.	CYFD, Tribal Leaders
3. Look at existing program models that are working effectively to treat entire families, such as the Adobe Program in Albuquerque.	CYFD, Tribal Leaders
4. Establish intergovernmental agreements on juvenile justice.	CYFD, Tribal Leaders



Governor Craig Quanchello, Nambé Pueblo



NM Governor Lujan Grisham with the late NM State Senator John Pinto



NM Governor Lujan Grisham, Department of Health Cabinet Secretary Kathy Kunkel, Tribal Liaison for Department of Health Aiko Allen, Tribal Liaison for Human Services Department Theresa Belanger, Governor Brian Vallo, Acoma Pueblo

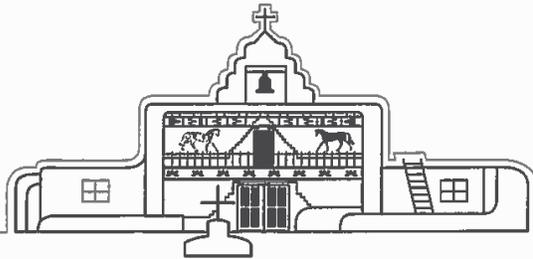


Head Councilman Joe Garcia, Ohkay Owingeh, Governor Ron Lovato, Ohkay Owingeh

2019 New Mexico State Tribal Leaders Summit

ATTACHMENT A

Governor Joe M. Aguilar of Santo Domingo Pueblo was not able to deliver his prepared remarks due to time constraints during the State Tribal Leaders Summit. Governor Aguilar requested that his prepared remarks addressing the importance of broadband connectivity and data sharing gaps be included in the final report. Governor Aguilar's contribution to the discussion on Healthy Communities is included below.



Santo Domingo Tribe Human Resources Department

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Governor Joe M. Aguilar's comments for health and wellbeing session.

I want to say thank you for this opportunity to speak on Building Trust in Order to Bridge the Gap in Data Sharing and Technology. I also want to thank Secretary Trujillo for inviting me to speak on behalf of Santo Domingo Pueblo regarding this very important topic.

As you know, the lack of health care and broadband is common in many native communities. Before the six Pueblo tribes built 120-miles of fiber optic network, each Pueblo fought independently to find affordable high-speed Internet. In the Middle Rio Grande Valley, the telecom company only sold expensive and slow T-1 Internet circuits, that provided 1.5Mbps of Internet for as much as \$350 per month, or \$233 per Mbps.

When most tribal residents do not have home computers and when those computers do not have high speed Internet, the residents go to the tribal library for most computing needs. Some will also drive to the town of Bernalillo to a public library, or more commonly a McDonalds or Starbucks with free Wi-fi and connect on their phones. When the Internet is used at home, most tribal community members use expensive cell phone data plans to connect to the Internet despite high costs for exceeding monthly data caps. While very expensive, the cell phones provide at least some connectivity except in the Pueblos of Santo Domingo and areas of San Felipe, which are cell phone dead spots. These cell phone dead spots pose an imminent safety threat for tribal members trying to seek help but who cannot place life-saving 911 calls.

Weak or non-existent signals slow down tribal first responders who are additionally challenged in the fact that they have less robust network access and cannot utilize broadband-enabled applications commonly used in Public Safety, such as video dash cams or laptops used in police cruisers.

In 2019, the Internet is not an optional service. It is the communication and productivity center for all aspects of tribal government and tribal health care operations. Working without high speed Internet limits the productivity and capacity of tribes to self-govern in the global information age.

One solution is to move critical services such as email and phone systems to the cloud, where the vendors maintain the security and upgrades, alleviating those responsibilities from the tribe. However, these cloud applications are 100% dependent on reliable high-speed Internet and without it, the tribe cannot benefit from their strengths. Additionally, tribal governments, public safety, health billing, patient records, to name a few, subscribe to on-line applications for day-to-day operations. The Internet is critical to the core missions of those departments and when the Internet is down, the department work is crippled. When this happens, we see the tribal program departments taking laptops to the libraries to try to continue their work. Due to confidentiality and HIPAA compliance standards health care professionals do not have this option.

Rural locations and distance to meetings, the use of video-conferencing and e-mail enable the productivity of the tribe. On-line meetings such as telehealth video conferences improve communication and create time by reducing travel time. Rural tribes have not enjoyed the benefits of mainstream society to utilize these convenient and powerful communication tools.

Global Information Services (GIS) are used to protect watersheds, sacred sites, wildlife management and more. Collaborating and sharing large data sets with other tribal environmental programs, the State, or Federal agencies prevents collaborations that would further the mission of the Department of Natural Resources. This is significant because monitoring water quality is of great importance to our agriculture, drinking water and the overall health and wellbeing to tribal members.

Now that tribes are increasingly taking local control of clinics and dental offices through the 93-638 programs, the time is now to transform tribal health care. Tribally-controlled facilities can bring in high speed circuits that the Indian Health Service could not. This means that tribally-controlled health clinics can take advantage of technology-rich services to improve patient outcomes. Video-conferencing in telehealth offers access to specialists that are not staffed in rural clinics, such as psychiatrists. The use of video-conferencing reduces the travel time and expense for patients who are referred to nearby towns but who may not have transportation or the money to go the doctor. Broadband enables the health care providers to send and receive digital x-rays thus improving efficiencies in diagnosis and follow-up care. Clinics can minimize on-premise needs for hard to find local IT professionals but subscribing to cloud-based e-mail, phone, or finance systems, which require high-speed Internet to work. The tribally-controlled clinics have an opportunity to collaborate with other native clinics on conditions, such as diabetes, which disproportionately affect Native Americans. The use of web meetings, on-line resources, and video-conferencing to facilitate these collaborations could result in new and improved services around critical health needs.

It is very important that we maintain patient confidentiality and cultural sensitivity. With the rise of cyber theft, and insurance fraud, it is important that state agencies and tribal governments work together to promote awareness campaigns to help educated tribal members on cyber security and proper computer use. Cyber security is bigger than any city, state or tribal government.

It is equally important for state agencies and tribal governments to work together to develop home grown IT professionals with competitive pay. Especially in the fields of cyber security and data use. We are seeing too many of our talented youth relocate to neighboring states to work in high paying IT professions.

As New Mexicans, it is important that we work together in partnerships to build and secure broadband infrastructure trust within our communities. Together we can do this.



Governor Richard Aspenwind, Taos Pueblo and President Butch Blazer, Mescalero Apache Tribe



Former Governor Rick Vigil, Tesuque Pueblo, NM Governor Lujan Grisham, and Governor Brian Vallo, Acoma Pueblo



NM Lt. Governor Morales, NM Governor Lujan Grisham, and NM IAD Cabinet Secretary Trujillo

***W**e would like to thank everyone who participated in the
2019 State Tribal Leaders Summit. Your contributions
are valued and important to the communities we serve.*



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