

NMPED-IED—Indian Education Act Grants for Tribal Entities 2016–2021

Below are grants offered to the NM tribes for fiscal years 2016–2021, grants awarded 2016 –2017; were awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Grants awarded 2017-2019; awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting native language programs and English learners, and 5) school systems alignment between PED/Bureau of Indian Education operated schools/tribally controlled schools. Non Competitive grants awarded 2019-2021, were awarded to recipients to develop programs in one or more of the four priority areas: 1) College, Career and Life Readiness, 2) Culturally and Linguistically Relevant Education and Social and Emotional Learning, 3) Culture and Identity Development, and 4) Increasing Access to Native American Language Programs.

Tribe, Pueblo, Nation	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance
Acoma	\$30,000.00	\$39,605.96	\$47,685.04	\$75,471.53	\$19,877.71	\$55,593.82	\$77,665.00	\$29,815.83	\$47,849.17
Cochiti	\$30,000.00	\$60,000.00	\$46,252.92	\$85,616.00	\$83,991.94	\$1,624.06	\$89,036.85	\$41,364.00	\$47,672.85
Isleta	\$30,000.00	\$45,150.00	\$24,443.00	\$60,046.00	\$3,602.63	\$56,443.37	\$92,209.95	\$80,518.77	\$11,691.18
Jemez	\$30,000.00	\$47,096.00	\$19,979.30	\$100,000.00	\$99,999.99	\$0.01	\$99,999.99	\$99,999.99	\$0.00
Jicarilla	-	-	-	-	-	-	\$100,000.00	\$0.00	\$100,000.00
Laguna	\$30,000.00	-	-	\$90,640.00	\$80,643.60	\$9,996.40	\$84,000.00	\$80,442.47	\$3,557.53
Mescalero	\$30,000.00	-	-	\$98,875.00	\$51,415.19	\$47,459.81	\$98,875.00	\$11,254.12	\$87,620.88
Nambé	\$30,000.00	38,667.00	\$26,493.60	\$70,501.00	\$50,701.24	\$19,799.76	\$75,509.70	\$71,316.30	\$4,193.40
Navajo	\$30,000.00	59,023.00	\$37,522.80	-	-	-	\$200,000.00	\$114,232.50	\$85,767.50
Ohkay Owingeh	\$30,000.00	19,747.35	\$16,229.85	\$86,445.00	\$81,291.84	\$5,153.16	\$77,853.30	\$54,580.33	\$23,272.97
Picuris	\$30,000.00	39,000.00	\$43,101.57	\$61,876.00	\$61,740.57	\$135.43	\$95,513.88	\$82,426.20	\$13,087.68
Pojoaque	\$30,000.00	\$30,000.00	-	\$95,483.00	\$44,892.00	\$50,590.98	\$99,939.00	\$58,702.38	\$41,236.62
Sandia	\$30,000.00	\$30,035.63	-	\$4,688.55	\$3,410.40	\$1,278.15	\$100,000.00	\$89,666.69	\$10,333.31
San Felipe	\$30,000.00	\$33,566.00	\$20,606.25	\$99,911.13	\$96,187.95	\$3,723.18	\$99,715.13	\$64,512.25	\$35,202.88
San Ildefonso	\$30,000.00	\$29,232.00	\$37,801.00	\$100,000.00	\$93,682.89	\$6,317.00	\$100,000.00	\$45,886.17	\$54,113.83
Santa Ana	\$30,000.00	\$35,006.00	\$5,000.00	\$100,000.00	\$70,877.86	\$29,122.14	\$99,750.00	\$76,970.59	\$22,779.41
Santa Clara	\$30,000.00	\$23,100.00	-	\$100,000.00	\$70,034.77	\$29,965.23	\$100,000.00	\$0.00	\$100,000.00
Santo Domingo	-	\$50,032.50	\$38,955.00	\$93,032.52	\$90,164.44	\$2,868.08	\$99,750.00	\$95,966.63	\$3,783.37
Taos	\$30,000.00	\$44,670.00	\$55,439.20	\$99,617.76	\$99,617.76	\$0.00	\$100,000.00	\$95,964.28	\$4,035.72
Tesuque	\$30,000.00	\$38,451.00	\$56,958.55	\$80,768.00	\$78,767.68	\$2,000.32	\$99,179.85	\$47,292.18	\$51,887.67
Zia	\$30,000.00	\$51,576.00	-	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$100,000.00	\$0.00
Zuni	\$30,000.00	\$28,000.00	-	\$99,832.99	\$71,243.08	\$28,589.91	\$98,280.00	\$90,048.50	\$8,231.50
Totals	\$600,000.00	\$741,958.44	\$476,468.08	\$1,702,804.48	\$1,352,143.56	\$350,660.92	\$2,187,277.65	\$1,430,960.18	\$756,317.47

TRIBE, Pueblo, Nation	20-21 PRIORITIES	20-21 Outcomes
Acoma	<p>The Acoma Department of Education grant priorities are College, Career and Life Readiness – with a focus for improved educational outcomes to address academic challenges such as, truancy and chronic absenteeism. Acoma planned on focusing on 1) Developing an educational support for elementary and secondary students that are at-risk using an individual educational goal process, 2) Create partnerships with local/statewide programs, universities, colleges and trade schools, 3) Identify additional funding sources for this project and work towards institutionalizing the project into a Department of Education Program for capacity, 4) Serve at least 50 students (or more) in the first 6-months of operation, 5) Create a referral sheet with identified resources to address student needs and decrease/eliminate at-risk factors affecting academic success.</p>	<ul style="list-style-type: none"> • Provided homework assistance, tutoring and access to technology. • Completed Individual Education Goal sheets for 33 elementary students. • 15 consultation calls with district. • Conducted 6 parent-community forums, with 147 participants.
Cochiti	<p>The Pueblo of Cochiti Education grant priorities were Increasing Access to Native American Language Programs and Culturally and Linguistically Relevant Education and Social and Emotional Learning – The Pueblo of Cochiti’s goal is to maintain services and language acquisition through Cochiti Pueblo. 1) The Pueblo of Cochiti will maintain the current regular full-time Keres Language Instructor position year-round. This position will be used to provide classroom-based instruction in the local schools to K-12 students; 2) This instructor will work closely with the local schools to provide direct learning experiences at schools that serve Cochiti pueblo students and will participate in training/workshops when able. 3) The instructor will continue with the development and implementation of the Keres language curriculum.</p>	<ul style="list-style-type: none"> • Keres activity packets were distributed to 80% of Cochiti students.
Isleta	<p>The Isleta Tiwa grant priorities were Culture and Identity Development Students/community members will participate in a project based program entitled community problem solvers. Students will model, present, analyze and will demonstrate critical thinking skills through Tiwa language presentations to the following; 1) Parents, 2) Tribal Council, 3) Governor, 4) Community Meetings. This goal will instill a sense of pride, identity, and problem solving skills in students. Partners that sponsor this project is University of New Mexico Engineering Program.</p> <p>1) The Department of Education and Tiwa Language long term goals will increase organization and sustainability by training staff to use language on a daily basis when working with students. Professional Development will help teachers to become trainers of trainers and instill the love of language and pride in student lessons.</p> <p>2) The full time language teachers will strengthen and support the present structure of the educational program K-12, by supporting existing programs during the day, evenings and weekend activities.</p>	<ul style="list-style-type: none"> • College engagements nights executed for 150 students every month January-May, which were provided 2-3 times per month. • 150 students were provided the opportunity to schedule 1:1 appointments with Higher Ed staff. • Tutoring and career development services were provided to students with need. • 150 students engaged in interactive Tiwa language lessons, provided in-school, during summer programming, and virtually. • 30 students received hot spots to continue Tiwa language lessons virtually. • Collaborated with districts to identify areas of strength and growth

	3) Elders will be used as a resource in completing projects which may include videotaping, listening to stories, reading stories, and interpreting stories to students K-12.	
Jemez	The Pueblo of Jemez Education grant priorities were College, Career and Life Readiness and Increasing Access to Native American Language Programs- 1) Professional Development, training and/or degree attainment/advancement for staff in all programs and schools to help further strengthen the Language Immersion program and components responsive to each program/schools implementation plan and strategy. 2) Further review and analyze the Photo Voice (conducted in partnership with Arizona State University) Research Display and Results to develop themes, lesson plans, and activities that can be implemented across all school systems and grades. Continue to coordinate with the "Creative Team" to take the lead in developing language immersion materials, resources and supplies that promote and increase language development as well as aid student learning in the classrooms and community through a multi-media and experiential based approach tied to classroom lessons and the language curriculum.	<ul style="list-style-type: none"> • 74 students received 45-60 minutes of daily Dine language instruction. • Lesson plans were created and reviewed by educational leadership. • Weekly meetings with the Professional Learning Community were conducted. • Quarterly virtual meetings were conducted with IEC Committee.
Jicarilla	Did not use funding	
Laguna	The Pueblo of Laguna Education grant priorities were Culturally and Linguistically Relevant Education and Social and Emotional Learning- The goals of their proposed program will be based on the Pueblo of Laguna Education Strategic Plan which seeks to preserve Laguna's core values, culture, and community; capture Indigenous knowledge; ensures Laguna students receive high-quality and culturally appropriate education regardless of where they attend school; expands the teaching of basic life skills through authentic project based, hands-on learning, and uses existing Laguna resources.	<ul style="list-style-type: none"> • Graphic designer and audio tech created language materials for website with 1,023 registered users. • Teacher language pilot program for virtual hands-on learning launched in 2 schools for storytelling, cooking, and cultural arts and crafts. • Development of stage 1 of curriculum mapping and implementation.
Mescalero	The Mescalero Apache Education grant priorities were Increasing Access to Native American Language Programs. This is the second year of the project, which they will produce "Intermediate Low, Intermediate Mid, and Intermediate High" levels of the MAL Curriculum (corresponding, roughly, to middle school). As they produce the MAL Curriculum, we will begin to use it in the Mescalero Apache Schools, Mescalero Head Start, Mescalero Daycare, and the Mescalero Apache Tribe Language Program. We also will make the MAL Curriculum available to Native Students who attend public schools off-reservation in Ruidoso NM and Tularosa NM (two towns that abut the Reservation).	EOY report not provided,
Nambe	The Pueblo of Nambe grant priorities were Culture and Identity Development- The Pueblo of Nambe vision is to have a Native Library, where our community members can come and find indigenous books and movies by indigenous authors, illustrators, and directors. They have purchased many items for this library and will continually increase throughout the years to come. They plan the layout of items and catalog them. Display cases will be purchased. 7-1-2020 through 6-1- 2021. 1) Introduction of Tewa	<ul style="list-style-type: none"> • 30% gain in Tewa language knowledge and a 25% gain in culture knowledge. • Nambe Language Coordinator created year 2 curriculum for PVSD Tewa Instructor.

<p>Language and Culture, 2) Frequency of the use of Tewa Language and their participation in/and understanding cultural activities 3) To increase Tewa Language and Culture to 50 youth, by 10% at the end of June 30, 2021.</p>	<ul style="list-style-type: none"> • Purchased historic and culturally relevant books, videos, etc for Native American Library. • Baby & Me Tewa Circle Head Start Program, after-school program, summer youth program, and adult classes were provided to 515 students and participants. • Professional development for online native language instruction was provided. • 4 days of cultural events were provided to community members along with a 2-week “Resiliency and Connection to Our Lands Walk” initiative.
<p>Navajo</p> <p>The Department of Diné Education grant priorities were Increasing Access to Native American Language Programs- The goals of the Office of Standards, Curriculum, and Assessment Development (OSCAD) are to plan, promote, develop and implement Dine language, culture, history, and government programs in schools on and near the Navajo Nation as follows, 1) Create and publish instructional materials, online and/or paper assessments and testing instruments for the teaching of Dine language and culture, 2) Coordinate with other Department of Dine Education programs, Dine College and Navajo Technical University and other organizations in providing resources related to Dine language, culture, history, and government programs.</p>	<ul style="list-style-type: none"> • Converted all Dine Language and Culture assessments to be administered through an online platform, eliminating paper in-person assessments for 25,810 students over 13 schools. • Trained DODE’s Office of Standards, Curriculum and Assessment Development staff in the new assessments.
<p>Ohkay Owingeh</p> <p>The Pueblo of Ohkay Owingeh were College, Career and Life Readiness and Increasing Access to Native American Language Programs- The Ohkay Owingeh Department of Education is focused on helping high school students, juniors and seniors, prepare as they enter into their higher education path. As Native Students, it is harder for students to become "prepared" for life after high school due to the lack of programs and services that are provided. Necessary and valuable assistance shall include; Chromebook check-outs, school supplies, ACT/SAT testing fees, college application assistance, FAFSA assistance, scholarship assistance, resume and mock interviews, etc.1) To increase the number of participants in the Community Tewa Classes through outreach and recruitment, 2) To recruit and certify two Tribal Members to serve as Tewa Teachers, 3) Provide all Tewa Students with copies of the Ohkay Owingeh Tewa Language Dictionary, 4) Enter into Memorandum of Agreements with schools and school districts, 5) Increase the fluency rates among all Ohkay Owingeh Tribal Members by 10%,</p>	<ul style="list-style-type: none"> • Provided college readiness assistance and funding for 43 high school seniors, focusing on scholarship, college, and FAFSA applications. • Collaborated with the Espanola district for a summer youth program and “Traditional Circle” to provide 200 students with Tewa language training and social emotional wellbeing supports. • Tewa zoom classes were provided to tribal community members. • 95.5% of high school seniors graduated and 100% of college students graduated.
<p>Picuris</p> <p>The Pueblo of Picuris grant priorities were Increasing Access to Native American Language Programs- The Tiwa Language Program uses a beginner level curriculum but lacks curricula for intermediate and advanced speakers. Furthermore, in anticipation of the COVID-19 pandemic and the possibility of a Fall 2020 school delay, lesson plans for beginning speakers need</p>	<ul style="list-style-type: none"> • Held daily virtual Tiwa language classes for 30 students. • Held Summer Tiwa Series for students and community members, including parents/guardians.

	<p>to be adapted for stay-at home learning. Additionally, for continuous year-round language learning to occur Tiwa language components will be incorporated into summer programs and community events.</p> <ol style="list-style-type: none"> 1) Curriculum Development-incl. COVID-19 lesson planning, intermediate and advanced levels 2) Capacity Development- language revitalization and teaching methods 3) Obtaining traditional knowledge from community and dissemination 4) Community outreach and tribal department collaboration 5) Report writing and grant documentation 	<ul style="list-style-type: none"> • Audio and video recordings were created to start an online archive • Completed the Sowing Seeds Pilot Program for early childhood Tiwa language curriculum. • Tiwa instructor received various professional development for indigenous and land-based programming (Indigenous Montessori Institute, Native American Language Teacher’s Institute, ECHO and various conferences.) • 94% of K-12 students passed their respective Tiwa language assessment.
<p>Pojoaque</p>	<p>The Pueblo of Pojoaque Education grant priorities are Increasing Access to Native American Language Programs- For this project outcomes would include 1) Greater enrollment in Tewa Language Program classes; more diverse programming, the ability to offer instruction to charter school students and public school students; 2) Greater participation in tribal community events and use of the Tewa language at those events; 3) greater expression of cultural identity amongst tribal students; 4) Greater expressions and demonstrations of cultural pride by tribal students/youth, and by all tribal members; 5) established plans for language instruction delivery when the classroom setting isn't available.</p>	<ul style="list-style-type: none"> • Virtual language instruction provided for 43 students that engaged entire families. • Virtual resources available through website. • Position description was created for a Private School Tewa Language Instructor.
<p>Sandia</p>	<p>The Pueblo of Sandia Department of Education grant priorities were Increasing Access to Native American Language Programs- The vision of the Sandia Tiwa Language Program is to create a Learning Environment in which Tiwa Language and Culture permeates throughout the community on a daily basis.</p> <ol style="list-style-type: none"> 1) The Language Program will increase culturally reflective programming 2) Increase access to the language program and learning 3) Increase organizational sustainability with additional staff <p>The short-term outcomes will increase the quantity and types of learning materials for language program to include print and electronic resources and; digitizing analog format materials to new media.</p>	<ul style="list-style-type: none"> • Online language instruction for kindergarten classes. • Created digital archive of afterschool language lessons. • Created CDs and DVDs of language lessons and songs along with flashcards for afterschool language students to take home to families. • Smart Board was purchased to aid in daily online instruction for 30 students.
<p>San Felipe</p>	<p>The Pueblo of San Felipe Department of Education grant priorities were College, Career and Life Readiness- The Pueblo of San Felipe plans to 1) Establish community data related to technology devices and connections in the Pueblo of San Felipe that can support future planning and proposals for connectivity, 2) Provide the equity and convenience of technology for secondary students and their families who would otherwise be unable to purchase a device, 3) Establishment of a strategic plan for providing community driven language instruction preferences</p>	<ul style="list-style-type: none"> • Technology and language surveys were completed to determine status and needs. • IT staff has been hired and the KLCC is fully staffed. • Bilingual seal process reviewed by selected students. • The Katishtya Language and Culture Committee (KLCC) has 90% of the bylaws completed.

	and practices in the schools, 4) Inaugural graduating class of San Felipe students having earned the bilingual seal	
San Ildefonso	<p>The Pueblo of San Ildefonso grant priorities were College, Career and Life Readiness and Culturally, Linguistically Relevant Education and Social and Emotional Learning and Culture and Identity Development The Pueblo de San Ildefonso Education Department will provide the best, most unique and relevant services, programming, and resources to develop educated and professional leaders, support comprehensive educational opportunities, promote holistic health and well-being, foster cultural identity, and strengthen community.</p> <p>Strategic Department Goals; 1) Provide free basic public library services to the legal service area including circulating collections, basic reference collections, and internet access, 2) Provide programs and resources to meet the needs of community members including early intervention, special education services, tracking student achievement for the purposes of improving academic performance, promoting higher education, and fostering career readiness.</p>	<ul style="list-style-type: none"> • 170 teachers and students received culturally relevant environmental curriculum via zoom. • 40 students had language and culture classes via zoom. • All students had technology support (wifi, chromebooks, jetpacks etc). • Executed 10 cultural events for the community members of the Pueblo of San Ildefonso (dressmaking, graduation parade, black on black pottery, etc). • Education Department delivered breakfast and lunch meals to students until April 2021. • Hired two after-school program aides.
Santa Ana	<p>The Pueblo of Santa Ana Department of Education grant priorities were College, Career and Life Readiness- The Education Department will provide access to online and credit recovery courses in the Santa Ana Pueblo Community library to allow high school students an alternative setting, in order to increase class completion to 100% in the required school year, along with a 2.0 grade average or higher. Short term goals and outcomes include 1) Reduce number of credit recovery courses by 25-50% each semester, 2) Reduce number of absences by 25-50% each semester, 3) Increase core course GPA average to 2.0 or higher, 4) Increase parent participation to 100% attendance for parent teacher conferences with our community teacher 5) Increase on time graduation rates to 100%, 6) Increase college/career readiness through access to dual credit and higher education opportunities.</p>	<ul style="list-style-type: none"> • 12 students received credit recovery support, reducing the overall classes needed by 39.8%. • The GPA of the students in the credit recovery program increased from 1.65 in to 3.33 by the end of the school year. • Tutors were provided support for all middle and high school students.
Santa Clara	Did not use funding	
Santo Domingo	<p>The Pueblo of Santo Domingo grant priorities were Increasing Access to Native American Language Programs- Santo Domingo Tribe propose to create a Kewa Keres Language Program which will serve to facilitate and organize services to include all pertinent Santo Domingo Tribal community including all students in the Kewa Keres Language Instructional Programs within the Bernalillo Public School District and Santa Fe Indian School, the students families, the Tribal Governor's Administration, Kewa Keres Language Governing Board and Kewa Keres Language Board, New Mexico Public Education Department- Indian Education Department. The Santo Domingo-Kewa Keres Language Program proposes to achieve the continuous transmission of Tribal language and Culture through several measures.</p>	EOY report not provided,

<p>Taos</p>	<p>The Pueblo of Taos Education grant priorities were Increasing Access to Native American Language Programs- Taos Pueblo's Tiwa Language Program aims to address the disruption of Tiwa as the first language, and promote accessible opportunities for utilizing the Tiwa language within the education system. The community and elders are essential in this transition. Elders must pass on their stories to future generations, this will help students establish a strong tribal identity. A successful program will address children and adults as Tiwa Language Learners. Community meetings, social gatherings and presentations will be an integral part of this program.</p>	<ul style="list-style-type: none"> • Tiwa language classes were provided until mid-April for 34 students. • Biweekly meetings were held with Enos Garcia Elementary school to address any issues. • Instructors provided mentoring and outreach to parents, along with assisting with IEPs.
<p>Tesuque</p>	<p>The Pueblo of Tesuque grant priorities were Increasing Access to Native American Language Programs- Tewa instruction is also part of our after school childcare program. Each student in this program receives an hour of Tewa and Culture Instruction, daily. We use the immersion model when delivering Tewa language instruction. During Tewa class, students learn the language, cook traditional meals, art, take field trips, dance, drumming, song, storytelling etc...</p>	<p>EOY report not provided,</p>
<p>Zia</p>	<p>The Pueblo of Zia grant priorities were College, Career and Life Readiness and Culturally and Linguistically Relevant Education and Social and Emotional Learning- The Pueblo of Zia Education Department (POZED) seeks to address 1) academic gaps 2) college, career and life readiness 3) Zia Keres language and culture 4) child's attendance and behavior at school, and the language program will be utilized in both the intervention and prevention process of the connection program, as a way to bring students closer to their culture and tradition. As part of the preventive work the Zia Language Program will include topics in their classes that will assist students in self identifying with who they are, and where they come from.</p>	<ul style="list-style-type: none"> • Development of student tracking documents. • Technology purchased for infrastructure. • Increased college admissions and graduates. • Improved language curriculum and materials.
<p>Zuni</p>	<p>The Pueblo of Zuni Ashiwi College and Career Readiness Center grant priorities were Culture and Identity Development- The proposed activities will be completing the development of the Shiwi'ma Bena Curriculum, continue to develop culturally responsive material to support the curriculum, provide online training on ancestral knowledge and indigenous teaching methodologies for language teachers, and complete the Shiwi'ma Bena; Language Assessment. The proposed activities will enhance A&#58;shiwi students to develop ancestral knowledge, Shiwi'ma Bena; (Zuni language fluency), and develop healthy self-identity. In addition, these developments will supplement the tribe's college & career readiness priorities under the shiwi College & Career Readiness Center and the Zuni Education & Career Development Center.</p>	<ul style="list-style-type: none"> • Shiwi'ma Bena: Curriculum for PreK-Higher Education is 50% complete. • Shiwi'ma Bena: Native Language Assessment 40% complete • Online training on culturally responsive training is 25% complete, 90 teachers and 520 instructors participated.

NMPED-IED—Indian Education Act Grants for Tribal Entities 2016–2021

These grants are available to local education agencies (LEAs), including state-chartered charter schools, and locally chartered charter schools, serving a significant numbers of Native American students for fiscal years 2016–2021. Grants awarded for 2016 –2017, awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Competitive grants awarded 2017-2018; awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting native language programs and English learners, and 5) school systems alignment between PED/Bureau of Indian Education operated schools/tribally controlled schools. Non Competitive grants awarded 2019-2021, were awarded to recipients to develop programs in one or more of the four priority areas: 1) College, Career and Life Readiness, 2) Culturally and Linguistically Relevant Education and Social and Emotional Learning, 3) Culture and Identity Development, and 4) Increasing Access to Native American Language Programs.

School Districts and Charters	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance
APS	\$25,000.00	\$42,600.00	\$56,466.00	\$90,000.00	\$81,552.12	\$8,447.88	\$89,914.00	\$49,745.20	\$40,168.80
Aztec Municipal Schools	\$25,000.00	\$34,652.00	\$42,893.06	\$64,000.00	\$53,179.88	\$10,820.12	\$75,000.00	\$47,111.59	\$27,888.41
Bernalillo Public Schools	\$25,000.00	\$32,000.00	\$23,533.45	\$90,000.00	\$22,690.06	\$67,309.94	\$77,922.00	\$39,110.26	\$38,811.74
Bloomfield Public Schools	\$25,000.00	\$25,283.00	\$9,000.00	\$52,200.00	\$17,368.45	\$34,831.55	\$53,052.00	\$29,476.00	\$23,576.00
Central Consolidated	\$25,000.00	\$40,094.00		\$60,000.00	\$35,434.46	\$24,565.54	\$90,000.00	\$2,800.00	\$87,200.00
Cuba Independent	\$25,000.00	\$25,243.00	\$46,020.60	\$90,000.00	\$90,000.00	\$0.00	\$90,000.00	\$84,152.11	\$5,847.89
DEAP Charter	\$25,000.00	\$15,429.00	\$15,889.12	\$74,540.00	450,586.97	\$23,953.03	\$90,000.00	\$89,889.75	\$110.25
Dream Dine	\$25,000.00	\$20,079.00	\$25,000.00	\$67,301.00	\$60,471.04	\$6,829.96	\$89,999.78	\$89,999.78	\$0.00
Dulce Independent	\$25,000.00	-	-	\$47,907.00	\$30,769.05	\$17,137.95	\$90,000.00	\$72,879.40	\$17,120.60
Espanola Public Schools	\$25,000.00	\$3,750.00		\$83,909.00	\$45,298.15	\$38,610.85	\$90,000.00	\$55,908.25	\$34,091.75
Farmington Municipal	\$25,000.00	\$27,117.00	\$22,700.00	\$55,203.78	\$45,296.02	\$9,907.76	\$40,218.05	\$40,218.00	\$0.05
Gallup MCS	\$25,000.00	\$25,000.00	\$29,916.88	\$90,000.00	\$56,820.17	\$33,179.83	\$90,000.00	\$75,522.12	\$14,477.88
Gordon Bernell	-	-	-	-	-	-	\$81,100.00	\$80,827.65	\$272.35
Grants Cibola	\$25,000.00	\$29,425.00	\$21,739.92	\$90,000.00	\$84,994.27	\$5,005.73	\$90,000.00	\$88,727.35	\$1,272.65
Hozho	-	-	-	\$90,000.00	\$89,707.35	\$292.65	\$90,000.00	\$85,774.39	\$4,225.61
Jemez Mountain	\$25,000.00	\$25,118.19	\$23,989.90	\$25,000.00	\$23,999.88	\$1,000.12	\$25,000.00	\$22,909.28	\$2,090.72
Jemez Valley	\$25,000.00	\$29,942.00	\$30,758.48	\$50,000.00	\$47,369.48	\$2,630.52	-	-	-
Las Cruces	-	-	-	-	-	-	\$90,000.00	\$60,293.59	\$29,706.41
Los Lunas	\$25,000.00	\$6,680.00	-	-	-	-	\$90,000.00	\$0.00	\$90,000.00
Magdalena Municipal	\$25,000.00	\$42,707.20	\$59,595.61	\$80,232.00	\$55,965.36	\$24,266.64	\$90,000.00	\$90,000.00	\$0.00
Middle College High	-	-	-	-	-	-	\$82,366.50	\$82,366.00	\$0.00
NACA	\$25,000.00	-	\$25,006.30	\$90,000.00	\$89,948.00	\$52.00	\$90,000.00	\$26,148.99	\$63,851.01
Penasco	-	\$17,000.00	\$16,846.06	\$85,263.18	\$29,337.40	\$55,925.78	\$90,000.00	\$40,000.00	\$49,323.03
Pojoaque	-	\$1,500.00	\$27,510.12	\$90,000.00	\$89,871.96	\$128.04	\$90,000.00	\$61,624.28	\$28,375.72
Rio Rancho	\$25,000.00	\$10,000.00	\$40,072.00	\$84,950.00	\$49,132.82	\$5,817.18	\$90,000.00	\$55,776.72	\$34,223.28
Ruidoso Municipal	\$25,000.00	-	-	\$50,000.00	\$11,190.86	\$38,809.14	\$50,000.00	\$20,879.32	\$29,120.68
San Diego Riverside	-	-	\$53,311.01				\$90,000.00	\$88,466.46	\$1,533.54
Santa Fe	\$25,000.00	\$22,004.30	-	\$89,658.00	\$43,530.60	\$46,127.40	\$89,325.00	\$80,773.82	\$8,551.18
Six Directions	-	-	-	\$90,000.00	\$65,552.38	\$24,447.62	\$90,000.00	\$24,810.76	\$65,189.24
Taos Municipal	\$25,000.00	\$46,000.00	\$22,469.26	\$90,000.00	\$28,221.02	\$61,778.98	\$89,749.80	\$27,728.77	\$62,021.03
Vista Grande	-	-	-	-	-	-	\$69,259.00	\$68,865.96	\$393.04

School Districts and Charters	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance
Walatowa	\$25,000.00	\$20,000.00	-	\$50,000.00	\$49,905.62	\$94.38	\$64,649.00	\$62,478.03	\$2,170.97
Zuni Public	\$25,000.00	\$11,250.00	\$19,061.85	\$36,441.00	\$14,520.13	\$21,920.87	\$52,769.00	\$29,801.24	\$22,967.76
Total	\$600,000.00	\$510,273.69	\$611,779.62	\$2,016,604.96	\$1,450,240.61	\$566,364.35	\$2,560,324.13	\$1,775,742.04	\$784,582.09

SCHOOL DISTRICT & CHARTER SCHOOLS	2020-21 Priorities	2020-2021 Outcomes
Albuquerque Public Schools	<p>The Albuquerque Public School district grant priority was College, Career and Life Readiness, to prepare students at Cibola High School and Del Norte High School to have the necessary knowledge and skills to participate in a rapidly-changing, democratic society by successfully transitioning to a post-secondary institution and/or enter the workforce and compete in the labor market, as well as align interests to the career of the students choice and living fulfilling lives. Jobs for America’s Graduates (JAG) curriculum will help increase graduation rate, prove employability in the job market, increase development of job-related skills, increase education motivation, help with attainment of full-time jobs, and appropriate linkage with internship & mentorship and job placement.</p>	<ul style="list-style-type: none"> • Full-time teacher hired to work with JAG program for college, career, and life readiness. • 1 Cibola High School student recruited for JAG program. • Teacher training and professional development completed for new hire. • Baseline data collected for the JAG data management system.
Aztec Municipal Schools	<p>The Aztec Municipal School District grant priorities were College, Career and Life Readiness and Increasing Access to Native American Language Programs. Aztec plan to address/close the achievement gap and increase educational opportunities for American Indian students in an effort to ensure that they remain engaged in school and on a pathway to college/career/life success. In order to do this we must also address challenges such as transition planning and reduction in student mobility within the Aztec Schools.</p>	<ul style="list-style-type: none"> • In-person after-school tutoring held at Aztec HS for 31 students, with certified math and science teachers. • Guidance and mentorship provided virtually for 450 students over 7 schools to ensure students stay on-track. • College and career opportunities communicated online to 125 students. • 37 students taking Navajo language and culture classes, with an increase in learning by 54%.
Bernalillo Public Schools	<p>The Bernalillo Public School District grant priority was Culturally and Linguistically Relevant Education and Social and Emotional Learning. Bernalillo is developing various culturally relevant curriculum, lessons and pacing guides. Resources and materials are purchased for teachers to use during professional development and in the classroom to enhance learning. There are Native American Liaisons that work with students on Attendance, Discipline, work with families and Tribal Education departments to provide more supports and resources. There are Student Success Coordinators, whose roles are to work with students on academics, on or off track to graduate, and after-school programming.</p>	<ul style="list-style-type: none"> • 63 out of 83 Native American students graduated, 76% graduation rate. • Held 35 meetings with Tribal Education Directors, Tribal Departments and Language Committees. • Held 7 tribal consultations. • Started culturally responsive curriculum framework for Indigenous communities and Pueblo nations served (Incomplete).
Bloomfield Public Schools	<p>The Bloomfield Public School District grant priorities were Culturally and Linguistically Relevant Education and Social and Emotional Learning and College, Career and Life Readiness. Bloomfield School District's priority areas for American Indian youth are improving educational</p>	<ul style="list-style-type: none"> • 40 hotspots given to students. • Federal Programs Director added as co-teacher to monitor teacher assignments and student work.

	<p>opportunities to keep them engaged in school and on a pathway to college and career readiness through culturally responsive teaching, the development of cultural competence, cultural identity and addressing challenges that exist across schools and school systems (i.e. transition planning, reduction in students mobility, addressing achievement gaps).</p>	<ul style="list-style-type: none"> • 50% of 1,027 students and 256 teachers over 7 schools received technology usage and support. • 5% of 686 students and 80 teachers over 3 schools received tutoring and ongoing language and culture support. • 25% of 1,027 students and 256 teachers over 7 schools received support to reduce truancy.
<p>Central Consolidated Schools</p>	<p>The Central Consolidated School District grant priority was Culturally and Linguistically Relevant Education and Social and Emotional Learning. The Central Consolidated School District is developing a full-time position; Equity Supervisor. This position will be responsible for administering; monitoring, overseeing, and implementing all activities related to family and student supports for the district Equity Council, community and local government partnerships and collaboration to ensure systemic implementation of promoting a culture of diversity and inclusion as it relates to school-based decision making and planning. Utilizing the information from NM PED Yazzie Martinez Website, create a full Equity Council.</p>	<ul style="list-style-type: none"> • Established district parent bylaws. • Completed tribal consultation. • Hired Equity Supervisor. • 3 students recruited for Equity Council. • Creating a professional development plan. • Conducted outreach via social media and website for 5,582 students over 16 schools
<p>Cuba Independent Schools</p>	<p>The Cuba Independent School District grant priority was College, Career and Life Readiness and Culturally and Linguistically Relevant Education and Social and Emotional Learning. The district is seeking to streamline the implementation of student and parent supports, resources, programs, communication, and relationship building with respect to cultural identity, language acquisition, self-identity, self-worth, self-esteem, academic success, and student opportunities and access. This will allow a systematic approach to meet the needs of struggling Native American students to allow for healthy growth and development that fits their specific needs.</p>	<ul style="list-style-type: none"> • The goal of a 95% graduation rate for Native American students has been achieved in Cuba HS, 100% of seniors graduated. • All staff in Cuba elementary, middle and high school received professional development to address racial, cultural, and language divisions. • Native American students improved reading scores by 3.4% and improved math scores by 5%. • Weekly community zoom meetings were conducted to ensure families and the community were kept abreast during the pandemic. • 250 students (100% of Native American students) will participate in at least four college, career, and life readiness opportunities.

<p>DEAP</p>	<p>DEAP Charter School grant priority was Culturally and Linguistically Relevant Education and Social and Emotional Learning. DEAP proposed program is in strong alignment with the IEA and NMPED priority areas. This proposed program is in alignment with IEA as it creates unique and innovative opportunities to ensure that Native students have access to equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials.</p>	<ul style="list-style-type: none"> • DEAP graduated its first class in 2021. • All students (45) have completed a pair of moccasins and at least 20 cultural learning sessions. • A curriculum framework is 60% completed that incorporates DEAP’s values and Navajo Nation’s standards. • Weekly bike rides and meditation along with monthly culinary sessions are hosted for families. • 10 DEAP staff have weekly culturally responsive PDs.
<p>Dream Diné Charter School</p>	<p>Dream Dine Charter School grant priority was Increasing Access to Native American Language Programs. The purpose of the program is to revitalize the Navajo Language due to the language loss. The students are not learning the Navajo language at home and the school will provide language classes to teach them. Evening classes will be taught to teach parents the Navajo language. A leadership team is established at our school which includes, Parents, Teachers, Community Members, Navajo Nation entities and Volunteers. The program incorporates cultural values and traditions is the basis towards cross curricular, including STEM skills, Health and Wellness, and Social Emotional Learning.</p>	<ul style="list-style-type: none"> • Project-based learning activities centered on Dine Curriculum occurred for nine weeks. • 34% of students showed growth in Dine language. • There was 10% student growth in IStation Reading. • After-school tutoring offered online for reading, math, Dine language, and social emotional learning.
<p>Dulce</p>	<p>Dulce Independent Schools grant priority was College, Career and Life Readiness, Culturally and Linguistically Relevant Education and Social and Emotional Learning, Culture and Identity Development and Increasing Access to Native American Language Programs. DISD-DHS will increase applied academics through the implementation of CTE courses, certificate programs, dual credit course, and associate programs through our local colleges.</p>	<p>EOY report not provided,</p>
<p>Espanola Public Schools</p>	<p>Espanola Public School District grant priorities were Culturally and Linguistically Relevant Education and Social and Emotional Learning, Culture and Identity Development, College, Career and Life Readiness and Increasing Access to Native American Language Programs. The goal of the program is to learn the TEWA language before it is lost. Scope and sequence are in place as well as a partnership with the TEWA Woman United in helping students cope with social, emotionally and sexuality boundaries within the context of the pueblo's culture and expectations. In collaboration with the TEWA Woman united we have a curriculum for our Native students that deal with</p>	<ul style="list-style-type: none"> • 240 students had home checks and received needed services

	social and emotional learning, through the traditions of the culture within the pueblo.	
Farmington Municipal Schools	Farmington Municipal School District grant priorities were Increasing Access to Native American Language Programs and Culture and Identity Development . A priority area for Native American students at Farmington Municipal Schools (FMS) is to have access to Navajo Bilingual classes and that those classrooms have effective instruction. It is also important to provide students and their families' opportunities to learn more about their identity by providing meaningful cultural workshops conducted by local cultural experts.	<ul style="list-style-type: none"> • K-5 proficiency scales were revised, so that K-12 proficiency scales are aligned to DODE standards. • Partnered with the Indigenous Language Institute to train 10 teachers and plan future professional development. • Engaged 30 family members over zoom to discuss Navajo Core Values and impact to student learning. • Internet services were provided for students with reservation addresses.
Gallup McKinley County Schools	Gallup McKinley County School District grant priority was College, Career and Life Readiness and Culture and Identity Development . GMCS Cultural Education Department will provide; Activities, opportunities and outreach that promotes Native language usage, increase parental involvement, increase parent-community-tribal support and collaboration, and provide support with College and Career readiness opportunities for the 20-21 school year. Exposure to and information about Heritage Language classes, and career pathways, GMCS programs, and expectations, as well as tribal information.	<ul style="list-style-type: none"> • 315 students and parents and 18 counselors received college and career readiness materials. • 3,579 students received Heritage Bags and science boards. • 217 student videos were created and are housed on SharePoint site. • 32 Heritage Language teachers received professional development from Imagine Learning.
Grant Cibola County Schools	Grants Cibola County School District grant priorities were College, Career and Life Readiness and Increasing Access to Native American Language Programs . Research-based "best practices" show after school tutoring programs work as a strategy to enable students to increase skills in math and reading and build knowledge and confidence to be successful. In the past, parents were required to provide transportation for after school tutoring sessions. In rural New Mexico, transportation poses a significant challenge for families with one vehicle or no vehicle at all. The after school tutoring and transportation was initiated based on recommendations from parents, tribal DOE and tribal leaders to the school district and is in its third year of implementation.	<ul style="list-style-type: none"> • After-school virtual tutoring for 185 students. • Jetpacks were provided to students and Keres language instruction was provided virtually for 31 students. • Learning materials and student packets were created by all teaching staff to students with minimal internet access. • STE(A)M Conference was virtual for students, parents, and teaching staff
Gordon Bernell	Gordon Bernell Charter School grant priority was College, Career and Life Readiness - which is at the core of this proposal, but at the heart of the GBCS mission is relevancy (cultural and identity development) and social and emotional learning and so the NMPED priority areas naturally align in this proposal. The target population is Job Corps, where students from all over the state (most from the Navajo	<ul style="list-style-type: none"> • Hired Tribal Consultant and GBCS Indian Education Consultant. • Student surveys around curriculum and instruction, social emotional learning, and career and college transition created three focus groups.

	Nation) live in dorms, and acquire a trade while earning a High School Diploma.	<ul style="list-style-type: none"> • Guest speakers and developing an Indian Ed Library at the Job Corps campus. • Weekly Indian Education Team meetings and monthly staff-wide Equity meetings were held. • 84% of students showed proficiency in numeracy, 51% of students met literacy goal of 2 level gains.
Hozho Academy	Hozho Academy Charter grant priority was Culturally and Linguistically Relevant Education and Social and Emotional Learning . Continually refining our curriculum to have culturally relevant materials available for our students and personnel who speak the language to continually reinforce the educational needs of our students.	<ul style="list-style-type: none"> • Licensed 520 Teacher • Gardening project and arts and crafts program. • Cultural calendar • Navajo Culture and Language instruction for students.
Jemez Mountain	Jemez Mountain Public School District grant priority was Increasing Access to Native American Language Programs . Teachers work to connect Navajo language to English and Bilingual general education instruction. Our priority is to provide teachers and classroom assistants, working with students in grades K-8, with a well-rounded curriculum and resources designed by Heritage Language teachers that is aligned the Navajo Nation Education Standards (ELD/DINE Language Standards) and common core. Programs and activities will be reviewed to ensure that they are more closely aligned to cultural heritage, language, art, music, dance, environmental and health standards.	<ul style="list-style-type: none"> • 74 students received 45-60 minutes of daily Dine language instruction. • Lesson plans were created and reviewed by educational leadership. • Weekly meetings with the Professional Learning Community were conducted. • Quarterly virtual meetings were conducted with IEC Committee.
Las Cruces	Las Cruces Public School District grant priorities were College, Career and Life Readiness and Culturally and Linguistically Relevant Education and Social and Emotional Learning . Based on best practice and feedback from different stakeholders LCPS identified the need to establish a mentor program that will specifically focus on serving Native American students. This mentoring program will provide mentorship and identity support for high school and middle school students, with priority given to high school students. This aligns with LCPS strategic plan of serving all students in the district. The timeline for this mentor program will be determined once the funds are released to pay the mentors. Once the funds are released, LCPS will partner with New Mexico State University (NMSU) to identify mentors to work directly with LCPS high school and middle school students.	<ul style="list-style-type: none"> • 10 students received mentoring from the NMSU American Indian Program at least once a week for 27 weeks. • A Canvas course was created for the mentoring program, with weekly mentoring meetings with guest speakers. • NMSU faculty, Dr. Badoni, delivered professional development and curriculum development for 2,000 teachers.
Los Lunas	Did not use funding	
Magdalena	Magdalena Municipal School District grant priority was College, Career and Life Readiness . Tutoring will be held on Mondays and Wednesdays from 4-5 beginning August 27 and will continue throughout the school	<ul style="list-style-type: none"> • College and Career Navigator works with kids in grades 7-12 • Friday school and summer school for students who need

	<p>year until May 6, 2021. Certified teachers and EAs will provide tutoring in all core content areas. High School Navajo students recovering credit can stay during tutoring or come in on Fridays to work on their courses through Edgenuity. Elementary Navajo students who are scoring significantly below in math on the Cognia math benchmark and progress monitoring assessments will be required to stay after school for additional intervention through Beyond Textbooks Reteach. In particular, Navajo EL and SWD, will be targeted for additional intervention support. The Special Education elementary interventionist will work closely with these students in both math and reading intervention during small group pull-outs.</p>	<p>credit recovery, tutoring and supports.</p> <ul style="list-style-type: none"> • 100% of junior and seniors are enrolled in career readiness courses such as metal fabrication, automotive technology, business computer applications and culinary arts. • 20% of students enrolled in college courses online through WNMU. • Career interest survey and next step plans were created for 15 students. • Virtual college fairs, career readiness workshop and guest speakers were offered.
<p>Middle College High School Charter</p>	<p>Middle College High School grant priority was College, Career and Life Readiness. The mission statement of our public charter school states, in part, that the aim of MCHS is to increase student involvement in postsecondary education with an emphasis on serving students of diverse backgrounds who are normally underrepresented at the local, regional, and national levels. A mission specific goal of the school's charter contract focuses on student advancement to college and specifies what success will look like. It explicitly states that the school has set a goal to match or surpass the norm-referenced national benchmark of seventy-eight percent (78%) of early college high school students matriculating to college, with at least seventy percent (70%) of each graduating cohort retaining in college or a post-secondary certificate program beyond their first semester after graduation from Middle College High School.</p>	<ul style="list-style-type: none"> • 93 students received Navajo Government and Indigenous NM history texts and a collection of articles on the Pueblo Revolt. • 13 students attended summer youth programs hosted on various college campuses. • A full-time Student Success Advisor was hired.
<p>Native American Community Academy</p>	<p>NACA Charter School grant priority was Culture and Identity Development and Culturally and Linguistically Relevant Education and Social and Emotional Learning. The Land-Based Curriculum Specialist will provide for the study, development, and implementation of environmental educational systems, supporting the development of culture and identity to positively affect the educational success of NACA's students. The Specialist will coordinate student defined land-based performance tasks to educate and to create opportunities for students to explore their unique culture and linguistic heritage. Working with the grade level facilitators and Land-Based Committee, this individual will develop ideas and learning objectives associated with the land-based curriculum.</p>	<ul style="list-style-type: none"> • 4 land-based learning professional developments were conducted for 77 teachers. • Garden kits were provided to 25 students in K-5. • 317 students participated in K-10 Dine language classes. • 6 Dine language classes were provided for families. • Keres language classes held a virtual family night.
<p>Penasco</p>	<p>The Penasco Independent School District grant priorities were Culture and Identity Development,</p>	<p>EOY report not provided,</p>

	<p>Culturally and Linguistically Relevant Education and Social and Emotional Learning and College, Career and Life Readiness. Penasco plans work through this grant in combination with other grants to serve the social- emotional, academic, language, identity and cultural needs of our Native American students and families. The activities in support of this priority include equity and identity curriculum development and enriched classroom and extended learning opportunities that focus on the culture and identity of native students. The Native American Academic and Student Support Program Coordinator and Student and Family Liaison will lead the Student Equity Council to ensure that curriculum, services, and programs meet the needs of students by giving them a platform to share their needs and concerns.</p>	
<p>Pojoaque Valley Schools</p>	<p>Pojoaque Valley Public School District grant priorities were College, Career and Life Readiness and Increasing Access to Native American Language Programs. Increase parental and community involvement across all schools and grade levels by working collaboratively with community resources tribal partners and tribal committees to improve graduation rates and increase the number of students who pursue higher education. Increase attendance and reduce truancy. The Native American Liaison will monitor student and attendance and academic progress on a very regular basis. Contact will be made by liaison to families and tribal education agencies when appropriate. The liaison will work with students to complete missing work and monitor academic progress.</p>	<ul style="list-style-type: none"> • Decreased absenteeism through home visits and daily phone calls. • Video and audio Tewa language lessons were provided to 358 students.
<p>Rio Rancho Public Schools</p>	<p>The Rio Rancho Public School District grant priorities were College, Career and Life Readiness, Culture and Identity Development and Increasing Access to Native American Language Programs. This is well aligned to the NMPED vision; Provide a culturally, linguistically responsive education to ALL students in New Mexico to prepare them socially, emotionally and academically for success in college, career and life. Several best practices are implemented to meet the diverse needs of all learners, including; cooperative learning, flexible grouping, and language/content integration, scaffold supports that are closely monitored and removed as appropriate, and differentiated teaching for learning. Job embedded, and ongoing professional development for all teachers also supports and ensure success for all students. Every student deserves a high quality educational experience for their future.</p>	<ul style="list-style-type: none"> • Professional development on culturally and linguistically responsive teaching was provided for 50 teachers. • Regular check-ins for 500 students to ensure social emotional well-being and academic wellness. • Community engagement events were provided.
<p>Ruidoso Municipal Schools</p>	<p>The Ruidoso Municipal School District grant priority was College, Career and Life Readiness, and Culturally and Linguistically Relevant Education and Social and</p>	<ul style="list-style-type: none"> • Parent committee has been formed to discuss the needs of the students.

	<p>Emotional Learning. The goals of the Ruidoso Municipal School District, in serving our Native American students; 1) to improve attendance and reduce truancy; 2) to improve educational opportunities; and 3) to improve student outcomes by strengthening culturally responsive learning environments. Ruidoso Municipal School District would like to improve the educational opportunities for Native American students by addressing challenges with student attendance, academic achievement, and by strengthening culturally responsive learning environments.</p>	<ul style="list-style-type: none"> • Outreach was provided through telephone, email and home visits. • Supplied chrome books and wi-fi hotspots along with delivered meals to students on the reservation.
<p>San Diego Riverside</p>	<p>San Diego Riverside Charter School grant priorities were Culture and Identity Development and Culturally and Linguistically Relevant Education and Social and Emotional Learning. The Mission of SDRCS is to strengthen and sustain the unique language and cultural identity of our students and to connect learning with Jemez Pueblo community, values and traditions. To fulfill this mission and to honor the heritage of our students with dignity and respect. It is imperative to SDRCS that as much instruction throughout the day take place in the Towa language.</p>	<p>EOY report not provided,</p>
<p>Santa Fe Public School</p>	<p>The Santa Fe Public School District grant priority was College, Career and Life Readiness and Culture and Identity Development. Santa Fe Public Schools will support students and families preparing for the transition from high school to post-secondary experiences. This will be accomplished by hiring a College and Career Connection Coordinator. This position will work directly with the Native American Student Services Department. Native American students who prepare for the transition from high school to postsecondary experiences based on a clear understanding of themselves and their mental, physical, spiritual, emotional selves are more likely to weather this transition smoothly. Add to this awareness and development the ability to set goals, organize, communicate, self-advocate, problem solve, and work in teams, and young adults are able to face the challenges of the future.</p>	<ul style="list-style-type: none"> • College and Career Connection Coordinator hired. • Communicated regularly with parents through weekly emails, webinars, live meetings, flyers and phone calls. • Met with students weekly to discuss academic progress and provide support. • Creating a Student & Family Toolkit regarding college and career information, specifically for Native American students. • Purchasing the Next Step feature in Powerschool to help with gathering data and sharing post-secondary options. • 2 high schools offered the Identity Project to increase self-esteem. • Held free FAFSA workshop with webinars and scholarship opportunities. • Provided SAT college test prep and registration for seniors. •
<p>Six Directions</p>	<p>Six Directions Indigenous Charter School grant priority was Culture and Identity Development. The mission of SDIS includes a commitment to culturally relevant Indigenous education and interdisciplinary</p>	<ul style="list-style-type: none"> • 10 activities were provided and are provided per year.

	<p>project-based learning; develop critically conscious students who are engaged in their communities; demonstrate holistic well-being; creating a personal plan for each student for succeeding in post-secondary opportunities. Our program, with the support of IEA funds, seeks to strengthen the competencies of SDIS staff in order to continue developing and implementing the school's mission and vision to establish the conditions for effective teaching and learning that positively affect the educational success of Native American students.</p>	<ul style="list-style-type: none"> • 3 student-led conferences were held. • Parent committee was developed along with communication to parents about students' progress. • Culturally relevant books were purchased for 78 students.
<p>Taos Municipal Schools</p>	<p>The Taos Municipal School District grant priority was College, Career and Life Readiness. Taos Municipal Schools (TMS) is committed to serving all students and supporting their success academically, socially, and emotionally. TMS has met with members of the community as well as the Indian Education Committee to plan out the grant. The grant will be used to support college, career and life readiness for students in elementary through high school.</p>	<ul style="list-style-type: none"> • 100% of elementary classrooms were provided a classroom library that supports Native American student identity. • 100% of middle school ELA classrooms were provided a classroom library that supports Native American student identity. • 80 students participated in credit recovery courses at Taos Pueblo's Red Willow Center. • 44 students were provided with Tiwa language classes
<p>Vista Grande High School</p>	<p>Vista Grande High School grant priority was College, Career and Life Readiness. The need for relevant course content that is applicable to student lives outside of school and the future is reflected in school graduation and attendance rates. VGHS students have clearly expressed their need for classes that prepare them for the workforce, and the VGHS has been creating these programs of study. As the programs of study are developed, we anticipate increases in attendance and graduation rates at VGHS.</p>	<p>EOY report not provided,</p>
<p>Walatowa Charter School</p>	<p>Walatowa Charter High grant priority was College, Career and Life Readiness. WHCS to establish a sustainable computer science curriculum. To date the school does not offer any computer science classes due to insufficient equipment, access to CS resources as well as a lack of qualified teachers and/or facilitators. Grant funding will be utilized to design a CS curriculum with the goal of creating leaders in computer science fields, attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities and preparing students for postsecondary educational success. WHCS CS curriculum will build a sustainable, portable, low-cost CS education for our primarily Native American student population by addressing and overcoming the unique demographic, economic, cultural and institutional challenges our diverse rural communities represent.</p>	<p>EOY report not provided,</p>

Zuni Public Schools

Zuni Public School District grant priority was **College, Career and Life Readiness**. ZPSD is proposing for continuation of Project Based Learning at the high school level. Our strategic plan will be to provide alignment of planned activities/timelines to serve all our high school level students, to include students with disabilities, and English language learners. Another focus of the project will be to provide opportunities for our gifted students to participate in vocational exploration in the area of contemporary agriculture. The project will align with 2 of the NMPED high priority areas. These are to provide Culturally and Linguistic relevant programs, and programs that support College and Career Readiness. The history of our Zuni community has long been to learn how to plant crops for sustenance purposes, while using traditional knowledge of cultural practices to grow crops. Tribal and community support is evident in projects to teach our children the importance of farming, and to continue the traditions as taught to them by their elders.

EOY report not provided,