

# PUBLIC EDUCATION DEPARTMENT

## INDIAN EDUCATION DIVISION (PED-IED)



Through the New Mexico Indian Education Act (IEA), a fund was created to provide for grants to support Local Education Agencies (LEAs), including state-chartered charter schools and locally chartered charter schools that serve a significant number of Native American students through programs and services aligned to the Indian Education Act, Sections 22-23A-1 through 22-23A-11 NMSA 1978 to include Pueblos, Tribes and Nations.

The Indian Education Act Grants are issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act, which is focused on the elements within the **Systemic Framework and NMPED strategic pillars**. The systemic framework includes programs, services, culturally relevant activities and professional development that are needed to improve Indian education in the State.

**B. Academic and other programs** may include, within the context of the Indian Education Division's development or selection of culturally relevant curricula and instructional materials as provided in Subsection E of Section 22-23A-5 NMSA 1978:

1. innovative programs designed to meet the educational needs of educationally disadvantaged Indian students;
2. high-quality professional development for teaching professionals and para professionals;
3. identification of early childhood, pre-kindergarten and family programs in the school district that emphasize school readiness and that are effective in preparing young children to make sufficient academic growth by the end of grade three, including family-based early childhood programs that provide screening and referral and provide services to Indian children with developmental delays or disabilities;
4. educational programs that are not usually available in sufficient quantity or quality
5. including remedial instruction, to raise the achievement of Indian students in one or more of the subjects of English, mathematics, science, foreign languages, art, history and geography;
6. bilingual and bicultural programs and projects;
7. enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards;
8. programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education;
9. special compensatory and other programs and projects that are designed to assist and encourage Indian students to enter, remain in or reenter school and to increase the rate of high school graduation for Indian students;
10. career preparation activities that enable Indian students to participate in programs such as the programs supported by the federal Carl D. Perkins Career and Technical Education Act of 2006, including programs for technology preparatory education, mentoring and apprenticeship;
11. partnership projects between public schools and local businesses for career preparation programs designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career;
12. rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students.

**C. Culturally related activities may include:**

1. culturally related activities that support the academic program of the public school;
2. activities that support Indian language programs and Indian language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence as provided in Section 22-1-9.1 NMSA 1978;
3. activities that promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program; and
4. activities to educate students about the prevention of violence, suicide and substance abuse.

**D. Services to be provided may include:**

1. early interventions to help struggling students, such as after-school programs, tutoring and mentoring and school and community interventions to prevent truancy and reduce dropout rates;
2. comprehensive guidance and counseling services;

3. integrated educational services in combination with other programs that meet the needs of Indian students and their families, including programs that promote parental involvement in school activities and increase student achievement;
4. special health- and nutrition-related services and other related activities that address the special health, social and psychological problems of Indian students and their families; and
5. family literacy services, including New Mexico even start and adult basic education programs.

**HB2 Regular Session 2022 Indian education fund: Appropriations:**

(a) Other 14,988.6- The general fund appropriation to the Indian education fund includes fourteen million nine hundred eighty-eight thousand six hundred dollars (\$14,988,600) to meet requirements of the Indian Education Act. The secretary of public education, in collaboration with the assistant secretary for Indian education, shall develop a methodology to allocate the fourteen million nine hundred eighty-eight thousand six hundred dollar (\$14,988,600) general fund appropriation to tribal education departments, tribal libraries, Native American language programs, school districts and charter schools based on operational needs and student enrollment.

The grant amounts were determined using a Base Amount (Operational Need) and Student Count (2020-2021 STARs data all reporting periods 40,80,120 were used). Please refer to [Page 17 and 18 of the IEA RFA for potential award amounts](#).

Tribes/Pueblos/Nations-Base Amount- \$100,000 and \$15.00 per student- Total: **\$1,970,917.00**,  
Total American Indian Students for Tribes/Pueblos/Nations- **36,862**

District/Charter Schools- Base Amount- \$85,000 and \$5.00 per student- Total: **\$2,803,845.00**,  
 Total American Indian Students Districts/Charters **37,593**

Tribe, Pueblo or Nation	Students Total
Acoma	729
Cochiti	210
Isleta	663
Jemez	557
Jicarilla Apache	619
Laguna	1,072
Mescalero Apache	654
Nambe	182
Navajo	27,306
Ohkay Owingeh	282
Picuris	37
Pojoaque	64
San Felipe	599
San Ildefonso	105
Sandia	59
Santa Ana	169
Santa Clara	134
Santo Domingo	889
Taos	307
Tesuque	58
Zia	160
Zuni	2,007

DISTRICT/ CHARTER NAME	STUDENT COUNT
ALBUQUERQUE	6,797
AZTEC	506
BERNALILLO	1,401
BLOOMFIELD	1,067
CCSD	4,680
CUBA	493
DEAP CHARTER	49
<u>DREAM DINE</u> CHARTER	47
DULCE	529
ESPANOLA	242
FARMINGTON	4,625
GALLUP	9,269
GORDON BERNELL CHARTER	47
GRANTS	1,484
HOZHO ACADEMY	237
JEMEZ MOUNTAIN	73
JEMEZ VALLEY	254

DISTRICT/ CHARTER NAME	STUDENT COUNT
LOS LUNAS	772
MAGDALENA	104
MIDDLE COLLEGE HIGH	101
NACA	446
PENASCO	32
POJOAQUE	318
RIO RANCHO	1,560
RUIDOSO	337
SAN DIEGO RIVERSIDE	54
SANTA FE	343
SIX DIRECTIONS	62
TAOS	232
TULAROSA	240
VISTA GRANDE HIGH	38
WALATOWA HIGH	39
ZUNI	1,115

## Indian Education Act Grant Funding FY23- Tribes/Pueblos/Nations

<b>Pueblo of Isleta</b>		<b>Grant Amount: \$ 100,000</b>
<b>Purpose:</b>	<b>Culture and Identity Development</b>	
<b>Goals:</b>	Curriculum development and training to support k-12 and recruitment and retention of teachers. Through this pilot we look to recruit and train new teachers to deliver instruction in the classroom setting as well as in the community.	
<b>Pueblo of Jemez</b>		<b>Grant Amount: \$ 108,355</b>
<b>Purpose:</b>	<b>Culture and Identity Development and College Career and Life Readiness</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase participation in innovative programs. Develop college and career readiness programs.</li> <li>2. Working with local high schools to prepare student for college and other trade careers.</li> <li>3. Review and refine Jemez Oral Language Assessment &amp; Evaluations development in partnership with all schools/programs for each program/grade level, which can track student progress, development, language attainment, Jemez fluency and to transition seamlessly.</li> </ol>	
<b>Pueblo of Laguna</b>		<b>Grant Amount: \$ 113,650</b>
<b>Purpose:</b>	<b>Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Provide accessibility to all Laguna tribal members who are willing to learn the language.</li> <li>2. Develop and increase content for curriculum including but not limited to graphic visuals, audio projects, and cultural learning activities.</li> <li>3. Engagement with our new district partnerships with high levels of Laguna students. Teams will be given time to enter classrooms and provide language instruction/activities.</li> </ol>	
<b>Pueblo of Nambe</b>		<b>Grant Amount: \$ 97,669</b>
<b>Purpose:</b>	<b>Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Build confident, healthy, educated students that are proud of their heritage.</li> <li>2. To preserve the history of the Pueblos and language of Nambe Pueblo for future generations.</li> </ol>	
<b>Ohkay Owingeh</b>		<b>Grant Amount: \$ 97,230</b>
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Continue to provide Tewa language classes that are accessible to all students and tribal members and increase the participant number for all Tewa classes.</li> <li>2. Create monthly Tewa activities to increase student and community participation.</li> <li>3. High School graduation rate of 100%.</li> <li>4. Have a college entry rate of 90%.</li> </ol>	
<b>Pueblo of Picuris</b>		<b>Grant Amount: \$ 100,485</b>
<b>Purpose:</b>	<b>Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Develop a holistic and comprehensive Tiwa language curriculum to increase fluency rates i.e. beginner to fluent speakers. Lessons shall include Picuris culture, traditions, and history.</li> <li>2. Build capacity within the Tiwa language program.</li> <li>3. Community outreach.</li> <li>4. Create and implement new Tiwa youth programs.</li> </ol>	
<b>Pueblo of Sandia</b>		<b>Grant Amount: \$ 99,300</b>
<b>Purpose:</b>	<b>Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Goal is to offer language exposure to youth and adults who are not eligible to attend summer recreation programs.</li> <li>2. Teach Pueblo of Sandia history through speakers and lessons.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Traditional Games with tribal adults/officials</li> <li>4. Fieldtrips based on language or Native American history</li> </ol>
<b>Grant Amount: \$ 100,000</b>	
<b>Pueblo of San Ildefonso</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Workshops, college visits, mentoring and tutoring to the Pueblo's middle school and high school students.</li> <li>2. Increase the number of students participating in the Tribal Education Department's college and career- related programs from prior year (i.e., FAFSA workshops, mentoring, and tutoring).</li> <li>3. Provide the Pueblo's students weekly instruction in social-emotional learning during the afterschool and summer programs.</li> </ol>
<b>Grant Amount: \$ 100,885</b>	
<b>Pueblo of San Felipe</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase in the Native languages strand of the bilingual seal (culture).</li> <li>2. Increase the number of adults who choose to strengthen cultural and language learning.</li> <li>3. Increase the number of students who transition from school to work for the pueblo and/or seek other employment.</li> </ol>
<b>Grant Amount: \$ 102,535</b>	
<b>Pueblo of Santa Ana</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Reduce the number of credit recovery courses by 25-50% each school year.</li> <li>2. Reduce the number of absences by 25-50% each school year.</li> <li>3. Increase core course GPA averages to 2.0 or higher.</li> <li>4. Increase parent participation to 100% attendance for parent/teacher conferences and with credit recovery teacher.</li> </ol>
<b>Grant Amount: \$ 102,010</b>	
<b>Pueblo of Santa Clara</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. The program will enhance College, Career and Life Readiness</li> <li>2. Due to the documented gaps of educational opportunities and adult Tewa language speakers in the Santa Clara Pueblo community, the tribe has focused on aligning whole child activities to provide avenues for academic proficiency and success while also providing for in-school language programs.</li> </ol>
<b>Grant Amount: \$ 113,000</b>	
<b>Santo Domingo Pueblo</b>	
<b>Purpose:</b>	<b>Whole Child and Culturally Responsive Education</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Produce more Kewa Keres language speakers.</li> <li>2. Increase student achievement in math and science</li> <li>3. Increase parent engagement to support student learning.</li> <li>4. Increase in the Native languages strand of bilingual seal.</li> </ol>
<b>Grant Amount: \$ 104,605</b>	
<b>Pueblo of Taos</b>	
<b>Purpose:</b>	<b>Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. All Taos Pueblo community members who graduate from high school will receive a bilingual seal.</li> <li>2. Non-tribal schools use Taos Pueblo approved standardized Tiwa language curriculum.</li> </ol>
<b>Grant Amount: \$ 99,991</b>	
<b>Pueblo of Zia</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness &amp; Whole Child and Culturally Responsive Education</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Provide educational assistance for students and their families.</li> <li>2. College and career readiness.</li> <li>3. Language activities, including, but not limited to, curriculum and material development.</li> </ol>
<b>Grant Amount: \$ 110,312</b>	
<b>Pueblo of Zuni</b>	

<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Members of the Zuni Pueblo will develop strong cultural identity and language proficiency.</li> <li>2. Zuni students will earn three general educational college credit hours credited under NTU.</li> </ol>
<b>Did not apply for IEA-FY23 Grant Funds</b>	
	Pueblo of Acoma, Pueblo of Pojoaque, Mescalero Apache and Pueblo of Tesuque
<b>FY23 RFAs pending revisions</b>	
	Pueblo of Cochiti- \$120,890, Navajo Nation- \$300,000

## Indian Education Act Grant Funding FY23- Districts/Charter Schools

<b>APS</b>		<b>Grant Amount: \$ 118,985</b>
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase graduation rate of most at-risk Native American students at Cibola High School.</li> <li>2. Increase Cibola High School Native American students to participation in cultural and identity development programming.</li> </ol>	
<b>Aztec</b>		<b>Grant Amount: \$ 87,530</b>
<b>Purpose:</b>	<b>Culture and Identity Development &amp; Whole Child, Culturally Responsive Education</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase positive student engagement increase readiness for post-secondary education and career pathway engage with parents, students, and staff.</li> <li>2. By end of school year 2022-2023 Aztec High School Native Language and Culture program will have at least one senior high school student pass the Navajo Nation Seal of Bilingual Proficiency assessment.</li> <li>3. By end of the school year 2022-2023 Aztec elementary will have 20% of students in the classroom pass the ODLA test.</li> </ol>	
<b>Bernalillo</b>		<b>Grant Amount: \$ 89,758</b>
<b>Purpose:</b>	<b>Culture and Identity Development and College, Career and Life Readiness</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase in the Native Languages strand of the bilingual seal.</li> <li>2. Increased student achievement                         <ol style="list-style-type: none"> <li>a. Math, reading, science</li> </ol> </li> <li>3. Increased graduation rates.</li> </ol>	
<b>Bloomfield</b>		<b>Grant Amount: \$ 43,066</b>
<b>Purpose:</b>	<b>Culture and Identity Development and College, Career and Life Readiness</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Accelerated Learning Tutoring.</li> <li>2. Parent outreach.</li> <li>3. To decrease current Native American students’ truancy rates by 20% Currently 35% of Native American students have high absenteeism in the district.</li> <li>4. Support at risk juniors high and high school students with option for tutoring to bring failing grades and no grade status back-up.</li> </ol>	
<b>CCSD</b>		<b>Grant Amount: \$ 108,400</b>
<b>Purpose:</b>	<b>Whole Child and Culturally Responsive Education</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Professional development for students and parents.</li> <li>2. Implementation of a culturally responsive framework that works within al departments of CCSD</li> <li>3. Implement Cohesive Policy Changes to implement all four NM Education Acts and the CCSD Discipline Matrix.</li> <li>4. Implementation of Culturally and Linguistically Responsive teaching and learning</li> </ol>	

<b>Cuba</b>		<b>Grant Amount: \$ 87,465</b>
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Improve Native American Academic performance in reading and math to a level equal to or greater than the NM state average.</li> <li>2. Improve 4-Year Native American cohort graduation rate by 5% points to 86.7%</li> <li>3. Academic performance for Native American students will increase by 10 %in reading and math as measured by state standardized testing scores.</li> </ol>	
<b>DEAP</b>		<b>Grant Amount: \$ 85,245</b>
<b>Purpose:</b>	<b>Culture and Identity Development &amp; Whole Child, Culturally Responsive Education</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase graduation rates and Increase attendance.</li> <li>2. DEAP will develop a school greenhouse to increase food access and knowledge on food sovereignty.</li> </ol>	
<b>Dream Dine</b>		<b>Grant Amount: \$ 85,235</b>
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Students will increase their proficiency of learning by 10% growth in reading and math using school and district testing.</li> <li>2. All students will demonstrate speaking the Dine' language through daily activities based upon the Navajo Nation Dual Language Assessment with 80% by May 2023.</li> </ol>	
<b>Dulce- (<i>late award due to late application submitted</i>)</b>		<b>Grant Amount: \$ 84,000</b>
<b>Purpose:</b>	<b>College, Career and Life Readiness &amp; Whole Child, Culturally Responsive Education</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increased graduation rates and decrease dropout rates.</li> <li>2. Increase student attendance.</li> <li>3. Increase student achievement in Math, Reading and Science.</li> <li>4. Decrease student infractions.</li> </ol>	
<b>Espanola</b>		<b>Grant Amount: \$ 86,210</b>
<b>Purpose:</b>	<b>Culture and Identity Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Preservation of Native Language Culturally Relevant teaching and learning.</li> <li>2. Long term goal to create more opportunities for teachers to grow and continue the program.</li> <li>3. Short term goal to gain an understanding of their culture and values.</li> <li>4. Increase graduation rates.</li> </ol>	
<b>Farmington</b>		<b>Grant Amount: \$ 82,477</b>
<b>Purpose:</b>	<b>Culture and Identity Development and College, Career and Life Readiness</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Provide up to five cultural workshops to engage families.</li> <li>2. Recruit up to 20 eligible high school Native American students for paid internship with local business partners.</li> <li>3. To provide payment to three test administrations to conduct the pre and post Dine Language Proficiency Assessment and the Oral Navajo Language and Culture Assessment.</li> </ol>	
<b>Gallup McKinley</b>		<b>Grant Amount: \$ 130,000</b>
<b>Purpose:</b>	<b>Culture and Identity Development and College, Career and Life Readiness</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase participation in innovative programs.</li> <li>2. Increase graduation rates and Increase student achievement.</li> <li>3. Increase career preparation activities.</li> <li>4. Increase retention rates.</li> <li>5. Increase in the Native Languages strand of the bilingual sea.l</li> </ol>	
<b>Gordon Bernell</b>		<b>Grant Amount: \$ 85,235</b>

<b>Purpose:</b>	<b>College, Career, and Life Readiness, Whole Child, Culturally Responsive Education, &amp; Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. 75% of students will demonstrate measurable skill gains, as demonstrated through short cycle assessment, course completion, and goals identified in the Individualized Learning Plan.</li> <li>2. 100% of students will meet with school social workers a minimum of once a semester to receive social-emotional support as tracked through weekly Student Achievement Team (SAT) meetings.</li> <li>3. 75% of students will show growth through the Student Engagement Rubric survey.</li> </ol>
<b>Grants Cibola</b> <span style="float: right;"><b>Grant Amount: \$ 90,000</b></span>	
<b>Purpose:</b>	<b>Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increased language and culture retention</li> </ol>
<b>Hozho</b> <span style="float: right;"><b>Grant Amount: \$ 86,165</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. To increase reading and math proficiency scores by 10%</li> <li>2. Three assessments points will be done throughout the year.</li> <li>3. Opportunities to visit out sister school in Florida.</li> <li>4. Teacher walk throughs will assist in determining the agenda and focus group topics for PLC meetings.</li> </ol>
<b>Jemez Mountain (late award due to late application submitted)</b> <span style="float: right;"><b>Grant Amount: \$ 85,365</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Students will show progress to grade level achievement</li> <li>2. Improved state assessment results and the narrowing of the existing achievement gap between Native American students and others.</li> <li>3. All students will demonstrate progress towards grade level proficiency in reading and math as measured by curriculum assessments (CMA) and NM-MSSA</li> </ol>
<b>Jemez Valley</b> <span style="float: right;"><b>Grant Amount: \$ 86,270</b></span>	
<b>Purpose:</b>	<b>Whole Child and Culturally Responsive Education</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Decrease dropout rates.</li> <li>2. Promote college, career and life readiness skills by strengthening student belief in oneself.</li> <li>3. 15% attendance of JVPS staff at Professional Development hosted by Tribal Education Departments.</li> </ol>
<b>Los Lunas</b> <span style="float: right;"><b>Grant Amount: \$ 88,860</b></span>	
<b>Purpose:</b>	<b>Whole Child and Culturally Responsive Education</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase attendance and academic achievement of Native American Students at the elementary schools utilizing family engagement and culturally responsive professional development for staff.</li> <li>2. For SY 2022-23, Los Lunas Schools' Native American elementary student's academic performance in English language arts and math will increase by 5% at each school as measured by state standardized testing scores.</li> </ol>
<b>Magdalena</b> <span style="float: right;"><b>Grant Amount: \$ 85,520</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<p><b>Elementary Short Term and Long-Term Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Increasing percentages of Native American 1st-5th grade students iStation, iMSSA, and NM-MSSA scores on reading and math assessments each year.</li> <li>2. At the end of the four years, the elementary school will show a 28-point increase (7 points each year) in math proficiency and a 20 point increase in reading proficiency (5 points each year).</li> </ol> <p><b>Secondary Short Term and Long-Term Outcomes</b></p>



	<ol style="list-style-type: none"> <li>1. Increasing percentages of Native American students 6-8 will engage in college and career interest inventories, complete their Next Step Plans, and enroll in a course of study in HS that will lead to college or career.</li> <li>2. Increasing percentages of Native American students grades 9-12 will participate in college and career visits, work-based learning opportunities, enroll and earn dual credit, enroll in CTE courses, and increase course passing rates and overall GPAs.</li> </ol>
<b>Grant Amount: \$ 85,505</b>	
<b>Middle College</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Includes increasing the number of Native American students gaining access to early college credits.</li> <li>2. Long term, boosting the college admission and retention rates of Native American students.</li> </ol>
<b>Grant Amount: \$ 87,230</b>	
<b>NACA</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. NACA's goal is to promote college, career, and life readiness by strengthening student connection to Indigenous knowledge, culture, identity, and language.</li> <li>2. Indigenous language instruction and provide indigenized curriculum design with Land-Based learning and healing at its core.</li> <li>3. NACA will increase graduation rates and student achievement in reading.</li> </ol>
<b>Grant Amount: \$ 85,160</b>	
<b>Penasco</b>	
<b>Purpose:</b>	<b>Culture and Identity Development, College, Career and Life Readiness, Whole Child, Culturally Responsive Education &amp; Asset Based Support and Opportunity</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. By monitoring students’ academic progress and attendance, student achievement will increase.</li> <li>2. Introducing students to new culturally relevant opportunities will also improve student's self-awareness and self-esteem.</li> <li>3. By continuing to offer and strengthen the following services and programs like Naviance, after school programming and AVID strategies we will improve student success in academics.</li> </ol>
<b>Grant Amount: \$ 86,590</b>	
<b>Pojoaque Valley</b>	
<b>Purpose:</b>	<b>Culture and Identity Development, College, Career and Life Readiness &amp; Asset Based Support and Opportunity</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase the level of outreach at all school sites and continue to monitor grades and attendance weekly.</li> <li>2. Provide additional academic and financial support, including school materials, opportunities to provide financial assistance for college entrance exams for our Native American students</li> </ol>
<b>Grant Amount: \$ 90,000</b>	
<b>Rio Rancho</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness, Culture and Identity Development &amp; Asset-Based Supports and Opportunities</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase attendance and graduation rates.</li> <li>2. reduce students’ infractions and truancy.</li> <li>3. Improve educational opportunities for American Indian students to keep them engaged in school and in pathways to college and career to Increase student achievement.</li> </ol>
<b>Grant Amount: \$ 56,828</b>	
<b>Ruidoso</b>	
<b>Purpose:</b>	<b>College, Career and Life Readiness &amp; Whole Child, Culturally Responsive Education</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Improve graduation rates.</li> <li>2. Increase student achievement in reading, math, and science.</li> <li>3. Improve attendance and reduce truancy.</li> </ol>
<b>Grant Amount: \$ 62,000</b>	
<b>San Diego Riverside</b>	

<b>Purpose:</b>	<b>Culture and Identity Development, Whole Child, Culturally Responsive Education &amp; Asset-Based Supports and Opportunities</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase parent participation in school program.</li> <li>2. Increase Towa Language communication to Parent(s)/Guardians(s) and Pueblo community and in classroom Art Instruction.</li> <li>3. Decrease student truancy.</li> </ol>
<b>Santa Fe</b> <span style="float: right;"><b>Grant Amount: \$ 86,715</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Increase high school graduation rates.</li> <li>2. increase percentage of students who enroll in postsecondary institutions following graduation.</li> <li>3. increase percentage of students who enroll in certification and career programs.</li> <li>4. Increase in number of scholarships.</li> </ol>
<b>Six Directions</b> <span style="float: right;"><b>Grant Amount: \$ 85,310</b></span>	
<b>Purpose:</b>	<b>Culture and Identity Development and College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. 30% of (FAY)* Native American students increase their test results by 5% points in Math and Reading.</li> <li>2. Each school year 4-Year Native American Cohort Graduation Rate will improve by 5% points</li> <li>3. Students will receive targeted intervention support using Read 180 reading inventory together with culturally relevant texts (with a priority for Native authors) to support increased progress in literacy.</li> </ol>
<b>Taos Municipal</b> <span style="float: right;"><b>Grant Amount: \$ 86,160</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness, Whole Child and Culturally Responsive Education &amp; Culture and Identity Development</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Students will demonstrate an 8 % increase in short cycle assessment score by EOY of the 22-23 SY.</li> <li>2. 3 out of 5 TMS school sites will provide Tiwa language classes to Taos Pueblo students during 22-23SY.</li> </ol>
<b>Tularosa</b> <span style="float: right;"><b>Grant Amount: \$ 86,200</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Restructure CTE programs to provide increased student participation and preparation for post-secondary opportunities in higher education or Career Technical institutions.</li> <li>2. Restructure CTE programs and provide teacher training to increase student participation and preparation for postsecondary opportunities in higher education or career technical institutions.</li> <li>3. Increase student learning</li> </ol>
<b>Vista Grande</b> <span style="float: right;"><b>Grant Amount: \$ 85,190</b></span>	
<b>Purpose:</b>	<b>Culture and Identity Development &amp; Whole Child, Culturally Responsive education</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. 10% increase in the number of students enrolled in Tiwa classes.</li> <li>2. 85% of advanced Tiwa language students will attain oracy in the language.</li> <li>3. Increase student attendance and increase academic achievement.</li> <li>4. Decrease in the type of student behavior infractions.</li> </ol>
<b>Walatowa Charter School</b> <span style="float: right;"><b>Grant Amount: \$ 60,000</b></span>	
<b>Purpose:</b>	<b>College, Career and Life Readiness &amp; Asset-Based Supports and Opportunities</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Improve 4-Year Native American Cohort Graduation Rate by 3.4% points to 90%.</li> <li>2. Increase Accuplacer NG-Reading/Math OR they will score from the year before by 5% during the fall of their senior year</li> </ol>

<b>Zuni Public Schools</b>		<b>Grant Amount: \$ 65,171</b>
<b>Purpose:</b>	<b>College, Career and Life Readiness and Culture and Identify Development</b>	
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. Implement the aquaponics component into the plan.</li> <li>2. Students will participate in activities that reflect their unique cultural heritage.</li> <li>3. Increase students’ attendance.</li> <li>4. An interest in careers that focus on nutrition, food preparation or crop production/aquaponics might interest potential students in attending post-secondary education.</li> </ol>	

## Indigenous Education Initiative (IEI) Grants

In the Spring of 2020, TNTP launched our Indigenous Education Initiative grant work with four districts across the state of New Mexico. Alongside NMPED, we designed a custom arc of learning and coaching support for participants to redesign their district, school, or programming to better serve indigenous students and communities through three phases – Designing, Piloting, and Relaunching. Through each step of the process, community input and feedback were embedded to ensure consistent impact.

PED’s goals:

- Culturally & Linguistically Responsive Curriculum
- Workplace Development
- Community Engagement

Districts/Charters below are being funded using below the line funds- Indigenous, Multilingual and special education

Entity Name	Grant Year Allocation
APS	\$200,000.00
Dream Dine	\$200,000.00
Hozho	\$200,000.00
Rio Rancho	\$200,000.00
TNTP	\$200,000.00
<b>Grand Totals:</b>	<b>\$1,000,000</b>

Districts/Charters below are being funded using IEA funds for FY23

Entity Name	Grant Year Allocation
<b>Continuous Grantees</b>	
Bernalillo	\$200,000.00
Cuba	\$200,000.00
Santa Fe	\$200,000.00
Taos/Vista Grande	\$200,000.00
<b>New Grantees</b>	
DEAP <i>(late award due to late application submitted)</i>	\$200,000.00
GMCS <i>(late award due to late application submitted)</i>	\$200,000.00
<b>Grand Totals:</b>	<b>\$1,200,000</b>

## Indigenous Education Initiative Grants FY19-FY22

Entity Name	2019-2020 Grant Year Allocation	Reimbursements	Remaining Balance	2020-2021 Grant Year Allocation	Reimbursements	Remaining Balance	2021-2022 Grant Year Allocation	Reimbursements	Remaining Balance
Bernalillo	\$200,000.00	\$1,379.83	\$198,620.17	\$200,000	\$80,990.25	\$119,009.75	\$200,000.00	\$151,197.29	\$48,802.71
Cuba	\$250,000.00	\$57,181.46	\$192,818.54	\$250,000	\$222,559.03	\$27,440.97	\$250,000.00	\$250,000.00	\$0.00
Santa Fe	\$200,000.00	\$13,006.64	\$186,993.36	\$200,000	\$196,079.11	\$3,920.89	\$200,000.00	\$164,565.85	\$35,434.15
Taos	\$150,000.00	\$0.00	\$150,000.00	\$150,000	\$137,441.21	\$12,558.79	\$150,000.00	\$124,324.48	\$25,675.52
<b>Grand Totals:</b>	<b>\$800,000.00</b>	<b>\$71,567.93</b>	<b>\$728,432.07</b>	<b>\$800,000.00</b>	<b>\$637,069.60</b>	<b>\$162,930.40</b>	<b>\$800,000.00</b>	<b>\$690,087.62</b>	<b>\$109,912.38</b>

### Recruit and Retain High Quality Teachers and Administrators for Native American Communities Grand Total: \$974,021.85

<b>Cooperative Education Services (CES)-Leading Educators through Alternative Pathways (LEAP) Grant Amount: \$249,962.98</b>	
<b>Purpose:</b>	<p>The project supports an Indigenous pipeline to reduce New Mexico’s teacher shortage and narrow New Mexico’s teacher diversity gap. CES-LEAP will work with project partner NACA Inspired Schools Network (NISN) to achieve the following project goals:</p> <ol style="list-style-type: none"> <li>1) Improve Indigenous teacher recruitment and retention to help build the Indigenous teacher workforce in New Mexico.</li> <li>2) Build Indigenous teacher knowledge around Indigenous education and culturally and linguistically responsive learning approaches.</li> </ol> <p>The project supports the establishment of a pipeline of 20 Indigenous educators each year. The overall CES-LEAP/NISN collaboration will also include professional development for 200 teachers statewide in Indigenous education with additional support for educators who work in Tribal areas to assist in connecting student learning to home culture.</p>
<b>Institute for American Indian Education (IAIE) Grant Amount: \$250,000.00</b>	
<b>Purpose:</b>	<ol style="list-style-type: none"> <li>1. The IAIE program at the University of New Mexico seeks to provide Indigenous Peoples with an opportunity to become elementary and secondary school teachers with the goal of securing full-time teaching positions in K-12 schools located in Native Nations in New Mexico or in rural communities bordering Native Nations in NM.</li> <li>2. The first year of this program will see a cohort of teacher candidates successfully complete their educator preparation program (elementary or secondary), attain state teaching certification, and apply to K-12 schools in New Mexico.</li> <li>3. A second cohort of students will be supported to begin their educator preparation programs to continue the pathway to complete their program toward licensure. Students in this program will also participate in pedagogical activities that support intergenerational well-being and educational outcomes of Indigenous Youth and their communities.</li> </ol>
<b>University of New Mexico – Promoting our Leadership, Learning, and Empowering our Nations (POLLEN) Grant Amount: \$224,059.00</b>	

<b>Purpose:</b>	The Teacher Education, Educational Leadership Program (TEELP) at the University of New Mexico implemented POLLEN, a Native principal’s administrative licensure cohort program in 2016. The program seeks to increase the number of licensed school administrators who serve Native American students in public, Bureau of Indian Education, tribal grant, and Native charter schools in New Mexico. Through research, teaching, and service the POLLEN program has evolved as a successful cohort model for advanced Level II teachers to attain an accelerated educational specialist certificate and administrative licensure through indigenous based leadership and philosophy. Since its inception, POLLEN has produced over 30 graduates in five successive cohorts and will continue to support 12 entering Level II teachers to begin the Educational Specialist program with administrative licensure.
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<b>Pueblo of Jemez Department of Education – Collaborative partnership with the University of Hawaii</b> <b>Grant Amount: \$250,000.00</b>	
<b>Purpose:</b>	The Pueblo of Jemez Department of Education will set forward to grow their own educators who are fluent in the Jemez to obtain certifications/degrees to further strengthen their language immersion programs in PreK-6 classrooms. The certifications/degrees will be focus on teacher education pathways concentrated on language immersion, multi-lingual, multicultural, and dual language strategies for their school systems. The partnerships in place with the University of Hawaii at Hilo and the University of New Mexico will support their program.

## New Mexico Indigenous Language Revitalization Initiatives

### Grand Total: \$4,273,770.01

These grants below are to develop the recommended programs to build Indigenous Language Revitalization Programs. Several strategies have shown evidence that Indigenous Language Revitalization programs effectively grow the number of indigenous language speakers within a given community and support effective and successful immersion schools/programs. The Indigenous Language Initiative aims to directly increase the number of indigenous language speakers; access to Culturally and Linguistically Responsive learning environments that support development of curriculum, assessments, and teacher development; and assessing the status of Indigenous Languages in New Mexico.

## Native American Community Based Immersion Schools PreK-12

To establish, expand or strengthen immersion schools to serve Native American students. This can include creating school design plans and specific outcomes to develop an immersion school, along with best practices of immersion methodology and culturally responsive and sustaining education.

<b>APS-Tres Volcanes Navajo Immersion Program</b> <b>Grant Amount: \$200,000</b>	
<b>Purpose:</b>	The Tres Volcanes Navajo Immersion Program will seek to increase the number of Navajo students at Tres Volcanes who not only receive Navajo language instruction but for them to also receive ongoing support and sustained monitoring of their growth towards proficiency in the Navajo language. The primary goal for the Tres Volcanes Navajo Immersion Program to achieve an overall rating of exemplary from the Navajo Nation Department of Dine Education's Office of Standards, Curriculum and Assessment (OSCAD). Further, that this rating of exemplary be achieved in a manner that is in alignment with New Mexico best practices for Native American Heritage language programs; and that it aligns with Albuquerque Public Schools criteria for Bilingual Seal K-8 processes. To create a fully

	integrated sequence of Navajo immersion programming for grades kindergarten through 12 <sup>th</sup> grade that prepares students for demonstration of bilingual/biliteracy competency for high school.
<b>PUEBLO OF JEMEZ- Language Immersion Pilot School</b> <span style="float: right;"><b>Grant Amount: \$200,000</b></span>	
<b>Purpose:</b>	Working in partnership with the University of Hawai'i, Hilo and their Kahuawaiola Teacher Training Program, to develop and pilot a "Grow Your Own" Immersion model rooted in the Jemez language. Reaching our goal of creating fluent Jemez speaking (Native) educators is most important in developing relevant curriculum with rigor while building lifelong, meaningful relationships with students, families and community members. Currently hiring two full time state certified teachers from our Jemez community who are fluent Jemez speakers. The Language Immersion Pilot School will establish a strong curriculum that focuses on teaching all content areas utilizing Jemez philosophy, aligned from Early Childhood to 6th grade that will create a seamless transition into high school. The Jemez language rubric and oral based assessment will be evaluated to assess learning outcomes in student learning and Jemez fluency.
<b>Saad K'idilyé' Language Nest Immersion Schools</b> <span style="float: right;"><b>Grant Amount: \$154,754</b></span>	
<b>Purpose:</b>	Saad K'idilyé will begin their first classroom in August 2022 serving ages six weeks to two years old. The first level of the curriculum is to complete up to age 1 and from July to August, caretakers and assistants will work together to complete the one to two years of age curriculum and prepare the new classroom. After the school opens, the Lead Caretaker and core team will work together to provide their students with an uninterrupted eight hours of Diné immersion, five times a week. Goal 1: Increase the Diné bizaad speaker pipeline in the greater Albuquerque Area. Goal 2: Saad K'idilyé expands operations to accommodate students up to age 6.
<b>NAVAJO PREPARATORY SCHOOL-Diné Soaring: Navajo Immersion</b> <span style="float: right;"><b>Grant Amount: \$200,000</b></span>	
<b>Purpose:</b>	Navajo Prep's Navajo Language and Culture courses teach the rules and framework of a language as students move toward fluency from 9th to 12th grade. To fully immerse Navajo students in language and culture, courses need to capture students' interests and reinforce their identities. New enhancements to the already rich curricula include storytelling, the linked parent involvement, and community linkages to Navajo Prep's commitment to Navajo history and tradition through shared stories. The project will enroll a greater number of students in the Navajo Nation Seal of Bilingual Proficiency assessment, complete all quantitative assessment development for all four years to capture student progress data, and to develop a community workshop series on Navajo Prep's storytelling initiatives.
<b>PUEBLO OF SANTA CLARA- Immersion</b> <span style="float: right;"><b>Grant Amount: \$200,000</b></span>	
<b>Purpose:</b>	The proposed projects will replicate and expand upon those set by the Kha'p'o Community School (KCS), a tribally controlled dual language K-6 elementary school. The first year of the project will have staff assess infrastructural options and placement location, research and assess early childhood curriculum/developmental assessments and methodologies for adaptability to the Pueblo of Santa Clara community and adapt KCS Tewa Language and Culture Meta-Curriculum for early childhood education.

## Native American Language Programs

To establish, expand or strengthen an existing Native American Language program. Can include any of the following- providing instruction in tribal language as curricular, or co-curricular, language activities, including but not limited, to curriculum and material development, assessment instruments that are culturally and linguistically appropriate for students, teachers and programing, recruiting, training and certifying language teachers, engagement in collaboration with school districts, or instructional delivery, and program evaluation. \*\*Jicarilla Apache hasn't finalized RFA\*\*

<b>APS-Zone by Zone Navajo Language Programs Project</b>		<b>Grant Amount: \$49,875</b>
<b>Purpose:</b>	The project will create a fully integrated sequence of Navajo immersion programming for grades kindergarten through 12th grade that prepares students for demonstration of bilingual/ biliteracy competency in the Navajo and English languages at key transitions from elementary to middle school, from middle school to high school, and that places them on-track to graduate from high school with the seal of bilingualism and biliteracy for Navajo and English. The project timeline will have participants engaging in Navajo language assessment events in August and September, shared Navajo language, culture and community professional development in the fall, and providing support in their schools for Navajo bilingual - bicultural seal portfolio development and presentations in the winter and spring of 2023.	
<b>Bloomfield- Navajo Language Programs</b>		<b>Grant Amount: \$50,000</b>
<b>Purpose:</b>	Bloomfield School District will develop language and cultural capacity through programming that will increase parent involvement and support early childhood opportunities. Navajo/Native language learning summits will be held for families to receive education information, support, and include discussion of the bilingual and bi-literacy seal, Navajo language revitalization, and support of students in academic areas. A Navajo bilingual teacher will support PreK and Kindergarten in Navajo language.	
<b>Pueblo of Santo Domingo-Kewa Language Programs</b>		<b>Grant Amount: \$50,000</b>
<b>Purpose:</b>	The project will assist current Pueblo Language and Cultural Teachers from the school sites of Kewa Keres Child Care Center, Santo Domingo Early Childhood Learning Center, Santo Domingo Public School, Bernalillo Public School, and Santa Fe Indian School. The focus for these teachers will be to re-envision current Kewa Keres Language and Culture strategies that still employ aspects of western education (phonetic writing and language learning packets) during language extension.	
<b>Pueblo of Taos-Taos Pueblos Tiwa Language Program</b>		<b>Grant Amount: \$50,000</b>
<b>Purpose:</b>	The project will support language instructors to develop the Tiwa Language curriculum according to age and ensure language instructors have access to curriculum resources and support. It will include work retreats with instructors and community members. Through work retreats we will also discuss areas of need which will allow us to ensure that all instructors understand the curriculum that has been developed, to utilize it and incorporate practices to improve each lesson plan and assist each other in any areas of need.	

## Indigenous Language Fellows

To establish or support an existing Mentor Apprentice Indigenous Language program that increases the number of fluent speakers within a specific community. Programs must have at least two Mentor Teachers and support two cohorts of four or more apprentices who will dedicate two full years to pursuing fluency in the target language over the period of the grant. Upon completion of the fellowship, participants must complete the 520-certification process and serve in an educational setting. Salary must be commensurate with that of a Level I licensed teacher.

\*\* Jicarilla has not updated application\*\*

<b>Albuquerque Diné Bizaad Fellowship Pathway Program</b>	<b>Grant Amount: \$499,800</b>
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<b>Purpose:</b>	The goal of this project is to create an Albuquerque Diné Bizaad Fellowship Pathway Program for advanced Navajo language and cultural knowledge learners that is integrated with and draws upon the resources of comprehensive assessment and K-12 bilingual-biliteracy system for “revitalizing and perpetuating” Navajo language and culture in Albuquerque. It will be a team-based approach that will involve collaboration between APS Indian Education leadership, the Navajo Nation Office of Standards, Curriculum and Assessment Development (OSCAD), the APS Language and Cultural Equity (LCE) Department as well as the administration, Navajo teachers, parents and students of the APS Early College Academy/Career Enrichment Center.
<b>Cuba (CISD) Mentor Apprentice Program</b> <span style="float: right;"><b>Grant Amount: \$500,000</b></span>	
<b>Purpose:</b>	The CISD project seeks to increase the number of teachers in the district through the implementation of a Fellowship Program that will recruit Educational Assistants and other community members, and prepare them to receive their teacher certification.
<b>Mescalero Apache Language Mentor/Apprentice Program</b> <span style="float: right;"><b>Grant Amount: \$500,000</b></span>	
<b>Purpose:</b>	The Mescalero Apache Mentor/Apprentice Program will operate during the school’s annual calendar of August through May. The program will have mentors and apprentices study and practice the Mescalero Apache language (MAL) for 1400 hours. The hours will include immersion sessions, student sessions, training sessions, and collaboration sessions, MAL proficiency evaluation, program evaluation, field trips, teaching, and mini workshops. Summer hours will be outlined with the program implementing the series of activities as had been done during the school year. It is the intention to run this program for five years to retain and recruit mentors and apprentices throughout to obtain MAL proficiency.
<b>(NISN)-Language Revitalization Fellowship</b> <span style="float: right;"><b>Grant Amount: \$372,198.75</b></span>	
<b>Purpose:</b>	NISN will develop a language revitalization fellowship with mentors and apprentices. The apprentices will prepare Diné Language Instructors to acquire 520 certifications in Native American Language and Culture for grades K-12. NISN will hire a full-time Director of the Language Revitalization Fellowship (Director) to lead this work. This individual will be responsible for recruiting and selecting both Mentor Speakers and Apprentice Speakers. The program will be focused at NISN partner schools serving Diné youth, such as the Native American Community Academy (NACA) in Albuquerque, NM, and Dream Diné Charter School in Shiprock, NM, with a goal of one mentor and two apprentices at each of two locations. By June 2027, eight apprentices will complete the Language Revitalization Fellowship and acquire 520 Certification or equivalent.
<b>Pueblo of Sandia- Indigenous Language Fellows</b> <span style="float: right;"><b>Grant Amount: \$499, 523.26</b></span>	
<b>Purpose:</b>	The Adult Language Resource Development Project is to establish and develop a Master Apprentice Sandia Tiwa Language program with the intentions to create a critical mass of adult speakers dedicated to teaching the Sandia Tiwa Language. The project plan will be to recruit multiple cohorts of eight to 10 adults producing proficient speakers in 3.26 year intervals on a continuous cycle. This continuous cycle will remain until the Pueblo of Sandia determines the language has been revitalized and is thriving.

## Increased access to High Quality Curriculum, Instruction, and Assessment

To establish high quality curriculum development, assessments, recruitment and training of teachers and program evaluation. \*\* Jicarilla has not updated applicated\*\*

<b>Navajo Preparatory School</b>	<b>Grant Amount: \$ 50,000</b>
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<b>Purpose:</b>	<p>Through this project, all Navajo Prep students will be required to take four years of Navajo Language and Culture classes to graduate from Navajo Prep. The sequencing is as follows:</p> <p>9th Grade –Navajo I: Introduction to Diné Language and Culture.            10th grade – Navajo II: Intermediate &amp; Beginning Conversations.            11th grade – Navajo III: Fluency, Storytelling, &amp; Cultural Concepts.            12th grade – Navajo IV: Practicum (fall) and SJC Dual Credit (spring).</p> <p>The goals of the project will be to; 1) enroll a greater number of students in the Navajo Nation Seal of Bilingual Proficiency assessment, with success, 2) complete all quantitative assessment development for all four years to capture student progress data and 3) development of a community workshop series on Navajo Prep’s storytelling initiatives.</p>
<b>Pueblo of Zia</b> <span style="float: right;"><b>Grant Amount: \$ 50,000</b></span>	
<b>Purpose:</b>	<p>The Pueblo of Zia Language program proposes to expand its services to create resiliency and longevity in the Keres language for both children and adults alike. This resiliency and longevity will be created through expanded, enhanced and additional program functions for community members. Additional and enhanced program functions will include an after-school program, program assessments, curriculum development, and proficiency standards and assessments. An integral part of these program functions will be the role of the language staff in facilitating these activities as well as fostering community engagement.</p>
<b>Pueblo of Santo Domingo</b> <span style="float: right;"><b>Grant Amount: \$ 50,000</b></span>	
<b>Purpose:</b>	<p>A tribally recognized taskforce of stakeholders will be brought together from each of the school sites (Kewa Keres Child Care Center, Santo Domingo Early Childhood Learning Center, Santo Domingo Public School, Bernalillo Public School, and Santa Fe Indian School) that offer strands of Kewa Keres Language and Culture extension. They will be tasked with reviewing, strengthening, and creating assessments and curriculum that is currently offered at the Pueblo’s school site. A tribally approved and relevant curriculum, assessments and other related tools would further enable more seamless transitions from one school entity to the next as the students move through these school systems. The goal would be to develop a tribally approved language and culture curriculum that would honor tribal parameters of what can be taught in the school settings and what can be taught in the natural home environments or the Pueblo communities with particular attention to grade and age levels. It would promote all educational entities to work together toward common goals instead of independently creating instruments or curriculum that are available to or measure their immediate populations of students.</p>

## Native Language Teacher Pipeline Grants FY23

These grants support transformational educational opportunities in New Mexico school districts and charter schools that serve a significant number of Native American students. The grants provide additional resources and key supports aimed at innovation and community engagement work that promote academically excellent and culturally relevant educational opportunities.

PED’s goals for this investment are:

- Create a more effective and relevant teacher preparation program for Native American language instruction.
- Develop or redesign a Native American language teacher preparation program that creates a pathway to teaching for prospective educators.
- Develop a preparation model that will address diversity, quality, and the needs of partner schools/districts.
- Develop a five-year strategic plan and curriculum for increasing the number of Native American language teachers in New Mexico. The plan will include strategies to recruit, place, and train for

teacher preparation program candidates through culturally and linguistically responsive frameworks and curriculum development.

- The development of best practices to engage teaching candidates through an equity lens to educate Native American students.
- Design and implement a four-week summer institute for Native American language and culture teachers and educators.
- Create and implement a plan for embedded professional development with school districts and charter schools, including Bureau of Indian Education (BIE) schools during the traditional school year.

<b>Keres Children’s Learning Center</b>	\$75,000
<b>University of New Mexico</b>	\$ 267,531
<b>Dine College</b>	\$250,430
<b>Pueblo of Jemez</b>	\$100,000
<b>Total</b>	<b>\$692,961.00</b>

### Native Language Teacher Pipeline Grants FY20-FY22

Entity Name	2020-2021 Grant Year Allocation	Reimbursements	Remaining Balance	2021-2022 Grant Year Allocation	Reimbursements	Remaining Balance
Dine College	\$250,430.00	\$142,229.59	\$108,200.41	\$250,430.00	\$210,055.82	\$40,374.18
KCLC	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00	\$75,000.00	\$0.00
Pueblo of Jemez	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$56,170.88	\$43,829.12
Pueblo of Santo Domingo	\$160,775.00	\$159,061.65	\$1,713.35	-	-	-
University of New Mexico	\$267,530.80	\$252,661.42	\$14,869.38	\$267,530.80	\$238,099.27	\$29,431.53
<b>Grand Totals:</b>	<b>\$853,735.80</b>	<b>\$728,952.66</b>	<b>\$124,783.14</b>	<b>\$692,960.80</b>	<b>\$579,325.97</b>	<b>\$113,634.83</b>

## SB377 Educational Blueprints & Governance Structures FY23

Four million five hundred thousand dollars (\$4,500,000) for tribal education departments in each of New Mexico's twenty-three Nations, Tribes and Pueblos to develop and implement education blueprints and governance structures, engage in collaborations with school districts and plan and deliver community-based education programs and social support services for Native American students. \*\* Mescalero Apache did not finalize application from FY22 or FY23\*\*

Tribal Name	Grant amount	Tribal Name	Grant amount
Pueblo of Acoma	\$ 100,000.00	Pueblo of Sandia	\$ 100,000.00
Pueblo of Cochiti	\$ 100,000.00	Pueblo of San Ildefonso	\$ 100,000.00
Pueblo of Isleta	\$ 100,000.00	Pueblo of San Felipe	\$ 100,000.00
Pueblo of Jemez	\$ 100,000.00	Pueblo of Santa Ana	\$ 100,000.00
Jicarilla Apache	RFA not submitted	Pueblo of Santa Clara	\$ 100,000.00
Pueblo of Laguna	\$ 100,000.00	Pueblo of Santo Domingo	\$ 100,000.00
Mescalero Apache	\$ 100,000.00	Pueblo of Taos	\$ 100,000.00
Pueblo of Nambe	\$ 100,000.00	Pueblo of Tesuque	\$ 100,000.00
Navajo Nation	\$ 150,000.00	Pueblo of Zia	\$ 100,000.00
Ohkay Owingeh	\$ 100,000.00	Pueblo of Zuni	\$ 100,000.00
Pueblo of Picuris	\$ 100,000.00	<b>Grand Totals:</b>	<b>\$2,150,000.00</b>
Pueblo of Pojoaque	\$ 100,000.00		

## SB377 Educational Blueprints & Governance Structures FY22

Tribal Name	Pueblo/Tribe/Nation	Reimbursements Requested	Remaining Balance
Pueblo of Acoma		\$ 100,000.00	\$29,717.41
Pueblo of Cochiti		\$ 100,000.00	\$70,282.59
Pueblo of Isleta		\$ 100,000.00	\$30,074.80
Pueblo of Jemez		\$ 100,000.00	\$19,176.02
Jicarilla Apache	RFA not submitted		#VALUE!
Pueblo of Laguna		\$ 96,764.00	\$70,675.73
Mescalero Apache		\$ 100,000.00	\$26,088.27
Pueblo of Nambe		\$ 100,000.00	\$100,000.00
Navajo Nation		\$ 150,000.00	\$84,090.13
Ohkay Owingeh		\$ 100,000.00	\$15,909.87
Pueblo of Picuris		\$ 100,000.00	\$77,733.14
Pueblo of Pojoaque		\$ 99,999.00	\$22,266.86
Pueblo of Sandia		\$ 100,000.00	\$19,815.45
Pueblo of San Ildefonso		\$ 100,000.00	\$80,184.55
Pueblo of San Felipe		\$ 99,999.90	\$13,599.38
Pueblo of Santa Ana		\$ 100,000.00	\$79,088.44
Pueblo of Santa Clara		\$ 100,000.00	\$20,911.56
Pueblo of Santo Domingo		\$ 100,000.00	\$54,073.43
Pueblo of Taos		\$ 100,000.00	\$45,926.57
Pueblo of Tesuque		\$ 100,000.00	\$14,277.55
Pueblo of Zia		\$ 100,000.00	\$85,722.35
Pueblo of Zuni		\$ 100,000.00	\$98,515.79
<b>Grand Totals:</b>		<b>\$2,146,762.90</b>	<b>\$680,736.23</b>
			<b>\$1,466,026.67</b>

\*\*any unspent funds in FY22 will be carried over into FY23\*\*

## SB377 Native American Language Programs

One million six hundred fifteen thousand seven hundred dollars (\$1,615,700) is appropriated from the general fund to the public education department for tribally based Native American language programs to plan and develop programs; recruit, train and certify language teachers; coordinate curriculum and materials development; and develop culturally and linguistically appropriate student, teacher and program assessments and evaluations. (Funding issued for FY22 and FY23) \*\* Mescalero Apache did not finalize application for FY22 or FY23\*\*

<b>Pueblo/Tribe/Nation</b>	<b>Grant Year Allocation</b>	<b>Reimbursements Requested</b>	<b>Remaining Balance</b>
Pueblo of Acoma	\$ 73,000.00	\$34,808.64	\$38,191.36
Pueblo of Cochiti	\$ 73,000.00		\$73,000.00
Pueblo of Isleta	\$ 73,000.00	\$22,616.97	\$50,383.03
Pueblo of Jemez	\$ 73,000.00		\$73,000.00
Jicarilla Apache	RFA not submitted		
Pueblo of Laguna	\$ 72,650.00	\$71,877.20	\$772.80
Mescalero Apache	\$ -		\$0.00
Pueblo of Nambe	RFA not submitted		
Navajo Nation	\$ 82,700.00	\$428.94	\$82,271.06
Ohkay Owingeh	RFA not submitted		
Pueblo of Picuris	\$ 73,000.00	\$4,252.50	\$68,747.50
Pueblo of Pojoaque	\$ 73,000.00	\$28,969.74	\$44,030.26
Pueblo of Sandia	\$ 73,000.00	\$73,000.00	\$0.00
Pueblo of San Ildefonso	RFA not submitted		
Pueblo of San Felipe	\$ 72,999.81	\$828.08	\$72,171.73
Pueblo of Santa Ana	\$ 73,000.00		\$73,000.00
Pueblo of Santa Clara	\$ 73,000.00		\$73,000.00
Pueblo of Santo Domingo	\$ 72,996.00	\$10,495.52	\$62,500.48
Pueblo of Taos	\$ 73,000.00	\$23,823.58	\$49,176.42
Pueblo of Tesuque	\$ 73,000.00	\$53,851.37	\$19,148.63
Pueblo of Zia	\$ 72,997.05		\$72,997.05
Pueblo of Zuni	\$ 73,000.00	\$44,299.81	\$28,700.19
<b>Grand Totals:</b>	<b>\$1,250,342.86</b>	<b>\$369,252.35</b>	<b>\$881,090.51</b>

\*\*SB377 Native American Language Programs- any unspent funds will be carried over into FY23\*\*

## Native American Language Certification (NALC) Salary Parity

With the passage of HB60, an act relating to school personnel; requiring salary parity for people who hold a Native American Language and Culture Certificate, “The minimum annual salary for a person holding a Native American language and culture certificate and working full time in an instructional capacity shall be equal to the minimum annual salary for a level one licensed teacher” For fiscal year 2023 (FY23), a level one teacher shall make at least \$50,000.

District/Charter	Allocated Amount
Albuquerque Public Schools	\$105,606.00
Aztec Municipal Schools	\$36,391.00
Bernalillo Public Schools	\$119,834.00
Bloomfield Public Schools	\$14,481.00
Central Consolidated	\$201,972.00
Cuba Independent Schools	\$34,271.00
Dulce Independent Schools	\$3,412.00
Farmington Municipal Schools	\$33,875.00
Gallup-McKinley County Schools	\$370,382.00
Grants-Cibola County Schools	\$52,886.00
Hozho Charter	\$9,000.00
Jemez Mountain Public Schools	\$6,650.00
Jemez Valley Schools	\$31,192.00
Los Lunas Public Schools	\$20,000.00
Magdalena Municipal Schools	\$6,736.00
Pojoaque Valley Schools	\$16,668.00
Taos Municipal Schools	\$4,500.00
Zuni Public Schools	\$182,144.00
<b>Grand Totals:</b>	<b>\$1,250,000.00</b>

Districts/Charters funded using IEA funds, not enough funding allocated from Public Education Reform fund

District/Charter	Allocated Amount
Penasco Independent Schools	\$13,000.00
Tularosa Municipal Schools	\$13,000.00
Walatowa Charter High	\$13,000.00
Zuni Public Schools	\$380,724.00
<b>Grand Totals:</b>	<b>\$419,724.00</b>

**NMPED-IED—Indian Education Act Grants for Tribal Entities 2018–2022**

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.

<b>Tribe, Pueblo, Nation</b>	<b>2018–2019 Award Amount</b>	<b>2019–2020 Award Amount</b>	<b>Reimbursements</b>	<b>Remaining Balance</b>	<b>2020–2021 Award Amount</b>	<b>Reimbursements</b>	<b>Remaining Balance</b>	<b>2021–2022 Award Amount</b>	<b>Reimbursements</b>	<b>Remaining Balance</b>
<b>Acoma</b>	\$47,685.04	\$75,471.53	\$19,877.71	\$55,593.82	\$77,665.00	\$29,815.83	\$47,849.17	-	-	-
<b>Cochiti</b>	\$46,252.92	\$85,616.00	\$83,991.94	\$1,624.06	\$89,036.85	\$41,364.00	\$47,672.85	\$ 78,608.00	\$62,600.98	\$16,007.02
<b>Isleta</b>	\$24,443.00	\$60,046.00	\$3,602.63	\$56,443.37	\$92,209.95	\$80,518.77	\$11,691.18	\$ 99,999.99	\$99,706.90	\$293.09
<b>Jemez</b>	\$19,979.30	\$100,000.00	\$99,999.99	\$0.01	\$99,999.99	\$99,999.99	\$0.00	\$ 100,000	\$ 100,000	\$0.00
<b>Jicarilla</b>	-	-	-	-	\$100,000.00	\$0.00	\$100,000.0	\$ 99,999.99	999,999.99	\$0.00
<b>Laguna</b>	-	\$90,640.00	\$80,643.60	\$9,996.40	\$84,000.00	\$80,442.47	\$3,557.53	\$ 93,450.00	\$92,869.97	\$580.03
<b>Mescalero</b>	-	\$98,875.00	\$51,415.19	\$47,459.81	\$98,875.00	\$11,254.12	\$87,620.88	\$ 98,875.00	\$95,779.47	\$3,095.53
<b>Nambé</b>	\$26,493.60	\$70,501.00	\$50,701.24	\$19,799.76	\$75,509.70	\$71,316.30	\$4,193.40	\$ 75,166.35	\$75,166.35	\$0.00
<b>Navajo</b>	\$37,522.80	-	-	-	\$200,000.00	\$114,232.50	\$85,767.50	\$ 99,999.99	\$0.00	\$ 99,999.99
<b>Ohkay Owingeh</b>	\$16,229.85	\$86,445.00	\$81,291.84	\$5,153.16	\$77,853.30	\$54,580.33	\$23,272.97	\$ 95,587.80	\$39,986.30	\$55,601.50
<b>Picuris</b>	\$43,101.57	\$61,876.00	\$61,740.57	\$135.43	\$95,513.88	\$82,426.20	\$13,087.68	\$ 99,645.00	\$87,934.25	\$11,710.75
<b>Pojoaque</b>	-	\$95,483.00	\$44,892.00	\$50,590.98	\$99,939.00	\$58,702.38	\$41,236.62	\$ 99,999.12	\$82,118.10	\$17,881.02
<b>Sandia</b>	-	\$4,688.55	\$3,410.40	\$1,278.15	\$100,000.00	\$89,666.69	\$10,333.31	\$ 100,000	\$98,931.87	\$1068.13
<b>San Felipe</b>	\$20,606.25	\$99,911.13	\$96,187.95	\$3,723.18	\$99,715.13	\$64,512.25	\$35,202.88	\$ 99,787.80	\$92,256.80	\$7,531.00
<b>San Ildefonso</b>	\$37,801.00	\$100,000.00	\$93,682.89	\$6,317.00	\$100,000.00	\$45,886.17	\$54,113.83	\$ 100,000.	\$63,364.43	\$36,635.57
<b>Santa Ana</b>	\$5,000.00	\$100,000.00	\$70,877.86	\$29,122.14	\$99,750.00	\$76,970.59	\$22,779.41	\$ 99,999.90	\$88,031.89	\$11,968.01
<b>Santa Clara</b>	-	\$100,000.00	\$70,034.77	\$29,965.23	\$100,000.00	\$0.00	\$100,000.0	\$ 100,000	\$69,015.11	\$30,984.89
<b>Santo Domingo</b>	\$38,955.00	\$93,032.52	\$90,164.44	\$2,868.08	\$99,750.00	\$95,966.63	\$ 3,783.37	\$ 99,206.10	\$98,451.78	\$754.32
<b>Taos</b>	\$55,439.20	\$99,617.76	\$99,617.76	\$0.00	\$100,000.00	\$95,964.28	\$4,035.72	\$ 100,000	\$92,359.18	\$7,640.82
<b>Tesuque</b>	\$56,958.55	\$80,768.00	\$78,767.68	\$2,000.32	\$99,179.85	\$47,292.18	\$51,887.67	-	-	-
<b>Zia</b>	-	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$100,000.0	\$0.00	\$ 99,306.90	\$99,306.00	\$0.90
<b>Zuni</b>	-	\$99,832.99	\$71,243.08	\$28,589.91	\$98,280.00	\$90,048.50	\$8,231.50	\$ 94,460.88	\$82,935.51	\$11,525.37
<b>Totals</b>	<b>\$476,468.08</b>	<b>\$1,702,804.48</b>	<b>\$1,352,143.56</b>	<b>\$350,660.92</b>	<b>\$2,187,277.65</b>	<b>\$1,430,960.18</b>	<b>\$756,317.47</b>	<b>\$1,929,330.8</b>	<b>\$1,620,814.88</b>	<b>\$308,515.94</b>

**NMPED-IED—Indian Education Act Grants for District and Charter Schools 2018–2021**

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.

School Districts and Charters	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance	2021–2022 Award Amount	Reimbursements	Remaining Balance
APS	\$56,466.00	\$90,000.00	\$81,552.12	\$8,447.88	\$89,914.00	\$49,745.20	\$40,168.80	\$89,597.00	\$89,554.53	\$42.47
Aztec Municipal Schools	\$42,893.06	\$64,000.00	\$53,179.88	\$10,820.12	\$75,000.00	\$47,111.59	\$27,888.41	\$90,000.00	\$60,822.92	\$29,177.08
Bernalillo Public Schools	\$23,533.45	\$90,000.00	\$22,690.06	\$67,309.94	\$77,922.00	\$39,110.26	\$38,811.74	\$88,795.00	\$37,075.80	\$51,719.20
Bloomfield Public Schools	\$9,000.00	\$52,200.00	\$17,368.45	\$34,831.55	\$53,052.00	\$29,476.00	\$23,576.00	\$46,658.00	\$38,296.37	\$8,361.63
Central Consolidated		\$60,000.00	\$35,434.46	\$24,565.54	\$90,000.00	\$2,800.00	\$87,200.00	\$90,000.00	\$54,657.32	\$35,342.68
Cuba Independent	\$46,020.60	\$90,000.00	\$90,000.00	\$0.00	\$90,000.00	\$84,152.11	\$5,847.89	\$90,000.00	\$80,234.16	\$9,765.84
DEAP Charter	\$15,889.12	\$74,540.00	\$50,586.97	\$23,953.03	\$90,000.00	\$89,889.75	\$110.25	\$90,000.00	\$90,000.00	\$0.00
Dream Dine	\$25,000.00	\$67,301.00	\$60,471.04	\$6,829.96	\$89,999.78	\$89,999.78	\$0.00	\$90,000.00	\$90,000.00	\$0.00
Dulce Independent	-	\$47,907.00	\$30,769.05	\$17,137.95	\$90,000.00	\$72,879.40	\$17,120.60	\$90,000.00	\$45,017.90	\$44,982.10
Espanola Public Schools		\$83,909.00	\$45,298.15	\$38,610.85	\$90,000.00	\$55,908.25	\$34,091.75	\$90,000.00	\$34,113.60	\$55,886.40
Farmington Municipal	\$22,700.00	\$55,203.78	\$45,296.02	\$9,907.76	\$40,218.05	\$40,218.00	\$0.05	\$70,608.00	\$38,983.70	\$31,624.30
Gallup MCS	\$29,916.88	\$90,000.00	\$56,820.17	\$33,179.83	\$90,000.00	\$75,522.12	\$14,477.88	\$84,000.00	\$74,905.96	\$9,094.04
Gordon Bernell	-	-	-	-	\$81,100.00	\$80,827.65	\$272.35	\$90,000.00	\$90,000.00	\$0.00
Grants Cibola	\$21,739.92	\$90,000.00	\$84,994.27	\$5,005.73	\$90,000.00	\$88,727.35	\$1,272.65	\$90,000.00	\$89,999.80	\$0.20
Hozho	-	\$90,000.00	\$89,707.35	\$292.65	\$90,000.00	\$85,774.39	\$4,225.61	\$90,000.00	\$89,500.00	\$500.00
Jemez Mountain	\$23,989.90	\$25,000.00	\$23,999.88	\$1,000.12	\$25,000.00	\$22,909.28	\$2,090.72	\$33,072.00	-	\$33,072.00
Jemez Valley	\$30,758.48	\$50,000.00	\$47,369.48	\$2,630.52	-	-	-	\$90,000.00	\$71,572.28	\$18,427.72
Las Cruces	-	-	-	-	\$90,000.00	\$60,293.59	\$29,706.41	\$90,000.00	\$59,453.34	\$30,546.66
Los Lunas	-	-	-	-	\$90,000.00	\$0.00	\$90,000.00	-	-	-
Magdalena Municipal	\$59,595.61	\$80,232.00	\$55,965.36	\$24,266.64	\$90,000.00	\$90,000.00	\$0.00	\$70,521.00	\$70,521.00	\$0.00
Middle College High	-	-	-	-	\$82,366.50	\$82,366.00	\$0.00	\$90,000.00	\$89,999.15	\$0.85
NACA	\$25,006.30	\$90,000.00	\$89,948.00	\$52.00	\$90,000.00	26,148.99	\$63,851.01	\$90,000.00	\$89,992.43	\$7.57

PED handout: LESC presentation on “Indian Education Update” – 9/08/2022

<b>Penasco</b>	\$16,846.06	\$85,263.18	\$29,337.40	\$55,925.78	\$90,000.00	\$40,000.00	\$49,323.03	\$90,000.00	\$88,555.84	\$1,444.16
<b>Pojoaque</b>	\$27,510.12	\$90,000.00	\$89,871.96	\$128.04	\$90,000.00	\$61,624.28	\$28,375.72	\$90,000.00	\$48,114.86	\$41,885.14
<b>Rio Rancho</b>	\$40,072.00	\$84,950.00	\$49,132.82	\$5,817.18	\$90,000.00	\$55,776.72	\$34,223.28	\$90,000.00	\$89,821.77	\$178.23
<b>Ruidoso Municipal</b>		\$50,000.00	\$11,190.86	\$38,809.14	\$50,000.00	\$20,879.32	\$29,120.68	\$50,000.00	\$24,457.26	\$25,542.74
<b>San Diego Riverside</b>	\$53,311.01				\$90,000.00	\$88,466.46	\$1,533.54	\$90,000.00	\$90,000.00	\$0.00
<b>Santa Fe</b>	-	\$89,658.00	\$43,530.60	\$46,127.40	\$89,325.00	\$80,773.82	\$8,551.18	\$90,000.00	\$88,806.27	\$1,193.73
<b>Six Directions</b>	-	\$90,000.00	\$65,552.38	\$24,447.62	\$90,000.00	\$24,810.76	\$65,189.24	\$90,000.00	\$26,840.14	\$63,159.86
<b>Taos Municipal</b>	\$22,469.26	\$90,000.00	\$28,221.02	\$61,778.98	\$89,749.80	\$27,728.77	\$62,021.03	\$50,219.00	\$26,665.75	\$23,553.25
<b>Vista Grande</b>	-	-	-	-	\$69,259.00	\$68,865.96	\$393.04	\$90,000.00	\$57,347.07	\$32,652.93
<b>Walatowa</b>	-	\$50,000.00	\$49,905.62	\$94.38	\$64,649.00	\$62,478.03	\$2,170.97	\$60,000.00	\$58,603.14	\$1,396.86
<b>Zuni Public</b>	\$19,061.85	\$36,441.00	\$14,520.13	\$21,920.87	\$52,769.00	\$29,801.24	\$22,967.76	\$55,569.00	\$37,822.34	\$17,746.66
<b>Total</b>	<b>\$611,779.62</b>	<b>\$2,016,604.96</b>	<b>\$1,450,240.61</b>	<b>\$566,364.35</b>	<b>\$2,560,324.13</b>	<b>\$1,775,742.04</b>	<b>\$784,582.09</b>	<b>\$2,589,039</b>	<b>\$2,021,734.70</b>	<b>\$567,304.30</b>