

INTRODUCTION

The Indian Education Division (IED) recognizes the importance of supporting systemic and sustainable strategies that are aligned to the Indian Education Act (IEA) and the New Mexico Public Education Department’s (NMPED) strategic plan. That plan supports students’ tribal identities, background, and their choice for college and career, so they may succeed in life and leadership. The division understands the importance of collaborating to ensure quality educational programs and cultural outcomes are provided to Native American Students. The actions and efforts of both the IED and the NMPED supports Native American students by embracing a shared responsibility and increased respect for tribal education sovereignty.

The department has and will continue to collaborate with Tribal leaders, Tribal education departments, superintendents, charter leaders, the Indian Education Advisory Council (IEAC), parents, students, legislators, and stakeholders to develop and sustain investments, technical assistance, and accountability measures for key areas that support priorities under the IEA. These include, but are not limited to the following:

The **Indian Education Act Grants** issued for improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act Systemic Framework (see chart below) Elements **22-23A-11** in alignment with NMPED’s strategic pillars and grantees select a priority(s):

- College, Career, and Life Readiness
- Whole Child and Culturally Responsive Education
- Culture and Identity Development
- Programs, Asset-Based Supports and Opportunities (for FY24, this will be changed to Preservation and Maintenance of Native American Languages)

Once a grantee chooses a priority(s), they will determine project outcomes (key performance indicators) and goals.

- Grantees are asked to provide at least two outcomes/ key performance indicators.

Outcomes are the measurement and evaluation of an activity’s actual results against their intended or projected results. (e.g., WAS THE GOAL ACHIEVED?). Outcomes should be the things that the applicant wants to either maximize or minimize. The outcomes are the desired changes or results that the grantee expects to be achieved

after the successful completion of the award. The outcomes could be qualitative, quantitative or both.

EXAMPLES: “Increase Native American student achievement in math by 8% percent over last school year,” or “decrease the number of student infractions by 10%.”

Goals are observable and measurable end results having one or more objectives to be achieved. Goals are typically broad in scope (the WHAT).

EXAMPLE: A goal might be for a grantee to “increase Native American student achievement in math.”

Key performance indicators are tied to all grants issued by the Indian Education Division. Grantees can choose which key performance indicators (outcomes-at least 2) they want to focus on to improve the educational and cultural achievement of Native American students.

Key Performance Indicators - Per Year
Increase graduation rates by 5-10% points
Increase parent and community involvement by 5-10% points
Increase attendance by 5-10% points
Decrease dropout rates by 5-10% points
Decrease Chronic Absenteeism by 5-10% points
Increase family literacy by 5-10% points
Increase culturally related activities by 5-10% points
Increase professional development of staff by 5-10% points
Increase the number of students participating in programs by 5-10% points
Increase dual enrollment by 5-10% points
Increase a student sense of belonging & inclusion in school by participating in programs by 5-10% points
Increase student achievement in Math, Reading and Science by 5-10% points
Increase number of Native American and Language Certificate Staff by 5-10% points
Increase the number of students learning a native language by 5-10% points
Increase the numbers of students attending institutions of higher education by 5-10% points
Increase the numbers of student’s knowledge and skills needed to make an effective transition from school to a high-skill career by 5-10% points
Increase the number of Native American educators prepared to lead as principals or become educators by 5-10% points
Increase state seal of Bilingualism-Biliteracy (native language) by 5-10% points

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The IEA Grants are focused on the four pillars of NMPED’s strategic plan and the IEA Systemic Framework:			
Academic & Educational Programs	Career Preparation activities & Post-Secondary Programs	Business Partnership Projects	Enrichment & Innovative programs
Bilingual and bicultural programs and projects	Prevention of Violence, Suicide, and Substance Abuse	Rigorous and Meaningful Curricula	Comprehensive Guidance and Counseling Services
Special Health-Nutrition-Related Services	High-Quality, Culturally Relevant PD	American Indian Language & Restoration Programs	Family literacy services
The Identification of Early Childhood, Pre-Kindergarten, and Family Programs	Programs to Assist Students to Enter, Remain/or Re-enter High School and Increase the Graduation Rate	Early Interventions Programs to Help Struggling Students	Promote Land-Based Learning, Student Identity Development, & Holistic Wellness

Indian Education Act Grant Funding FY23					
Pueblo de Cochiti	\$103,150	Albuquerque	\$118,985	Los Lunas	\$88,860
Pueblo of Isleta	\$100,000	Aztec	\$87,530	Magdalena	\$85,520
Pueblo of Jemez	\$108,355	Bernalillo	\$89,758	Middle College High	\$85,505
Jicarilla Apache Nation	\$100,000	Bloomfield	\$43,066	NACA	\$87,230
Pueblo of Laguna	\$113,650	Central Consolidated	\$108,400	Penasco	\$85,160
Pueblo of Nambe	\$97,669	Cuba	\$87,465	Pojoaque	\$86,590
Navajo Nation	\$300,000	DEAP Charter	\$85,245	Rio Rancho	\$90,000
Ohkay Owingeh	\$97,230	Dream Dine Charter	\$85,235	Ruidoso	\$56,828
Pueblo of Picuris	\$100,485	Dulce	\$84,000	San Diego Riverside	\$62,000
Pueblo of San Felipe	\$100,885	Espanola	\$86,210	Santa Fe	\$86,715
Pueblo of San Ildefonso	\$100,000	Farmington	\$82,477	Six Directions	\$85,310
Pueblo of Sandia	\$99,300	Gallup McKinley	\$130,000	Taos	\$86,160
Pueblo of Santa Ana	\$102,535	Gordon Bernell Charter	\$85,235	Tularosa	\$86,200
Pueblo of Santa Clara	\$102,010	Grants Cibola	\$90,000	Vista Grande High	\$85,190
Pueblo of Santo Domingo	\$113,000	Hozho Academy	\$86,185	Walatowa	\$60,000
Pueblo of Taos	\$104,605	Jemez Mountain	\$85,365	Zuni	\$65,171
Pueblo of Zia	\$99,991	Jemez Valley	\$86,270		
Pueblo of Zuni	\$110,312			Total	\$4,857,022

Native Language Teacher Pipeline Grants provide an effective, relevant teacher preparation program for Native American language instruction.

- Develop a 5-year strategic plan and curriculum for increasing the number of Native American Language teachers in New Mexico.
- Develop best practices for preparing teaching candidates to educate Native American students using an equity lens.
- Create and implement a plan for embedded professional development with districts and charter schools, including Bureau of Indian Education schools during the traditional school year.

Native Language Teacher Pipeline Grantees	
Keres Children’s Learning Center	\$75,000
UNM	\$ 267,531
Dine College	\$250,430
Pueblo of Jemez	\$100,000
Total	\$692,961

Recruit and Retain High-Quality Indigenous Teachers and Administrators Grants- To recruit and retain Native American teachers and administrators, while increasing access to the teaching profession through a variety of incentives.

Recruit and Retain High-Quality Indigenous Teachers and Administrators Grants	
IAIE	\$250,000
Jemez	\$250,000
CES/LEAP	\$249,962.98
UNM	\$224,059
Total	\$974,022

Indigenous Education Initiative Grants- Supports and funds the transformation of schools from current state to models of Indigenous Education through a community led school design process to improve outcomes for Native American students that includes the following work streams:

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

Indigenous Education Initiative Grants			
APS	\$200,000	Bernalillo	\$200,000
Dream Dine	\$200,000	Cuba	\$200,000
Hozho	\$200,000	Santa Fe	\$200,000
Rio Rancho	\$200,000	Taos	\$200,000
DEAP	\$200,000	GMCS	\$200,000
		Total:	\$2,000,000

Indigenous Language Initiative Grants- Aims to increase the number of indigenous language speakers in the Pueblos and Tribes of New Mexico. The grants provide access to culturally and linguistically responsive learning environments that support the development of curriculum, assessments, and teacher preparation. The grants also provide funding for Tribal communities to assess the status of their languages.

- **Native American Language Immersion Programs Grants-** American Language programs. This can include any of the following areas of effort; 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 programming, recruiting, training and certifying language teachers, engagement in collaboration with school districts, or instructional delivery, and program evaluation.

Native American Language Immersion Program Grants			
Jicarilla Apache	\$50,000	Bloomfield	\$50,000
APS	\$49,875	Santo Domingo	\$50,000
Taos Pueblo	\$47,619	Total	\$247,494

- **Native American Community-Based Immersion Schools PreK-12 Grants-** To establish, expand, and/or strengthen immersion schools to serve Native American students.

Community-Based Immersion Schools	
Jemez DOE	\$200,000
Santa Clara Pueblo	\$200,000
APS	\$200,000
Saad K'idlyé Diné Language Nest's	\$154,754
Navajo Prep	\$200,000
Total	\$954,754

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- **Indigenous Language Fellows Grants-** To establish or support an existing Mentor Apprentice Indigenous Language program to increase the number of fluent speakers within a specific tribal community to certify Native American Language and Culture Certificate Staff.

Indigenous Language Fellows	
Sandia Pueblo	\$499,523.26
Cuba Independent School District	\$500,000
Mescalero Apache Nation	\$500,000
NACA Inspired Schools Network CES	\$372,198.75
APS	\$499,800
Jicarilla Apache Nation	\$500,000
Total	\$2,871,522.01

- **Increased Access to High-Quality Curriculum, Instruction, and Assessment Grants-** To establish high-quality curricula development, instruction and assessments, recruit and train teachers, and create program evaluations.

Increased Access to High-Quality Curriculum, Instruction, and Assessment	
Santo Domingo	\$50,000
Pueblo of Zia	\$50,000
Jicarilla Apache	\$50,000
Navajo Prep	\$50,000
Total	\$200,000

Educational Blueprints & Governance Structure Grants 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.

Educational Blueprints & Governance Structures (SB377)			
Pueblo of Acoma	\$170,282.59	Pueblo of Sandia	\$120,911.56
Pueblo of Cochiti	\$200,000.00	Pueblo of San Ildefonso	\$145,926.57
Pueblo of Isleta	\$169,925.20	Pueblo of San Felipe	\$185,722.35
Pueblo of Jemez	\$180,823.98	Pueblo of Santa Ana	\$198,515.79
Pueblo of Laguna	\$126,088.27	Pueblo of Santa Clara	\$126,376.20
Pueblo of Nambe	\$115,909.87	Pueblo of Santo Domingo	\$198,478.15
Navajo Nation	\$300,000.00	Pueblo of Taos	\$170,218.61
Ohkay Owingeh	\$122,266.86	Pueblo of Tesuque	\$200,000.00
Pueblo of Picuris	\$180,184.55	Pueblo of Zia	\$200,000.00
Pueblo of Pojoaque	\$186,399.62	Pueblo of Zuni	\$117,996.50
		Total:	\$3,716,026.67

Native American Language Programs to plan and develop programs for Tribally based Native American language 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.

Native American Language Programs (SB377)			
Pueblo of Acoma	\$38,191.36	Pueblo of Santa Ana	\$73,000.00
Pueblo of Cochiti	\$73,000	Pueblo of San Felipe	\$72,171.73
Pueblo of Isleta	\$50,383.03	Pueblo of Santa Clara	\$73,000.00
Pueblo of Jemez	\$73,000	Pueblo of Santo Domingo	\$62,500.48
Pueblo of Laguna	\$772.80	Pueblo of Taos	\$49,176.42
Navajo Nation	\$82,271.06	Pueblo of Tesuque	\$19,148.63
Pueblo of Picuris	\$68,747.50	Pueblo of Zia	\$72,997.05
Pueblo of Pojoaque	\$44,030.26	Pueblo of Zuni	\$28,700.19
Pueblo of San Felipe	\$72,171.73	Total:	\$881,090.51

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Tribal Library- Develop and Staff Culturally and Linguistically Relevant (CLR) after-school student services and community-based summer programs.

Tribal Library- to Develop and Staff Culturally and Linguistically Relevant (SB377)			
Pueblo of Acoma	\$180,433.26	Pueblo of Sandia	\$84,681.90
Pueblo of Cochiti	\$200,000.00	Pueblo of San Ildefonso	\$157,276.78
Pueblo of Isleta	\$189,126.40	Pueblo of San Felipe	\$200,000.00
Pueblo of Jemez	\$200,000.00	Pueblo of Santa Ana	\$198,268.08
Jicarilla Apache	\$200,000.00	Pueblo of Santa Clara	\$200,000.00
Pueblo of Laguna	\$200,000.00	Pueblo of Santo Domingo	\$200,000.00
Pueblo of Nambe	\$198,510.92	Pueblo of Taos	\$200,000.00
Navajo Nation	\$300,000.00	Pueblo of Tesuque	\$179,492.97
Ohkay Owingeh	\$164,653.55	Pueblo of Zia	\$200,000.00
Pueblo of Picuris	\$200,000.00	Pueblo of Zuni	\$198,470.88
Pueblo of Pojoaque	\$200,000.00	Total:	4,070,481.48

Tribal and Community-Based Extended Learning Programs Grants are programs administered by Tribal Education Departments and/or Tribal Libraries. These include increasing the number of students attending before- and after-school programs, providing Native Language Programs in summer school, enhancing educational programs, and increasing staffing or building capacity. The educational programs will focus on performance targets for tutoring services, professional development, and programs to help students enter college or high-skill careers.

Tribal and Community-Based Extended Learning Programs					
Acoma Pueblo	\$575,000	Jemez Pueblo	\$575,000	Mescalero Apache	\$575,000
Cochiti Pueblo	\$575,000	Jicarilla Apache	\$575,000	Nambe Pueblo	\$575,000
Isleta Pueblo	\$575,000	Laguna Pueblo	\$575,000	Navajo Nation	\$1,235,300
Ohkay Owingeh	\$575,000	San Felipe Pueblo	\$575,000	Santa Ana Pueblo	\$575,000
Picuris Pueblo	\$575,000	San Ildefonso	\$575,000	Santa Clara Pueblo	\$575,000
Pojoaque Pueblo	\$575,000	Sandia Pueblo	\$575,000	Santo Domingo	\$575,000
Taos Pueblo	\$575,000	Tesuque Pueblo	\$575,000	Zia Pueblo	\$575,000
Zuni Pueblo	\$575,000			Total	\$13,310,000

Salary Parity for Native American Language and Culture Certificate Staff (NALC)- With the passage of HB60, an act relating to school personnel requiring salary parity for staff 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 FY23, a level one teacher shall make at least \$50,000.

Salary Parity for Native American Language and Culture Certificate (NALC) Staff- HB2				Salary Parity for (NALC) Staff-IEA Funding	
APS	\$105,606.00	Grants-Cibola County Schools	\$52,886.00	Penasco Independent Schools	\$26,000.00
Aztec Municipal Schools	\$36,391.00	Hozho Charter	\$9,000.00	Tularosa Municipal Schools	\$26,000.00
BPS	\$119,834.00	Jemez Mountain Public Schools	\$6,650.00	Walatowa Charter High	\$13,000.00
Bloomfield Public Schools	\$14,481.00	Jemez Valley Schools	\$31,192.00	Zuni Public Schools	\$380,724.00
CCSD	\$201,972.00	Los Lunas Public Schools	\$20,000.00		
Cuba Independent Schools	\$34,271.00	Magdalena Municipal Schools	\$6,736.00		
Dulce Independent Schools	\$3,412.00	Pojoaque Valley Schools	\$16,668.00		
FMS	\$33,875.00	Taos Municipal Schools	\$4,500.00		
GMCS	\$370,382.00	Zuni Public Schools	\$182,144.00		
Total: \$1,250,000.00				Total:	\$445,724.00

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Tribal Libraries and Education Centers Grants are funding for planning, design, renovation, expansion, construction, equipment, and broadband for tribal libraries. The following projects support planning and design for new building or renovation of existing Tribal library or provide internet connection.

HB2- Tribal Library Capital Outlay		
Governor Randall Vicente	Acoma Learning Center	\$2,597,967
Governor Phillip Quintana	Cochiti Library	\$79,955
Governor Vernon B. Abeita	Isleta Library	\$92,256
Governor Raymond Loretto, DVM	Jemez Library	\$353,760
Governor Martin Kowemy	Laguna Library	\$865,025
Governor Nathaniel Porter	Nambe Library	\$67,654
Governor Patrick Aguino	Ohkay Owingeh Library	\$313,000
Governor Craig Quanchello	Picuris Education Center	\$132,500
Governor Jenelle Roybal	Pojoaque Library	\$276,768
Governor Carl Valencia	San Felipe Library	\$123,000
Governor Christopher Moquino	San Ildefonso Library	\$147,610
Governor Stuart Paisano	Sandia Child Care Center	\$1,318,500
Governor Joseph Sanchez	Santa Ana Library	\$184,512
Governor J. Michael Chavarria	Santa Clara Library	\$297,245
Governor Sidelio Tenorio	Santo Domingo Library	\$313,670
Governor Sidelio Tenorio	Santo Domingo Childhood & Care Center	\$2,839,300
Governor Clyde Romero, Sr.	Taos Library	\$146,610
Governor Robert Mora, Sr.	Tesuque Library	\$92,256
Governor Gabriel Galvan	Zia Library	\$67,654
Governor Val R. Panteah, Sr.	Zuni Library	\$313,370
Governor Val R. Panteah, Sr.	A:shiwí College and Career Readiness Center	\$147,610
Bernalyn Via Vice President	Mescalero Library	\$313,000
President Edward Velarde	Jicarilla Apache Nation Library	\$103,778
President Jonathan Nez	Navajo Nations-Chapter Houses	\$813,000
Total		\$12,000,000

ACCOMPLISHMENTS AND OUR WORK AHEAD

Sustained learning opportunities are offered through the NMPED’s Learning Management system. These opportunities were created in collaboration with The University of New Mexico’s Institute for American Indian Education and Native American Studies Department. The five sustained learning sessions in partnership with the IED are outlined in these modules:

- Module 1 – Cultural Competency/ Cultural Sensitivity
- Module 2 – Sustained Learning: Anti-Racism
- Module 3 – Sustained Learning: History of NM’s Indigenous People
- Module 4 – Sustained Learning: Linguistic landscape of our students
- Module 5 – Effective Communication: Conflict Resolution

Trainings and Technical Assistance by the IED for Superintendents, Charter School Leaders, Indian Education Directors, and Tribal Education Directors include:

- How to complete a student needs assessment, systemic framework, or accountability tool. The recordings, technical assistance guide, and templates [can be found here](#).
- Help stakeholder groups in completing a Request for Application and submitting a Request for Reimbursement. The recordings and technical assistance guide can [be found here](#).
- Training on the Indian Education Act and Tribal Sovereignty can be requested by emailing Indian.Education@state.nm.us
- Technical Assistance is provided to any grantees at mid-year who have been unable to expend 50% of their grant or need assistance on how to complete their mid-year or end-of-year report.

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Tribal Consultation and Accountability for Indian Education Act – The act provides support for Tribal Consultation and implementation of Every Student Succeeds Act for school districts and charter schools and technical assistance to Tribal Department of Education. 2022 Tribal Consultation Guide and Quick Resource Guide can be accessed by this link: [Tribal Consultation](#).

Quarterly Meetings with all Grantees/Programs to include at least two presentations from each grant recipient to provide an overview of their program/ initiatives:

- What is working
- Barriers they experience
- Student successes
- Goals/projected outcomes
- Questions

IED-SHORT TERM OBJECTIVES

1. Work with Tribes, Pueblos and Nations on agreements that recognizes Tribal Sovereignty in establishing standards and criteria in determining competency for Native American Language and Culture Staff along with working with the Licensure Bureau.
2. Work on a FERPA Agreement that Tribes, Pueblos, and Nations can get signed by the guardian for a data sharing agreement to get started with an LEA.
3. Work with Districts, Charter Schools, and Tribal Leaders in collaboration with the Language and Culture Division to ensure the bilingual seal is followed per statute/Tribal Sovereignty.
4. Collaborate with other divisions to start on-site monitoring of grants, well continuing to do desk audits.

IED-LONG TERM OBJECTIVES

1. Create a systemic and sustainable teacher and administrative pipeline for Indigenous Language Instructors statewide to support the indigenous language initiative.
2. Partner with legislators for the IEA funding to sustain/increase investments that allow LEAs, and Tribes to build capacity, sustain programs and provide Native American Students with a high-quality education that ensures a culturally relevant learning environment, along with moving ALL Indian Education Investments to recurring multi-year funding.
3. Work with legislators to pass legislation on a LEA and Tribal Data Sharing Agreement. This will allow Tribes to evaluate and improve the academic progress of Native American Students, by means of monitoring and analyzing data, for example, student attendance, short cycle assessments, students who are at risk of failing or in need of credit recovery.
 - a. This omission of data has hampered Tribal Sovereignty, “increasing Tribal involvement and control over schools”. Tribal governments are not always included in the decisions affecting native American students at the LEA. With access to the education records of Native students, they will be able to monitor and analyze the needs and progress of their students, along with assisting to make data-driven decisions to improve education outcomes for Native students.
4. Work with Tribal Leaders, Tribal Education Departments, universities, elders, and other native stakeholders to assist Tribes on standards for curriculum
5. Work with BIE to set up a Data Sharing Agreement
6. Create a stakeholder group to discuss the annual TESR, how to re-envision the elements required to assist with student outcomes, discuss dashboard, alignment with other reports,
7. Work on IEDs four-year strategic plan in collaboration with Tribal Leaders, IEAC, and TEDs.