



Tribal Education Status Report

2023-2024



The State of New Mexico

2023-2024 Tribal Education Status Report
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Notes

This document is available at <https://webnew.ped.state.nm.us/bureaus/indian-education/reports/> under Indian Education Division (IED) reports.



Statutory Requirements

22-23A-7. Report.

- A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.
- B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.
- C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:
1. student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
 2. school safety;
 3. graduation rates;
 4. attendance;
 5. parent and community involvement;
 6. educational programs targeting tribal students;
 7. financial reports;
 8. current status of federal Indian education policies and procedures;
 9. school district initiatives to decrease the number of student dropouts and increase attendance;
 10. public school use of variable school calendars;
 11. school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
 12. indigenous research and evaluation measures and results for effective curricula for tribal students.



Table of Contents

Statutory Requirements	2
Introduction	4
Student Achievement	5
Graduation Rates	6
Attendance	7
School Safety	8
Initiatives to Decrease Dropout Rates and Increase Attendance	9
Parent and Community Involvement	9
Educational Programs Targeting Tribal Students	10
Financial Reports	12
Current Status of Federal Indian Education Policies & Procedures	18
Public School Use of Variable School Calendars	19
School District and Charter School Consultations with Committees, Councils, and Organizations	20
Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students	22
Access to Native Language Programs	23



Tribal Education Status Report

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Introduction

Enacted in 2003, New Mexico’s Indian Education Act (IEA) aims to address the educational needs of American Indian students while honoring tribal sovereignty. Developed with tribal leaders, it promotes culturally relevant curricula, supports Indigenous languages, and fosters collaboration between schools and tribal communities. The Act also created the Indian Education Division within the Public Education Department to ensure accountability and drive progress, becoming a cornerstone for improving equity and outcomes for Native students statewide.



Native American students in U.S. public schools continue to face stark educational disparities. Graduation rates lag behind their peers, while proficiency in reading and math often falls short of national averages. Many of these students attend underfunded schools—especially on reservations—grappling with outdated facilities, teacher

shortages, and limited resources. Systemic inequities, compounded by cultural and language barriers, fuel higher dropout rates and depress college enrollment. Yet, a quiet shift is underway: schools are beginning to embrace culturally relevant teaching, revive Indigenous languages, and expand access to advanced courses, offering a glimmer of hope for narrowing these persistent gaps.

The Tribal Education Status Report (TESR), mandated by New Mexico’s Indian Education Act, delivers a snapshot of efforts to support Native American students. The report highlights key initiatives, tracks educational trends, and proposes strategies to improve outcomes for these students across the state.

The report breaks down New Mexico’s public school system into 11 sections, offering a detailed look at its impact on Native American students. Drawing on data from the New Mexico Public Education Department and reports from districts and charter schools near tribal lands, it highlights the districts and charter schools serving most of the state’s Native students. Together, these insights paint a clearer picture of the challenges and opportunities within the state education system.

Key Takeaways

- **At the end of school year 2023-2024, 36,423 Native American students representing Pueblos, Tribes, and Nations in New Mexico attended a public school in the state.**
- **In school year 2023-2024, there were 133 active 520-certified Native American Language and Culture instructors teaching in the state.**
- **In school year 2022-2023, the four-year graduation rate for Native American students was 75 percent.**
- **Between school year 2022-2023 and 2023-2024, chronic absenteeism for Native American students fell by 18 percent.**
- **The Indian Education Fund has grown from \$5 million to \$20 million over the last four fiscal years.**
- **99 students earned State Seals of Bilingualism-Biliteracy Awards for Indigenous Languages in school year 2023-2024.**

Student Achievement

New Mexico assesses student proficiency in English language arts (ELA), math, and science through several statewide programs. The Measures of Student Success & Achievement (MSSA) evaluates ELA and math for grades 3-8, aligning with college and career readiness standards. For students with significant cognitive disabilities, the Dynamic Learning Maps (DLM) provide an alternative assessment in these subjects. Science proficiency is measured through the Assessment of Science Readiness (ASR), administered annually to students in grades 5, 8, and 11. Together, these tools offer a comprehensive view of student achievement and progress across core academic areas.

Statewide proficiency in ELA, math, and science has shown steady improvement over the past three years. While Native American students continue to have the lowest ELA proficiency among all groups, scores have surged by 20% during this period. In school year 2023-24, districts with large Native American populations—Albuquerque, Grants-Cibola, Gallup-McKinley, and Central Consolidated—reported ELA proficiency rates on par with the statewide average.

Table 1: Statewide Student Proficiency Rates in English/Language Arts

Ethnicity	SY 21-22	SY 22-23	SY 23-24
All	34%	38%	39%
White	53%	40%	40%
Black	33%	34%	36%
Hispanic	30%	34%	35%
Asian	53%	58%	56%
Native American	20%	23%	25%

Source: NM PED Accountability, Research and Evaluation Bureau

Across the state, math proficiency rates have declined over this three-year period, though rates for Native American students have remained steady over the last two years.

Table 2: Statewide Student Proficiency Rates in Math

Ethnicity	SY 21-22	SY 22-23	SY 23-24
All	25%	24%	23%
White	42%	25%	24%
Black	20%	19%	17%
Hispanic	20%	20%	19%
Asian	46%	48%	44%
Native American	14%	13%	13%

Source: NM PED Accountability, Research and Evaluation Bureau



Science proficiency has increased for nearly all students across the state. Native American students have demonstrated nearly 15 percent growth in science proficiency over the last three school years.

Table 3: Statewide Student Proficiency Rates in Science

Ethnicity	SY 21-22	SY 22-23	SY 23-24
All	33%	34%	38%
White	54%	35%	40%
Black	29%	26%	31%
Hispanic	28%	28%	33%
Asian	52%	56%	55%
Native American	21%	20%	24%

Source: NM PED Accountability, Research and Evaluation Bureau

Graduation Rates

New Mexico adopted the 4-year cohort graduation rate in 2009, replacing the senior completion method previously used to track 12th grade students who met graduation requirements by spring. The senior completion method was phased out after the class of 2007, as the state transitioned to the National Governors Association (NGA) cohort calculation system.

Table four highlights four-year graduation rates over the last five years, with final data for 2023-24 still pending. Statewide, graduation rates have held steady, but for Native American students, the four-year graduation rate has increased.

Table 4: Statewide Four-Year Graduation Rate

Ethnicity	SY 19-20	SY 20-21	SY 21-22	SY 22-23
All	77%	77%	76%	77%
White	81%	81%	80%	79%
Black	74%	75%	70%	69%
Hispanic	76%	76%	76%	76%
Asian	87%	90%	89%	88%
Native American	72%	72%	72%	75%

Source: NM PED Accountability, Research and Evaluation Bureau



Attendance

The pandemic sent public school attendance into freefall, with the shift to remote learning leaving many students disconnected. Technology gaps, unreliable internet, and lack of support at home pushed chronic absenteeism to alarming levels. Vulnerable groups—low-income students, English learners, and Native American communities—experienced the worst of this crisis.

Though schools have reopened, attendance hasn't fully recovered. Chronic absenteeism remains high, fueled by mental health struggles, family instability, and fading ties to school routines. Table 5 summarizes statewide chronic absenteeism rates in New Mexico. Chronic absenteeism has been highest among Native American students in each of the last five years.

Table 5: Statewide Chronic Absenteeism Rates

Ethnicity	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24
All	16%	30%	41%	39%	30%
White	15%	29%	39%	38%	23%
Black	15%	35%	43%	41%	28%
Hispanic	16%	32%	43%	41%	31%
Asian	7%	20%	24%	23%	13%
Native American	24%	37%	45%	49%	40%

Source: NM PED Annual Attendance Report

School districts and charter schools are adopting diverse strategies to boost attendance among Native American students, focusing on cultural responsiveness, data-driven interventions, and strengthened support systems. Albuquerque Public Schools and Bernalillo Public Schools, for example, emphasize building trust with tribal communities through culturally responsive curricula, tribal partnerships, and initiatives like APS's K-12 Seals and Stoles program, which honors cultural identities.

Data is central to many efforts, with districts like Dulce Independent and Rio Rancho Public Schools using attendance data to target chronic absenteeism. Early warning systems, such as those implemented by Santa Fe Public Schools, help identify students at risk of disengagement, enabling timely interventions.

Support systems are also key, with Cuba Independent's Cuba Cares Team and Los Lunas Schools' Native American liaisons addressing barriers like transportation and mental health. Programs offering counseling, mentorship, and home visits ensure both academic and emotional needs are met. Additionally, schools like Dream Diné and Zuni Public Schools use incentive-based initiatives, including attendance rewards, monthly celebrations, and family support like gas vouchers, to encourage consistent participation.

Collaboration is another cornerstone, with truancy departments partnering with tribal courts in Ruidoso and community organizations in Rio Rancho. These efforts reflect a broader commitment to overcoming systemic barriers, honoring cultural heritage, and creating environments that support Native American students' success.



School Safety

New Mexico school districts and charter schools employ a comprehensive approach to student safety, categorized into physical security measures, behavioral and mental health support, community and cultural engagement, and emergency preparedness.

Physical security remains a priority across districts, with measures such as electronic access controls (key cards, key fobs, PIN pads), visitor management systems, and surveillance cameras. Bernalillo utilizes the Raptor system to screen visitors, while Los Lunas integrates technologies like Halo Smart Sensor devices in restrooms to detect vaping. Schools like Dulce ensure classrooms are equipped with air filtration systems and emergency kits, and fencing is widely used to limit access to campuses. Advanced technologies, such as Bernalillo’s trial of AI weapons detection, further enhance these efforts.

Behavioral and mental health support plays a critical role in creating safe and inclusive environments. Many districts, including Gallup McKinley and Ruidoso, implement social-emotional learning (SEL) programs like Seven Mindsets and restorative justice practices to support students’ emotional well-being. Schools districts like Cuba employ licensed counselors and social workers, while Farmington partners with local agencies for mental health resources. Anonymous reporting tools, such as Pojoaque Valley’s STOPit, help address bullying and cyberbullying, and counseling sessions provide additional support for affected students.

Community and cultural engagement are central to the safety strategies of many districts. Districts like Cuba and Gallup-McKinley collaborate with tribes to align safety measures with cultural sensitivities, while Native American Community Academy integrates Native languages and histories into its curriculum to strengthen student identity. Community partnerships are also vital, with schools like Dream Diné and Farmington working closely with local organizations and emergency services to enhance safety efforts.

Finally, emergency preparedness and response are fundamental to maintaining secure schools. Regular drills, including fire, lockdown, and shelter-in-place exercises, are standard across districts. Advanced training programs, such as ALERRT in Los Lunas and TAC*ONE in Pojoaque Valley, ensure staff and students are prepared for active shooter scenarios. Districts like Santa Fe and Zuni maintain systematic incident response plans and crisis response teams, regularly updating these protocols to incorporate new research and best practices. Technology further enhances these efforts, with tools like Bernalillo’s Rave Panic Button and Los Lunas’ emergency apps facilitating rapid communication during crises. These combined efforts reflect a holistic approach to school safety, integrating physical security, mental health support, cultural alignment, and emergency planning to foster safe and inclusive environments across New Mexico.

Summary of Strategies

- Physical Security
- Behavioral and Mental Health Support
- Community and Cultural Engagement
- Emergency Preparedness



Initiatives to Decrease Dropout Rates and Increase Attendance

School districts and charter schools across New Mexico are tackling Native American dropout rates with culturally informed, collaborative, and student-centered strategies. Many, like Albuquerque Public Schools and Bernalillo Public Schools, work with tribal leaders and families to address engagement barriers. Revitalized Indigenous youth councils, cultural days, and traditional ceremonies foster a sense of belonging and purpose.

Targeted academic and social supports are another cornerstone. Los Lunas employs Native American liaisons and offers mentorship and academic assistance through multi-tiered systems, while Dulce Independent Schools uses a graduate profile initiative to guide students toward post-school success.

Districts are also boosting engagement with enrichment opportunities. Zuni promotes career readiness through internships and career fairs, accommodating students with flexible scheduling. Dream Diné Charter School celebrates attendance milestones to encourage a positive school culture.

Data-driven approaches play a critical role. Gallup-McKinley monitors dropout trends to refine interventions, and Los Lunas provides technology like iPads and MacBooks to support academic success. These tools enable districts to focus resources on high-risk groups.

Finally, health and wellness programs address underlying challenges. APS integrates trauma-informed practices and mental health supports, while Rio Rancho partners with health service providers to address family instability and healthcare gaps.

Together, these efforts reflect a commitment to dismantling systemic barriers and creating pathways for Native American students to thrive.

Summary of Strategies

- Targeted Academic and Social Supports
- Enrichment and Career Readiness Opportunities
- Health and Wellness Programs
- Incentive-Based Programs
- Strengthening Support Systems
- Community Collaboration

Parent and Community Involvement

School districts and charter schools are employing a variety of strategies that reflect deeper trends in education and community-building. At the heart of these efforts is a recognition that structured, culturally-attuned platforms for collaboration can strengthen the ties between schools, families, and tribal communities.

Albuquerque and Bernalillo Public Schools, for example, have implemented initiatives like parent compacts and advisory committees, but they've gone further to weave cultural storytelling and partnerships with tribal education departments into their approaches. These measures don't just inform families—they invite them into the process, making the educational journey a shared endeavor.



Another hallmark of these efforts is the emphasis on culturally relevant, inclusive events. Dulce and Ruidoso Public Schools host open forums and meet-and-greet events, while also organizing project-based learning opportunities that welcome families as active participants. Meanwhile, Gallup-McKinley and Los Lunas spotlight achievements and collaboration through family literacy evenings and student-led conferences, turning school gatherings into celebrations of community and shared success.

The role of dedicated liaisons and committees is another crucial element. In Los Lunas Schools, Native American liaisons work closely with families and tribal organizations, creating vital links between institutions and communities. Pojoaque and Rio Rancho, on the other hand, empower Native American parent committees to help shape policies and programs, ensuring that the voices of families are not just heard but heeded.

Feedback and continuous improvement drive much of this work. Districts like Rio Rancho and Cuba conduct surveys and open meetings to gauge the evolving needs of Native American families. This input isn't merely collected—it's acted upon, informing workshops, training, and partnerships with tribal entities that respond to the specific challenges families face.

Some districts are pushing even further toward integrated, community-driven models. The Native American Community Academy (NACA) and Farmington Public Schools exemplify this approach, blending family engagement and collaborative leadership into their daily operations. These schools create environments where cultural values are not an add-on but a foundational aspect of their educational mission.

Together, these initiatives reflect a broader commitment to forging authentic partnerships with Native American families. By combining culturally grounded programs, dedicated resources, and sustained collaboration, these districts are creating spaces where Native American students and their families can thrive—not just academically but socially and culturally as well. This is education as a shared endeavor, where schools and communities grow stronger together.



Educational Programs Targeting Tribal Students

Across New Mexico, school districts and charter schools are charting a dynamic path in Native American education, weaving cultural integration, community collaboration, and academic innovation into their programs. At the forefront of these efforts is a renewed commitment to culturally relevant curricula—a recognition that education must reflect and respect the identities of its students.

In Gallup-McKinley and Los Lunas, this commitment takes the form of preserving and celebrating Indigenous languages and traditions. Los Lunas, for instance, offers Tiwa language courses for dual credit, while Gallup-McKinley relies on Diné Content Standards to shape its language and culture programs. These initiatives don't merely acknowledge heritage; they seek to embed it into the educational experience, fostering a sense of belonging and pride among Native American students.



Equally striking is the rise of holistic, interdisciplinary approaches that blend traditional knowledge systems with contemporary learning models. Albuquerque Public Schools' commitment to language and culture instruction and academic support services and the Native American Community Academy's land-based learning programs stand out as exemplars. These initiatives connect students to their ancestral lands and cultural practices through hands-on, project-based activities, while also equipping them with the skills necessary to navigate academic and professional spheres. They are not just educational programs; they are bridges between past, present, and future.

Collaborations with tribal governments and educational organizations further elevate these efforts. Dulce Independent Schools works in tandem with the Jicarilla Apache Nation to align its programs with tribal priorities, while Los Lunas partners closely with the Pueblo of Isleta to ensure that education serves as a tool for both individual and collective empowerment within Native communities.



Support systems tailored to Native American students are also becoming a hallmark of these efforts. Districts like Ruidoso employ Native American liaisons and cultural experts to guide curriculum and provide social and emotional support. Pojoaque Valley schools offers classes and clubs targeted at Native American students, and with the help of the surrounding Pueblos, the district is able to offer Tewa language classes in kindergarten through twelfth grade. Meanwhile, professional development for teachers across many districts focuses on cultural competency, preparing educators to engage Native American students with sensitivity and depth.



Underlying these strategies is a reliance on data-driven decision-making. Albuquerque and Rio Rancho, for example, use surveys and feedback to refine their programs, ensuring they meet the specific needs of Native families. Farmington's targeted professional development for Navajo bilingual teachers and Zuni's daily language and culture classes demonstrate a dedication to measurable, continuous improvement.

Together, these efforts represent a profound commitment to honoring Indigenous cultures while providing Native American students with tools for success in a rapidly changing world. By blending traditional practices with modern educational frameworks, New Mexico's schools are not just preserving culture—they are actively shaping the future.

Financial Reports

Over the last several years, the New Mexico Legislature has significantly bolstered funding for public education, marking a notable shift in the state's investment in its schools. Since the 2020-2021 school year, instructional spending per pupil has surged by 41 percent, while overall per-student expenditures have climbed by 47 percent. These increases are captured in the latest data (see Table 6: Statewide Per Student Spending).

To put these figures into a national context, average spending on public school students in elementary and secondary education across the United States reached \$15,591 per student in fiscal year 2022. Roughly 60 percent of that sum was dedicated to direct instructional costs. Per-pupil expenditures ranged widely, from \$9,496 in Utah to \$29,496 in New York.

In 2022, New Mexico's per-student spending surpassed the national average—a noteworthy milestone for a state often grappling with funding disparities. This upward trend has continued unabated, signaling a commitment to improving educational outcomes.

Table 6: Statewide Per Student Spending

	SY 20-21	SY 21-22	SY 22-23	SY 23-24
Average Instructional Spending Per Student	\$8,747	\$9,515	\$11,255	\$12,356
Average Spending Per Student	\$15,037	\$16,722	\$19,714	\$22,102
Ratio of Instructional Spending to Total Spending	58%	57%	57%	56%

Source: Open Books State Dashboard

On the following page, three charts provide a broad revenue and expenditure snapshot for school year 2023-2024. According to the Open Books State Dashboard, actual revenue exceeded actual expenditure in the previous school year by approximately \$300 million (see Chart 1: Statewide Actual Expenditure to Revenue, School Year 23-24). The majority of public school revenue comes from the state general fund, while grants and other sources provide additional revenue (Chart 2: Actual Revenue by Fund Category, School Year 23-24). Chart 3: Statewide Expenditures by Function, School Year 23-24 shows how school districts and charter schools spent their revenue. After instructional support, support services and capital outlay were the next largest categories.



Chart 1: Statewide Actual Expenditures to Revenue, School Year 23-24

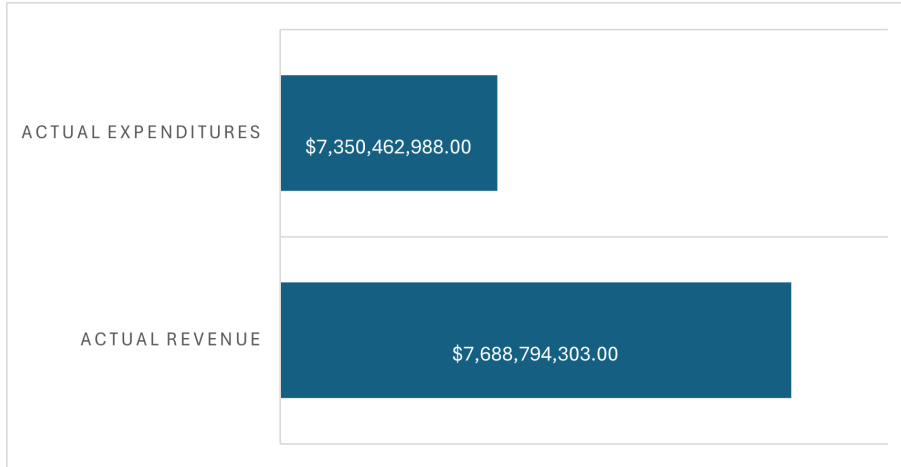


Chart 2: Statewide Actual Revenue by Fund Category, School Year 23-24

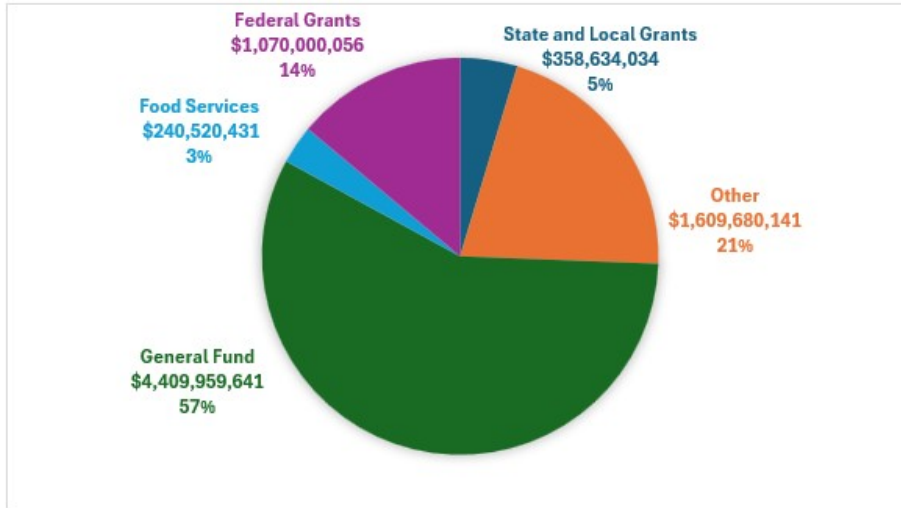
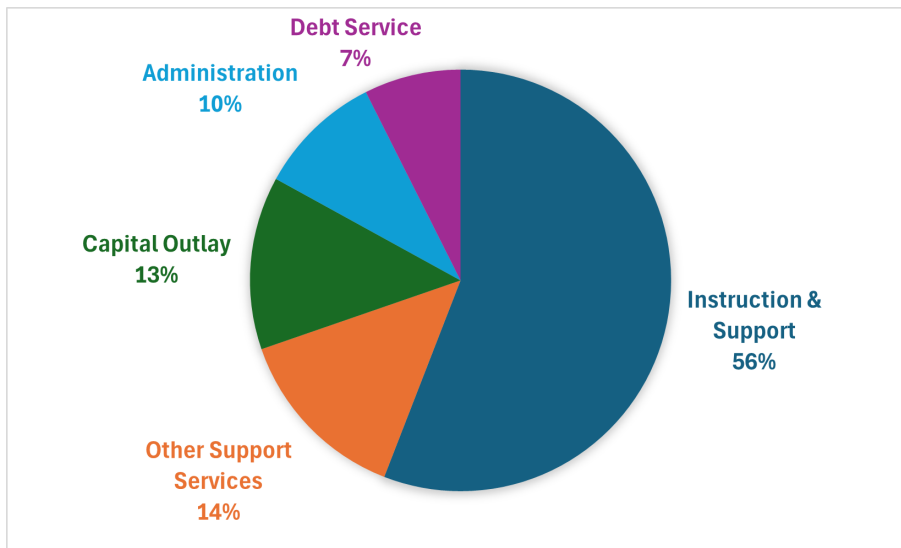


Chart 3: Statewide Expenditures by Function, School Year 23-24



Source: Open Books State Dashboard



Each fiscal year, the Indian Education Division (IED) issues requests for applications to Pueblos, Tribes, and Nations and to local education agencies (LEAs). The IED offers allocation-based grants and competitive grants. Funds from both categories are intended to help improve educational outcomes for Native American students. In fiscal year 25, the division distributed \$15.8 million in grants to eligible grantees, with another \$4 million to be distributed to Navajo Nation. The tables on the subsequent pages identify how those funds were distributed.

Grant 27901 (Improving Educational and Cultural Outcomes for Native Students) is an allocation grant awarded to districts and charter schools and to Pueblos, Tribes, and Nations. After the New Mexico Legislature passes a budget and the Governor signs it into law, the division allocates awards to all eligible grantees. Grantees then apply for their allocation award and the funds are distributed at the start of the next fiscal year. Tables 7 and 8 identify the eligible grantees and the award they received for fiscal year 25.

Table 7: Indian Education Division Allocation Grants to Pueblos, Tribes, and Nations FY25

Improving Educational & Cultural Outcomes for Native American Students (Fund Code 27901)	
Pueblos, Tribes, and Nations	Total Award
Acoma	\$151,817.40
Cochiti	\$131,696.38
Isleta	\$150,653.72
Jemez	\$143,571.75
Jicarilla Apache	\$150,753.30
Laguna	\$159,986.20
Mescalero Apache	\$150,853.28
Nambe	\$132,559.81
Navajo Nation	Did Not Apply
Ohkay Owingeh	\$136,352.57
Picuris	\$127,491.00
Pojoaque	\$129,963.60
San Felipe	\$150,242.01
San Ildefonso	\$130,765.14
Sandia	\$129,078.12
Santa Ana	\$133,019.25
Santa Clara	\$131,629.86
Santo Domingo	\$157,044.98
Taos	\$136,319.31
Tesuque	\$129,051.83
Zia	\$132,560.27
Zuni	\$195,000.00
GRAND TOTAL	\$2,990,409.78

Source: Indian Education Division, NM PED



Table 8: Indian Education Division Allocation Grants to LEAs, FY25

27901 Improving Educational & Cultural Outcomes for Native American Students	
Local Education Agency (LEA)	Total Award
Dulce Independent Schools	\$105,365.00
Taos Integrated School of the Arts	\$72,000.00
Albuquerque Public Schools	\$503,233.00
Ruidoso Municipal Schools	\$91,584.00
Rio Rancho Public Schools	\$153,208.00
Cuba Independent Schools	\$110,170.00
Magdalena Municipal Schools	\$77,309.00
Los Lunas Schools	\$117,590.00
Santa Fe Public Schools	\$87,839.00
Cesar Chavez Community School	\$21,201.38
Espanola Public Schools	\$84,376.00
Albuquerque Public Schools: Native American Community Academy (NACA)	\$96,036.00
Grants-Cibola County Schools	\$179,638.00
Vista Grande High School	\$71,443.00
Albuquerque Public Schools: Gordon Bernell Charter School	\$73,210.00
Pojoaque Valley Public Schools	\$92,149.34
Walatowa Charter High School	\$72,503.00
Middle College High School Charter	\$77,874.00
Albuquerque Public Schools: Voz Collegiate Preparatory Charter School	\$71,161.00
Taos Municipal Schools	\$82,750.00
Six Directions Indigenous School	\$74,694.00
Tularosa Municipal Schools	\$91,160.00
Aztec Municipal Schools	\$104,941.00
Las Cruces Public Schools	\$86,990.00
San Diego Riverside	\$72,786.00
Zuni Public Schools	\$153,066.00
Gallup-McKinley County Schools	\$711,566.00
Farmington Municipal Schools	\$356,665.00
Central Consolidated Schools	\$374,120.00
Dream Diné Charter School	\$71,867.00
Dzit Dit Lool School of Empowerment Action and Perseverance (DEAP)	\$74,058.00
ABQ Sign Language Academy	\$71,759.00
Hozho Academy	\$88,200.00
Bernalillo Public Schools	\$174,338.00
NM School for Arts	\$20,918.70
Penasco Independent Schools	\$21,766.73
Jemez Mountain Public Schools	\$76,390.00
Albuquerque Public Schools: Gilbert L. Sena Charter High School	\$71,097.15
Jemez Valley Public Schools	\$88,969.00
ACES Technical Charter School	\$71,937.90
GRAND TOTAL	\$5,097,929.20

Source: Indian Education Division, NM PED



For fiscal year 25, the division offered six competitive grants, totaling \$6.7 million. The grants focused on promoting Native language and culture acquisition, increasing access to high quality instructional materials, and supplementing language teacher salaries. Grantees were selected through an application process. The charts below identify grantees and awards for each of the competitive grants.

Table 9: Indian Education Division Competitive Grants, FY 25

27902 Indigenous Language Fellows	
Grantee	Total Award
Albuquerque Public Schools	\$500,000.00
Cuba Public Schools	\$500,000.00
Mescalero Apache Tribe	\$500,000.00
Pueblo of Sandia	\$500,000.00
Pueblo of Isleta	\$401,965.00
Pueblo of Jemez	\$500,000.00
GRAND TOTAL	\$2,901,965.00
27903 Native American Community-Based Immersion Schools PreK-12	
Grantee	Total Award
Pueblo of Jemez	\$200,000.00
Albuquerque Public Schools	\$200,000.00
GRAND TOTAL	\$400,000.00
27904 Increased Access to HQIM & Assessment	
Grantee	Total Award
Jicarilla Apache Nation	\$50,000.00
Pueblo of Cochiti	\$50,000.00
Pueblo of Santo Domingo	\$50,000.00
Pueblo of San Felipe	\$50,000.00
GRAND TOTAL	\$200,000.00
27905 Native American Language Immersion Programs	
Grantee	Total Award
Hozho Academy	\$50,000.00
Jicarilla Apache Nation	\$50,000.00
Pueblo of Santo Domingo	\$50,000.00
Pueblo of Taos	\$50,000.00
Pueblo of Isleta	\$50,000.00
Albuquerque Public Schools	\$50,000.00
GRAND TOTAL	\$300,000.00

Source: Indian Education Division, NM PED



Table 10: Indian Education Division Allocation Grants to LEAs, FY25

27906 Indigenous Education Initiative Grant	
Grantee	Total Award
Albuquerque Public Schools	\$200,000.00
Gallup McKinley County	\$200,000.00
Rio Rancho Public Schools	\$200,000.00
Dream Diné Charter Schools	\$200,000.00
DEAP	\$200,000.00
Hozho Academy	\$200,000.00
Tularosa	\$200,000.00
APS: NACA	\$200,000.00
GRAND TOTAL	\$1,600,000.00
27909 520 NALC Supplemental	
Grantee	Total Award
Albuquerque Public Schools	\$100,000.00
Cuba Independent Schools	\$75,000.00
Magdalena Municipal Schools	\$25,000.00
Walatowa Charter High School	\$25,000.00
Aztec Municipal Schools	\$50,000.00
Bernalillo Public Schools	\$100,000.00
Gallup McKinley County Schools	\$250,000.00
APS: NACA	\$50,000.00
Zuni Public Schools	\$150,000.00
Farmington Municipal Schools	\$100,000.00
Hozho Academy	\$50,000.00
Pueblo of Cochiti	\$50,000.00
Pueblo of Isleta	\$50,000.00
Pueblo of Tesuque	\$75,000.00
Pueblo of Jemez	\$75,000.00
Pueblo of Taos	\$50,000.00
Pueblo of Zia	\$50,000.00
GRAND TOTAL	\$1,325,000.00
\$5 Million Legislative Appropriation to Navajo Nation and Zuni Pueblo	
Grantee	Total Award
Pueblo of Zuni	\$1,000,000.00
Navajo Nation	Application Pending
GRAND TOTAL	\$5,000,000.00

Source: Indian Education Division, NM PED



Current Status of Federal Indian Education Policies & Procedures

School districts claiming federally recognized American Indian students residing on Indian lands for Title VII Impact Aid funding are required to develop and implement policies and procedures in consultation with tribal officials and parents. As mandated by the Elementary and Secondary Education Act (ESEA), these districts must obtain approval from the New Mexico Tribal Leader or their designee residing within the district’s boundaries, confirming that New Mexico tribes agree with the Indian Policies and Procedures (IPP) outlined for Title VII Impact Aid compliance. The development and implementation of each district’s annual IPP begin at the start of the fiscal year and involve collaboration with the district’s Indian education committee or parent advisory committees.

The table below identifies those school districts and charter schools that received Impact Aid for Federal Fiscal Year 24 (October 1 to September 30) and the status of their Indian Policies and Procedures. The Indian Education Division contacted each of the districts and charter schools on the list. The information is current as of December 27, 2024.

Table 11: Federal Impact Aid Recipients, FY 24

School District/Charter School	Submitted IPP or Waiver
Albuquerque Public Schools	-
Bernalillo Public Schools	IPP
Bloomfield School District	-
Central Consolidated	-
Cuba Independent School District	IPP
Dził Dítł'ooí School of Empowerment, Action, & Perseverance	-
Farmington Municipal Schools	IPP
Gallup-McKinley County Schools	-
Grants-Cibola County Schools	IPP
Hozho Academy	-
Jemez Valley Public Schools	-
Jemez Mountain Schools	IPP
Los Alamos Public Schools	IPP
Magdalena Municipal School District	IPP
Middle College High School	IPP
Penasco Independent School District	IPP
Pojoaque Valley School District	-
Ruidoso Municipal Schools	-
Six Directions Indigenous School	-
Taos Municipal Schools	IPP
Tularosa Municipal School District	-
Walatowa High Charter School	IPP
Zuni Public School District	-

Source: Indian Education Division, NM PED



Public School Use of Variable School Calendars

Variable school calendars are defined in New Mexico statute as “a calendar for school or school district operations extending over a ten, eleven or twelve-month period or portions thereof in excess of nine months, which permits pupil attendance on a staggered schedule” (NMSA 22-22-2). Of the 38 school districts and charters schools designated as historically defined Indian impacted school districts (HDIISDs) for FY25, only five utilized 10-month academic calendars (Gallup-McKinley, Jemez Mountain, Las Cruces, Albuquerque Sign Language Academy, and Dzit Dit Lool School of Empowerment Action and Perseverance). These districts and charters begin school in July or early August and end school in late May or June. The remaining HDIISDs utilize nine-month calendars that begin in August and end in May, like the majority of districts around the state.

Though few LEAs utilize variable calendars, many districts and charters across New Mexico are making substantial efforts to incorporate cultural days into their academic calendars to support Native American students and their communities. These initiatives promote cultural awareness, respect for traditions, and a sense of belonging for Native American students, while also fostering inclusivity for all students and staff.

In Albuquerque, for example, the district has embedded feast days and other culturally significant observances into its calendar, enabling Native American students and families to participate in traditional ceremonies. This approach has also led to increased dialogue with tribal leaders and families, addressing the challenges of balancing education with cultural responsibilities. Similarly, Bernalillo and Grants Cibola have developed calendars that honor major feast days of local Pueblos and ensure that these cultural observances are recognized as part of the academic schedule.

Several districts, such as Dulce, Aztec, and Gallup-McKinley, emphasize excusing absences for cultural events and ceremonies, recognizing the importance of these traditions for student identity and well-being. Dulce, for instance, observes specific cultural days like Jicarilla Apache Language and Culture Day and Rock Your Mocs, incorporating them into district activities. Similarly, Los Lunas Schools and Rio Rancho Public Schools have established collaborative processes with tribal governments to ensure that cultural days are honored and absences for these events are not penalized.

Charter schools, such as the Native American Community Academy, also prioritize cultural inclusion by consulting families and stakeholders to align the academic calendar with community needs. Meanwhile, districts like Santa Fe and Pojoaque Valley use variable school calendars to celebrate Indigenous Peoples’ Day and other cultural events, ensuring students can maintain connections to their heritage without compromising their academic progress.

These practices illustrate a commitment to cultural diversity and equity, creating a learning environment that values the heritage of Native American students while fostering mutual respect and understanding across school communities. By aligning academic calendars with cultural observances, schools are not only supporting students' academic success but also strengthening their cultural identity and community ties.



School District and Charter School Consultations with Committees, Councils, and Organizations

To ensure the success of Native American students in the public schools of New Mexico, school districts and charter schools are required by federal and state law to engage in meaningful and timely tribal consultation. Table 12 identifies all references to tribal consultation for school districts and charter schools in New Mexico statute.

Table 12: Tribal Consultations Requirements for Districts and Charters

New Mexico Statute	Summary of Consultation Requirements
22-5-4.13	Local school boards are required to consult Pueblos, Tribes, and Nations when considering opening or closing a school on tribal lands.
22-8-6	School districts or charter schools receiving federal revenue, such as impact aid, must consult with tribal entities, include a narrative of these consultations and their outcomes in their educational plan, and transmit an annual spending and outcomes report to tribal authorities by October 1.
22-8B-12	Charter schools located on tribal land and applying for renewal must submit documentation of ongoing tribal consultation pursuant to the Indian Education Act.
22-8B-12.2	If a charter school located on tribal lands wants to open or close, it must engage in tribal consultation.
22-23A-2	Tribes must be notified of all curricula development for their approval and support.
22-23A-9	Historically defined Indian impacted school districts (HDIISDs) must consult with Pueblos, Tribes, and Nations to prioritize needs identified through a needs assessment. Additionally, HDIISDs are required to hold biannual public meetings with local tribal leaders, parents, and the Indian Education Division to report on the needs assessment and evaluate progress.

Source: Current New Mexico Statutes, Annotated 1978

School districts with tribal lands located within their district boundaries are required to produce a district-specific Tribal Education Status Report (TESR) each year and provide that report to all New Mexico tribes represented within the school district boundaries. These reports summarize the efforts of school districts to engage in tribal consultation with their respective tribal communities. The school districts identified on the following page are required to submit a TESR each year. Table 13 provides a snapshot of the consultations districts engaged in during school year 23-24.



Table 13: Consultations Conducted by School Districts in School Year 23-24

District/Charter	Submitted TESR to NM PED	Consultation with District Indian Education Committees	Consultation with School Site Parent Advisory	Consultation with Tribal, Municipal, and Indian
Albuquerque	X	X	X	X
Aztec	X		X	X
Bernalillo	X	X		X
Cuba	X	X	X	X
Dulce	X			X
Farmington	X		X	
Gallup-McKinley	X	X	X	X
Grants-Cibola	X	X	X	X
Jemez Mountain	X	X	X	X
Los Lunas	X	X	X	X
Pojoaque Valley	X	X	X	X
Rio Rancho	X	X	X	X
Ruidoso	X	X	X	X
Santa Fe	X		X	X
Zuni	X	X		X

Source: District TESRs, School Year 23-24

The following districts did not submit a TESR to the New Mexico Public Education Department:

- | | |
|--------------------------------------|-------------------------------------|
| Bloomfield Municipal School District | Quemado Independent School District |
| Chama Valley Independent Schools | Penasco Independent School District |
| Espanola Public Schools | Taos Municipal Schools |
| Jemez Valley Public Schools | Tularosa Municipal Schools |
| Magdalena Municipal School District | |



Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students

Many districts and charter schools are actively researching and implementing best educational practices to support Native American students, employing diverse strategies and collaborations.

Albuquerque Public Schools has taken a comprehensive approach through its Indian Education Department. They incorporate Indigenous and Western pedagogies, collaborate with institutions like New Mexico State University and the University of New Mexico, and engage experts. The district has updated curricula, introduced new programming, and emphasized experiential learning, like the Indigenous supplement to their Outdoor Education program. Their roadmap includes integrating Indigenous knowledge and fostering relational learning to make knowledge memorable.

Aztec Schools collaborates with the Department of Diné Education to develop Navajo language assessments and curricula. Their focus on systematic frameworks ensures compliance with state Indian Education requirements while addressing the unique needs of Native students.

In Cuba, the Diné Heritage program emphasizes language and cultural preservation. Teachers have developed a comprehensive K-12 curriculum for Diné language instruction, incorporating assessments and tailored teaching methods.

Dream Diné Charter School integrates place-based learning and community partnerships into their Navajo-centric curriculum, focusing on themes like seasons and family. Their professional development and curriculum updates reflect input from teachers, community members, and organizations like the Navajo Nation Department of Diné Education.

Santa Fe Public Schools integrates Indigenous research methodologies into their educational framework. They offer culturally responsive professional development and access to resources like the Indian Pueblo Cultural Center Curriculum. Field trips to local Pueblos and proclamations for Indigenous Peoples' Day reflect their commitment to honoring Native history and culture.

These efforts highlight a shared commitment to honoring Indigenous heritage, preserving languages, and fostering culturally responsive educational environments. Each district and school uniquely tailors its initiatives to reflect the diverse needs of Native American students while drawing on community and tribal partnerships.



Access to Native Language Programs

Access to Native American language programs in public schools is vital for preserving and revitalizing Indigenous languages, many of which are endangered due to historical suppression and cultural assimilation. These programs empower students by fostering a strong sense of identity, cultural pride, and connection to their heritage. Learning one's ancestral language can enhance cognitive development, academic achievement, and overall well-being. Additionally, such programs promote inclusivity and cultural diversity within educational systems, ensuring that Native American histories, languages, and traditions are respected and valued. By integrating these languages into public education, schools contribute to the broader efforts of cultural preservation and intergenerational knowledge transfer.

New Mexico is committed to fostering multilingual proficiency among its students. The state passed the Bilingual and Multicultural Education Act in 1973 and expanded the statute in 2004. The New Mexico Public Education Department supports districts and charters with supplemental funding to meet the provisions of this act. In order to qualify for funding, a district or charter must:

- Address the educational needs of linguistically and culturally diverse students (K-12), prioritizing grades K-3, including Native American children and other interested students.
- Emphasize programs for K-3 students needing support in both English and their home language before extending funding to higher grades.
- Utilize two languages as mediums of instruction for all or part of the curriculum.
- Establish a parental advisory committee (PAC) reflecting the students' languages and cultures to assist with program development, implementation, and evaluation.
- Notify parents annually before placing students in the program.
- Ensure staff have endorsements in bilingual education, TESOL, or NALC certification. If unavailable, approved plans for recruitment, professional development, and staffing must be submitted.

There are five state-approved bilingual multicultural educational program (BMEP) delivery models used in New Mexico. Language instruction within these models ranges from one to three hours per school day; a portion of that time may include cultural programming:

- **Dual Language Immersion:** Develops high academic achievement in two languages, bilingual and biliterate proficiency, and cross-cultural skills.
- **Enrichment:** Expands the home language of fully English-proficient students and teaches state cultures.
- **Heritage Language:** Supports and revitalizes native languages and cultures through oral and/or written instruction; Native American programs require tribal approval.
- **Maintenance:** Maintains proficiency and literacy in the home language while building English literacy and oral skills.
- **Transitional:** Gradually transitions students from home language instruction to an all-English curriculum.



The tables below provide an overview of participation rates in bilingual multicultural education programs (BMEPs) specific to Native Languages and availability of BMEP programming. It is important to note, language instruction may occur in schools that do not have official BMEPs.

Table 14 shows student participation rates by language. Mescalero Apache is not included in the table because the language is not taught in an official BMEP. Since school year 2019-2020, participation in Native Language BMEPs has increased by 21 percent. Participation in Diné and Keres programming has grown the most.

Table 14: Students Participating in BMEP by Language and School Year

	Diné	Jicarilla Apache	Keres	Lakota	Tewa	Tiwa	Towa	Zuni	Total
2019-2020	4648	280	633	-	291	48	49	989	6968
2020-2021	4889	281	767	-	173	34	79	1047	7270
2021-2022	4983	248	649	-	171	13	54	927	7045
2022-2023	5176	195	738	62	248	66	62	887	7434
2023-2024	6095	238	808	22	235	78	43	897	8416

Source: NM PED Bilingual Multicultural Educational Program Report, 2023-2024

Below, Table 15 shows the number of schools offering a BMEP in a Native American language. The number of schools increased from school year 2019-2020 through 2022-2023 by 13 percent. Though, in school year 2023-2024, the number of schools offering this programming decreased slightly. On the following page, Table 16 shows which school districts and charters offer Native American language BMEP(s). Most districts offer programming in a single language. Districts that serve a greater number of students from different communities, like Albuquerque and Bernalillo, have programs for multiple languages.

Table 15: Number of BMEPs by School Year

School Year	Number of Schools with Native American Language BMEPs
2019-2020	104
2020-2021	100
2021-2022	107
2022-2023	118
2023-2024	112

Source: NM PED Bilingual Multicultural Educational Program Report, 2023-2024



Table 16: Native American Language BMEPs by District, SY 23-24

District	Diné	Jicarilla Apache	Keres	Lakota	Tewa	Tiwa	Towa	Zuni
Albuquerque	X		X	X		X		X
Bernalillo			X					
Bloomfield	X							
Central	X							
Cuba	X							
Dulce		X						
Espanola					X			
Farmington	X							
Gallup	X							X
Hatch Valley	X							
Jemez Mountain	X							
Jemez Valley							X	
Penasco						X		
Pojoaque					X			
Ruidoso	X							
Six Directions Indigenous School	X							X
Taos						X		
Zuni								X

Source: NM PED NOVA 120-Day Snapshot, SY 23-24

Below, Table 17 summarizes State Seal of Bilingualism-Biliteracy Awards for Indigenous Languages earned by students in districts across the state. Students in Zuni Public Schools earned the most seals. Statewide, significantly more students earned a seal in school year 2023-2024 than in previous years, a trend that will hopefully continue.

Table 17: State Seal of Bilingualism-Biliteracy Awards for Indigenous Languages

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Albuquerque	-	-	-	-	33 Diné
Bernalillo	4 Keres	4 Keres	4 Keres	11 Keres	3 Keres
Bloomfield	1 Diné	-	-	-	-
Cuba	5 Diné	7 Diné	5 Diné	7 Diné	11 Diné
Farmington	-	-	-	-	1 Diné
Gallup-McKinley	2 Diné	1 Diné	-	-	-
Taos	1 Tiwa	-	1 Tiwa	3 Tiwa	3 Tiwa
Vista Grande	-	-	-	-	2 Tiwa
Zuni	10 Zuni	25 Zuni	26 Zuni	13 Zuni	46 Zuni
Total	23	37	36	34	99

Source: Language & Culture Division, NM PED

