



**Date:** July 28, 2017

**Prepared By:** Heidi L. Macdonald

**Purpose:** Inform the committee about Indian education matters and provide updates regarding the Indian Education Act and PED's Indian Education Division.

**Witnesses:** Derrick J. Lente, New Mexico State Representative, District 65; Dr. Ted. S. Jojola, Professor, School of Architecture and Planning, University of New Mexico; Latifah Phillips, Assistant Secretary for Indian Education, PED; Rosalyn Carroll, Education Specialist, Jicarilla Apache Tribal Department of Education; Dr. Tommy H. Lewis, Superintendent of Schools, Navajo Nation Department of Diné Education; and Bernadette Panteah, Director, Zuni Education and Career Development Center

**Expected Outcome:** Better understanding of New Mexico's Indian Education Act and other Indian education concerns.

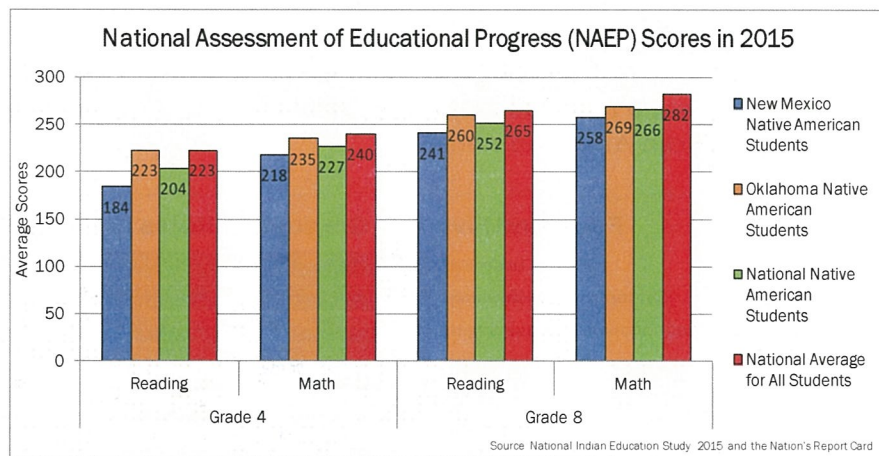
## Educating New Mexico's Native American Students

The condition of education for Native American students in the United States is concerning. Research indicates Native American students perform two to three grade levels below their white peers in reading and math, drop out and are expelled at statistically higher rates than their peers, have higher rates of chronic absenteeism, and have lower rates of postsecondary degree attainment. Although these statistics are concerning, there is optimism these circumstances can be remarkably improved.

This brief will detail statistics on Native American students in the state and nationally, provide an overview of New Mexico's Indian Education Act, detail funding provided through the Indian Education Act, and recommend strategies for engaging Native American students and improving student outcomes.

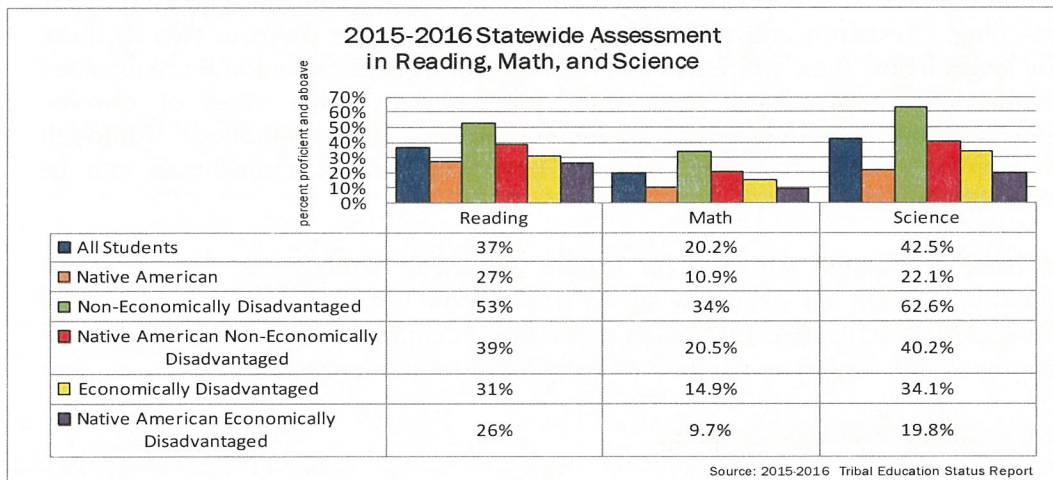
### Native American Education Statistics

Historically, educational outcomes for Native American students have been consistently below their peers. In April 2017, the National Center for Education Statistics released the *National Indian Education Study: 2015*, which described the condition of education for Native American students in the United States. The

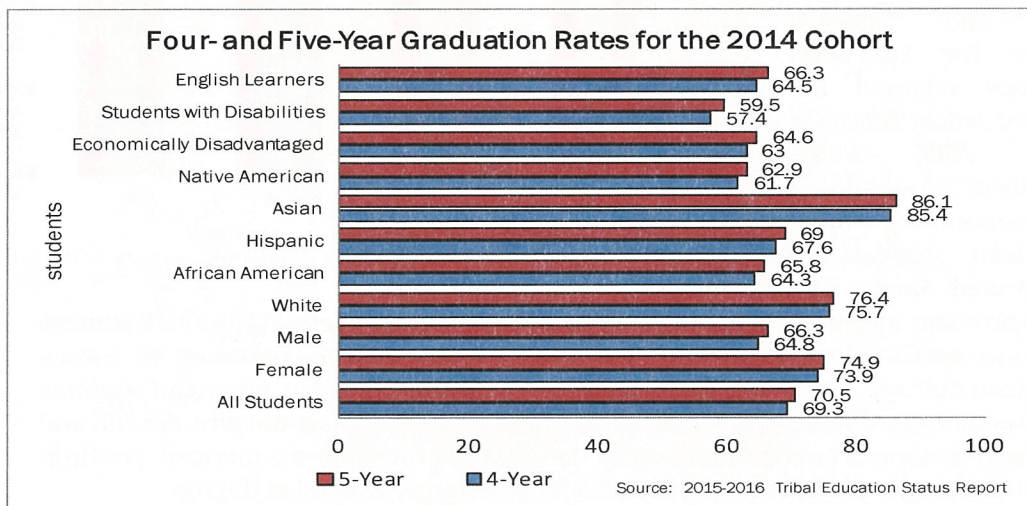


study provides information about fourth and eighth grade Native American student academic performance in reading and math as well as their exposure to Native American culture. According to the study, New Mexico's Native American students have seen no significant gains in reading and math scores over the past decade and their performance remains well below the average for Native American youth in the other 13 states in the study. Oklahoma is consistently ranked at the top.

**New Mexico Native American Student Achievement.** In New Mexico, Native American students account for approximately 11 percent of the public school students in the state, yet they have struggled to close the achievement gap with their peers. Native American students have consistently scored below their peers in the core subjects of reading, math, and science. According to the 2015-2016 Tribal Education Status Report (TESR), Native American students identified as non-economically disadvantaged are performing at the state average in assessments; however, they are still 14 percentage points behind all non-economically disadvantaged students in the state. Native American students identified as economically disadvantaged also consistently performed below their peers. There is a performance gap in reading, with Native American female students outperforming males; however, both genders are performing at the same achievement levels in math and science.



**Graduation Rates.** According to the 2015-2016 TESR, Native American graduation rates are consistent with the graduation rates for economically disadvantaged and African American students.



## New Mexico's Indian Education Act

The New Mexico Legislature passed the Indian Education Act (IEA) in 2003 in an effort to ensure equitable and culturally relevant learning environments for Native American students in public schools. Among its provisions, the IEA sought to develop and implement positive educational systems; enhance educational opportunities for Native American students and aid in the development of culturally relevant materials for use in New Mexico schools; develop strategies for ensuring the maintenance of Native languages; increase tribal involvement and control; create formal government-to-government relationships between the tribes and state; and increase parental involvement in schools.

The IEA recreated the Indian Education Division within the Public Education Department (PED). The division has been a part of PED (formerly the State Department of Education) since 1975; however, the IEA expanded the division's scope and responsibilities and elevated the status of its director to assistant secretary. Additionally, the IEA created a 16-member Indian Education Advisory Council charged with assisting the PED secretary on implementation of the provisions of the Act (**see Attachment 1**), and requires the Indian Education Division to submit an annual statewide tribal education status report to all tribes by November 15. Finally, the IEA created the Indian Education fund, to be administered by PED to support the Act.

### The Indian Education Fund

The Indian Education fund was created in law as a non-reverting fund and is appropriated to PED to support the Act. Provisions in law require the department to ensure allocations made from the fund are used for the purposes stated in the Act.

Over the years, the Indian Education Division has had difficulty spending the entire Indian Education Act appropriation during a single fiscal year, which has led to an Indian Education fund balance. According to financial documents from the Legislative Finance Committee (LFC), balances in the fund have been used annually for several years for a number of recurring initiatives; however, limited outcome data is provided to assess effectiveness of the allocations. Additionally, LFC noted the Indian Education Division began monitoring the performance of grant awards from the IEA in FY13. However, it is unclear what metrics PED has established for performance monitoring and to date limited information has been provided to the Legislature.

In 2010, *Indian Education in New Mexico, 2025* was a study report contracted by the Indian Education Division and conducted by the Indigenous Education Study Group and the Eight Northern Indian Pueblos Council. The study's main purpose was to investigate and determine a long-term plan for Native American education in New Mexico, which included identifying and defining a culturally responsive education. The study determined a culturally responsive education is more than incorporating language and cultural knowledge and perspective into course curriculum, but also implicates pedagogy, values, vision, teacher preparation, school climate, and assessment.

In addition to appropriation awards, the Indian Education Act funds three Indian Education Division staff, including two staff located in Gallup and Shiprock (both of which are currently vacant) and one staff located in Santa Fe, and one Priority Schools Bureau staff; contracts and programs supporting the implementation of the Indian Education Act; and support for the Indian Education Advisory Council with staff, including per diem, mileage, and materials.

To date, the Legislature has appropriated approximately \$31.3 million in general fund appropriations and \$2.7 million in other state funds, which are from the Indian Education Fund balance, to carry out the provisions of the IEA. **See Attachment 2.**

***Indian Education Act Awards.*** In FY17, the Indian Education Division allocated \$630 thousand of IEA grants to 21 tribes (the Jicarilla Apache Nation refused a grant)

Over the past six years, the Legislature has used the Indian Education Fund balance in the following instances: FY17 - \$50 thousand to the Higher Education Department (HED) for the tribal college dual credit program fund; and FY16 - \$50 thousand to HED for the tribal college dual credit program fund and \$100 thousand to HED for an English learner teacher preparation program, and \$200 thousand to the University of New Mexico for the state's Native American Suicide Prevention Program.

for tribal language programs. These grants are typically used to develop curriculum and instructional materials, including a teacher certification and assessment processes. **See Attachment 3.**

The Indian Education Division also allocated IEA funding in FY17 to 20 school districts (three school districts opted out of receiving the funds) and four charter schools that enroll a significant number of Native American students for the purposes of effective culturally relevant programs, opportunities, and practices that contribute to the academic and cultural success of these students. **See Attachment 4.**

According to Tribal Education Status Reports from FY05 to FY13, school district grant awards were made on a competitive basis to public schools with large Native American student populations to develop and implement culturally relevant learning experiences for those students from 2005 through 2013. Tribal language grants were also awarded on a competitive basis to select tribes to support efforts in their tribal language preservation from 2005 through 2013. In 2013, the Indian Education Division began distributing the grant awards to every tribe and school district or charter school identified as enrolling a high population of Native American students on a non-competitive basis. However, the IEA grants to tribes, school districts, and charter schools changed back to a competitive process for FY18.

**The Indian Education Division's five priority areas include:**

- Increasing attendance and reducing truancy,
- Improving educational opportunities for Native American students to keep them engaged in school and on a pathway to college or career success,
- Improve student outcomes by strengthening culturally responsive learning environments,
- Supporting the maintenance of Native language, and
- Addressing challenges that exist across schools and school systems.

The Indian Education Division issued two requests on April 12, 2017 for application to tribes, school districts, and charter schools for the tribal language and school district and charter school grants. The competitive process consists of a tiered system with funds ranging from \$1,000 to \$60 thousand, and each tier focuses on different focus areas and Indian Education Division priority areas.

For FY18, there were approximately 60 applications for IEA funds from tribes, school districts, and charter schools. All but the application from Picuris Pueblo was received by PED by the application deadline. As of July 21, 2017, most of the FY18 grant awards were still in the negotiation process and still being finalized; however, PED has approved six tribal language grants. Grant applications are being reviewed by a PED-convened team consisting of seven reviewers, including PED staff and outside individuals. During renegotiations, PED staff reiterated Indian Education grant funding is meant to supplement programs for Native American students and not supplant existing programs and that deliverables from the applications are required to be aligned with the division's priorities. Additionally, PED has established an evaluation requirement for grant eligibility and will require grant recipients to meet certain deliverables depending on the purpose of the grant. In the past, grants do not appear to have been evaluated for their impact on student outcomes, and grant applicants have voiced opposition to the evaluation requirement.

*Fiscal Year 2017 Indian Education Act Expenditures.* The department budgeted approximately \$3.5 million in FY17, but was only able to spend about \$2.2 million. The Indian Education Division's FY17 budget and expenditures are detailed in **Attachment 5**.

*Teaching Support Initiative.* The GAA requires PED to use \$400 thousand of the IEA appropriation for a nonprofit organization to provide teaching support in schools with a high proportion of Native American students. Teach for America (TFA) was the only applicant to apply for this initiative. TFA entered into a one-year contract with the Indian Education Division from March 2016 through March 2017. FY17 expenditures included approximately \$41 thousand for recruitment and planning.

*Indian Education Curriculum Initiative.* The Indian Education Division is developing and revisiting kindergarten through 12th grade curriculum that is inclusive of the history and culture of the state's tribes, which can be incorporated into social studies classrooms across New Mexico. The first phase of the curriculum development focused on the secondary United States history and government course. There have been two curriculum summits and a session with small targeted work groups, which identified specific areas of curriculum alignment with ninth through 12th grade social studies standards. In the near future, small group sessions will identify gaps and new processes for curriculum writing to support ninth through 12th grade standards.

*Educator Pipeline.* Northern New Mexico College (NNMC) received the educator pipeline grant in FY15 to develop a Native American teacher pipeline with training tailored to meeting the needs of Native American communities. According to Indian Education Division staff, NNMC spent approximately \$250 thousand of the \$400 thousand grant in FY15. The second year, NNMC spent approximately \$200 thousand of the \$400 thousand grant. Before the start of the third year, Indian Education Division staff questioned whether NNMC was meeting the goals of the initiative as NNMC struggled to turn in mid- and end-year reports. Indian Education Division staff questioned how NNMC was recruiting students and the qualifications of these particular students. NNMC submitted an end-of-year report in October of 2016. In FY17, NNMC declined the grant due to unforeseen circumstances of the program.

It is unclear what the results were from the educator pipeline grant NNMC received.

The Indian Education Division staff decided not to issue a request for proposal for a new educator pipeline grant. They have decided to rebuild the educator pipeline initiative in-house as a statewide program that supports Native American teacher candidates (regardless of college) by providing professional development, stipends, assistance finding housing, and partnering teacher candidates with tribal partners.

*College and Career Readiness Initiatives.* Finally, the Institute of American Indian Arts (IAIA) received a second-year college and career readiness grant to support cultural and academic preparation for middle school students at Bernalillo Public Schools, Pojoaque Valley Public Schools, and Jemez Valley Public Schools. IAIA developed college- and career-readiness curriculum that focuses on academic preparation for postsecondary studies for Native American middle school students. Additionally, the Indian Education Division is collaborating with 10 tribes and schools to develop,

plan, and implement an early warning system to reduce Native American student truancy.

### **Improving the Achievement of Native American Students**

Improving the academic success of Native American students is critical in New Mexico. Researchers have worked for years to understand how to improve the achievement of Native American students and have found culturally relevant instruction and pedagogy increases student achievement results. The following recommendations are research-based strategies for improving the achievement of Native American students and are options to consider when implementing policies or programs.

Research found the Kamehameha Early Education Program (KEEP) in Hawaii is one example of the use of culturally relevant instruction. A reading program designed for and adapted to the cultural needs and abilities of young Hawaiian children, it was developed by researchers who paid special attention to the home environments of these young children. KEEP is important as an example of a deliberate attempt to take account of the cultural backgrounds and abilities developed in the community and design an instructional program which is both culturally congruent with community practices and manageable in the public schools.

Research found literacy strategies to improve educational outcomes for Native American students include transitioning from a textbook-based curriculum to a child-centered approach through integration of dialogue groups, implementing instructional approaches such as hands-on activities, identifying relevant learning cycles, and providing theme-based instruction.

To improve math scores for Native American students, successful strategies engage students in sense-making and constructing meaning together through indirect instructional methods; extended discourse; student inquiry; development of long-term mathematical conceptual understanding; use of number, data, and space curriculum; math games for homework; using student centered instructional approaches; and holding students accountable for their own learning.

To improve science outcomes for Native American students, strategies include efforts to involve culture and community in relationally driven, place-based interventions, including hands-on outdoor activities. Specifically, Bang and Medin in 2010 found Native American students were more engaged in science if the students viewed science as relevant and useful in their tribal communities.

### **Conclusion**

The IEA, if implemented effectively, provides an excellent opportunity for the state's Native American students to be successful. House Bill 484 (HB484) from the 2017 legislative session was introduced to amend the IEA to require certain school districts to conduct needs assessments for Native American students and develop systemic frameworks for improving Native American student educational outcomes. Although HB484 was vetoed by the governor as an unfunded mandate, the bill continued discussing ways to improve educational outcomes of Native American students.

## ATTACHMENT 1

In 2004, the Indian Education Advisory Council (IEAC) originally included representatives from the following: four members from the Navajo Nation; one member from the Mescalero Apache Tribe; one member from the Jicarilla Apache Nation; two members from the Southern Pueblos; two members from the Northern Pueblos; and four members representing urban areas, the Bureau of Indian Affairs (BIA), headstart organizations, and the general public (at least one of whom is required to be a non-Indian). The Indian Education Act was amended in 2007 to change the composition of the IEAC to include urban Indian representation from Albuquerque, Gallup, and Farmington in addition to the original members. Currently, there are 15 members of the IEAC with one open vacancy.

<b>2017-2018 Indian Education Advisory Council</b>	
Cynthia Aragon	Navajo Nation
Audrey Simplicio	Southern Pueblos
Dr. Pandora Mike	Navajo Nation
Lena Benally-Smith	Urban - Farmington
Dr. Sylvia Rodriguez Andrew	Non-Indian (General Public)
Berdine Largo	Mescalero Apache
Vernon Lujan	Northern Pueblos
Gilbert Sanchez	Southern Pueblos
Pauletta White	Navajo Nation
Dr. Tiffany Lee	Urban - Albuquerque
Casey Sovo	Bureau of Indian Education
James Lujan	Northern Pueblos
Vacant	Navajo Nation
Claudia Vigil-Muniz	Jicarilla Apache
Theresa Frazier	Urban - Gallup
James Conyers	Public Education Commission

Source: LESC Files

History of Appropriations for the Indian Education Act - FY04 to FY18

(in millions)

Appropriations	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	Total
General Fund	\$ 2	\$ 2.5	\$ 2.5	\$ 2.5 <sup>1</sup>	\$ 2.5	\$ 2.5	\$ 2.3	\$ 1.9 <sup>2</sup>	\$ 1.8	\$ 1.8	\$ 1.8	\$ 1.8 <sup>3</sup>	\$ 1.8	\$ 1.8	\$ 1.8	\$ 31.3
Other State Funds												\$ 0.7	\$ 0.7	\$ 0.7	\$ 0.7	\$ 2.8
<b>Total Appropriations</b>	<b>\$2</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$2.3</b>	<b>\$1.9</b>	<b>\$1.8</b>	<b>\$1.8</b>	<b>\$1.8</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$2.5</b>	<b>\$ 34.1</b>

<sup>1</sup>The FY17 appropriation included 0.105 percent sanding.

<sup>2</sup>The FY11 appropriation included 0.544 percent sanding in addition to a reduction of 3.244 percent.

<sup>3</sup>The FY15 appropriation included 0.275 percent sanding.

<sup>4</sup>Other states funds are from the Indian education fund.

Earmarks	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	Total
Earmarking for Rural Literacy				\$ 1	\$ 0.5	\$ 0.5	\$ 0.5	\$ 0.4	\$ 0.3	\$ 0.3	\$ 0.3	\$ 0.3				\$ 4.1
Earmarking for Teaching Support							\$ 0.5	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ 0.4	\$ 3.7
<b>Total Earmarks</b>				<b>\$1</b>	<b>0.5</b>	<b>0.5</b>	<b>\$ 1</b>	<b>\$ 0.8</b>	<b>\$ 0.7</b>	<b>\$ 0.7</b>	<b>\$ 0.7</b>	<b>\$ 0.7</b>	<b>\$ 0.4</b>	<b>\$ 0.4</b>	<b>\$ 0.4</b>	<b>\$ 8</b>

Source: LESC Files



Indian Education Act Tribal Language Grants  
FY14 through FY17

Tribe	FY14		FY15		FY16		FY17		Balance		
	Award	Expended	Balance	Award	Expended	Balance	Award	Expended			
Acoma	\$30,000	\$27,994	\$7,332	\$30,000	\$22,668	\$7,332	\$30,000	\$20,083	\$9,917	\$28,900	\$1,100
Cochiti	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$0	\$30,000	\$29,175	\$825	\$30,000	\$4,123
Isleta	\$30,000	\$29,978	\$22	\$30,000	\$29,327	\$673	\$30,000	\$30,000	\$0	\$30,000	\$21,834
Jemez	\$30,000	\$30,000	\$0	\$30,000	\$29,999	\$1	\$30,000	\$30,000	\$0	\$30,000	\$0
Jicarilla	\$30,000	\$30,000	\$0	\$30,000	\$22,728	\$7,272	(-)	(-)	(-)	(-)	(-)
Laguna	\$30,000	\$30,000	\$0	\$30,000	\$21,655	\$8,345	\$30,000	\$30,000	\$0	\$30,000	\$2
Mescalero	\$30,000	\$29,948	\$52	\$30,000	\$30,000	\$0	\$30,000	\$17,152	\$12,848	\$30,000	\$3,810
Nambé	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$0	\$30,000	\$0
Navajo	\$30,000	\$26,282	\$3,718	(-)	(-)	(-)	\$30,000	\$26,513	\$3,487	\$30,000	\$10,491
Ohkay											
Owingeh	\$30,000	\$26,962	\$3,038	\$30,000	\$17,890	\$12,110	\$30,000	\$18,857	\$11,143	\$30,000	\$21,300
Picuris	\$30,000	\$28,758	\$1,242	\$30,000	\$18,761	\$11,239	\$30,000	\$30,000	\$0	\$30,000	\$3,478
Pojoaque	\$30,000	\$24,104	\$5,896	\$30,000	\$30,000	\$0	\$30,000	\$27,943	\$2,057	\$30,000	\$14,811
Sandia	\$30,000	\$28,350	\$1,650	\$22,972	\$0	\$22,972	\$30,000	\$29,600	\$400	\$30,000	\$0
San Felipe	\$30,000	\$30,000	\$0	\$30,000	\$25,477	\$4,523	\$30,000	\$30,000	\$0	\$30,000	\$3,270
San											
Ildefonso	\$29,981	\$29,981	\$0	\$30,000	\$30,000	\$0	\$30,000	\$24,393	\$5,607	\$30,000	\$15,446
Santa Ana	\$30,000	\$20,026	\$9,974	\$30,000	\$30,000	\$0	\$30,000	\$24,978	\$5,022	\$30,000	\$0
Santa Clara	\$30,000	\$26,250	\$3,750	\$30,000	\$8,053	\$21,947	\$30,000	\$27,941	\$2,059	\$30,000	\$11,426
Santo Domingo	\$30,000	\$17,414	\$12,586	\$30,000	\$17,414	\$12,586	(-)	(-)	(-)	\$30,000	\$0
Taos	\$30,000	\$16,533	\$13,467	\$30,000	\$27,591	\$2,409	\$30,000	\$22,585	\$7,415	\$30,000	\$532
Tesuque	\$30,000	\$18,110	\$11,890	\$30,000	\$14,797	\$15,203	\$30,000	\$18,571	\$11,429	\$30,000	\$6,304
Zia	\$30,000	\$11,717	\$18,283	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$0	\$30,000	\$0
Zuni	\$30,000	\$9,045	\$20,955	\$30,000	\$11,719	\$18,281	\$30,000	\$19,661	\$10,339	\$30,000	\$114
<b>Totals</b>	<b>\$659,981</b>	<b>\$551,452</b>	<b>\$113,855</b>	<b>\$622,972</b>	<b>\$478,079</b>	<b>\$144,893</b>	<b>\$600,000</b>	<b>\$517,452</b>	<b>\$82,548</b>	<b>\$630,000</b>	<b>\$118,041</b>

Source: LESC Files

<b>Indian Education Act School District and Charter School Grants for FY17</b>			
<b>School District or Charter School</b>	<b>Award Amount</b>	<b>Expended Amount</b>	<b>Balance</b>
Albuquerque Public Schools	\$25,000	\$20,625	\$4,375
Aztec Municipal Schools	\$25,000	\$20,720	\$4,280
Bernalillo Public Schools	\$25,000	\$24,812	\$188
Bloomfield Public Schools	\$25,000	\$19,491	\$5,509
Central Consolidated Schools	\$25,000	\$24,616	\$384
Cuba Independent Schools	\$25,000	\$24,448	\$552
Dulce Independent Schools	\$25,000	\$25,000	\$0
Espanola Public Schools	\$20,550	\$8,105	\$12,445
Farmington Municipal Schools	\$25,000	\$17,465	\$7,535
Gallup McKinley County Schools	\$25,000	\$0	\$25,000
Jemez Mountain Schools	\$25,000	\$18,144	\$6,856
Jemez Valley Schools	\$25,000	\$24,185	\$815
Grants Cibola County Schools	\$25,000	\$21,804	\$3,196
Los Lunas Public Schools	\$25,000	\$10,759	\$14,241
Magdalena Municipal Schools	\$25,000	\$25,000	\$0
Penasco Independent Schools	(-)	(-)	(-)
Pojoaque Valley Schools	(-)	(-)	(-)
Rio Rancho Public Schools	\$25,000	\$12,414	\$12,586
Ruidoso Municipal Schools	\$25,000	\$19,907	\$5,093
Santa Fe Public Schools	\$25,000	\$15,045	\$9,955
Taos Municipal Schools	\$25,000	\$10,511	\$14,489
Tularosa Schools	(-)	(-)	(-)
Zuni Public Schools	\$25,000	\$5,296	\$19,704
Native American Community Academy	\$25,000	\$23,950	\$1,050
Walatowa Charter High School	\$25,000	\$23,334	\$1,666
DEAP	\$25,000	\$24,639	\$361
Dream Diné	\$25,000	\$16,219	\$8,781
<b>Totals</b>	<b>\$595,550</b>	<b>\$436,489</b>	<b>\$159,061</b>

Source: LESC Files

Indian Education Division FY17 Budget and Expenditures			
Priority	Budgeted Amount	Expended Amount	Balance
Indian Education Division Staff (1 educational assistant and 2 Priority Schools Bureau staff)	\$200,000	\$121,867	\$78,133
Teaching Support Initiative (FY17/FY18)	\$400,000	\$40,502	\$359,498
Special Projects and Consulting Fees for Indigenous Research Methodologies	\$347,100	\$347,100	\$0
School Leadership Pipeline (Native American Community Academy)	\$288,600	\$162,132	\$126,468
Tribal Language Grants	\$660,000	\$511,958	\$148,042
School District and Charter School Grants	\$675,000	\$436,488	\$238,512
Priority Area 1: Curriculum Planning, Development, and Implementation, Materials, and Training	\$170,000	\$63,445	\$106,555
Priority Area 2: College and Career Middle School Initiative	\$125,000	\$56,703	\$68,297
Priority Area 3: Professional Development for Tribal Heritage Language Programs	\$88,000	\$22,438	\$65,562
Priority Area 4: Indigenous Action Research and Reports	\$40,000	\$5,434	\$34,566
Priority Area 5: Aligning Systems Between School Districts and Bureau of Indian Education Schools	\$85,000	\$16,267	\$68,733
IEAC and Operations	\$150,000	\$117,798	\$32,202
Museum of Indian Arts and Culture (MIAC) WOW Project <sup>1</sup>	\$75,000	\$75,000	\$0
Prior Year Expenditures	\$189,000	\$189,000	\$0
<b>Totals</b>	<b>\$3,492,700</b>	<b>\$2,166,132</b>	<b>\$1,326,568</b>

Source: LESC Files

<sup>1</sup>The Indian Education Division has partnered with MIAC to develop and implement the mobile WOW curriculum. The project is in the planning sessions that will be facilitated to ensure that WOW delivers a curriculum that incorporates multiple perspectives into the exhibition development, illuminating and bringing to life the tribal values and philosophies that underpin the production, use, and meaning of material culture. This mobile exhibit will travel to rural schools.