

## PUBLIC EDUCATION DEPARTMENT’S INDIAN EDUCATION DIVISION (PED-IED)

Through the New Mexico Indian Education Act (IEA), a fund was created to provide for grants to support the work of school districts, charter schools, tribes, nations, and pueblos to serve Native American students in those school districts and charter schools with a significant Native American student population.

- The PED-IED hosts monthly calls with tribal education directors.
- The PED-IED has provided technical assistance, webinars, and district profiles with data to complete the 2019-2020 Tribal Education Status Report (TESR).
- The PED-IED provided tribes, nations, and pueblos with tribal data profiles for the 2019-2020 school year.
- The PED’s commitment to ongoing engagement with tribes, nations, pueblos, school districts, and charter schools that educate significant numbers of Native American students has led to a requirement that school districts and charter schools sign annual assurances affirming they have consulted with tribes, nations, and pueblos in the review of data and structures of the districts’ annual plans. The PED provided training on consultation at annual government-to-government meetings in 2019 and on-site technical assistance, as needed, to school districts directly.
  - April 13, 2020: A Memorandum was sent to Superintendents, Charter School Leaders, Indian Education Directors, Tribal Leadership, Tribal Education Directors, and Indian Education Advisory Council (IEAC) members regarding the requirements of ESSA Tribal Consultation Requirements during COVID-19.

In September 2019, the PED published a memo addressing the Native American student needs assessment required by the enactment of House Bill 250 (2019 regular session). The amended Indian Education Act mandates historically defined Indian-impacted school districts and charter schools to conduct an assessment to determine what services Native American students need to assist them in graduating from high school and to become career- and college-ready.

The following meetings have been conducted to provide guidance to historically defined Indian-impacted school districts and charter schools on completing the required reporting requirements:

- March 2, 2020 and March 3, 2020: Subgroup meeting held to discuss the needs assessment and planning (subgroup committee members included: PED staff, HED staff, school district Indian education directors, and tribal education directors (TEDs) from tribes, nations, and pueblos.
- May 11, 2020 and May 12, 2020: Follow-up and presentation on the student needs assessment with superintendents, school district Indian education directors, and TEDs.
- August 5, 2020: Subgroup meeting to discuss the systemic framework and accountability tool as well as follow-up on the student needs assessment from prior meetings.
- August 19, 2020 and August 20, 2020: Follow-up and presentation on the systemic framework and accountability tool with superintendents, school district Indian education directors, and TEDs.

## Indian Education Act (IEA) Funding – Grants FY21

The RFA was issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the IEA. Grants were made available to tribal departments of education, local education agencies (LEAs), and charter schools serving significant numbers of Native American students for purposes that align with New Mexico’s Indian Education Act (Sections 22-23A-1 through 22-23A-8 NMSA 1978).

### Priority Areas

**College, Career and Life Readiness:** K-12 public education prepares students to have the necessary knowledge and skills to participate in a rapidly-changing, democratic society by successfully transitioning to a postsecondary institution (without needing remedial coursework) and/or entering the workforce and competing in the labor market and aligning interests to the career of the student’s choice and living fulfilling lives.

**Culturally and Linguistically Relevant Education and Social and Emotional Learning:** Social and emotional learning provides the foundation for students to develop social skills (empathy, reflection, cooperation, interpersonal skills, communication), academic behaviors (attendance, academic purpose, self-guided learning, participation), and an academic mindset (belonging, belief in one self, and value in work, meaningful learning). These are critical success factors to improving academic and life outcomes.

**Culture and Identity Development:** Programs that provide opportunities for students to participate in activities that reflect their unique cultural and linguistic heritages, and that are centered on student strengths and needs, and incorporate student voice into the design of curriculum. Programs must be grounded in the context of the student’s community, language, and culture.

**Increasing Access to Native American Language Programs:** Programs that provide Indigenous Language programs within the community or school that are accessible to students on a regular basis and grounded in the context of the community and approved by the tribe in which the program represents. Indigenous language programs should set goals for students that are aligned with the LEA, charter, tribes, nations, and pueblos overall indigenous language program goals. If the school district or charter school receives funding from the Bilingual Multicultural Education Act, a justification is required to be submitted regarding how the IEA funding will be used above and beyond to support a Native American language program.

### Goals

PED’s goals for this investment are:

- Increased positive student academic and social outcomes.
- Increased readiness for postsecondary education and career pathways.
- Engaged communities, tribes, and families.
- Identification of bright spots for replication in other areas of the state.

### Tribe, Nation, and Pueblo IEA Grants for FY21

Tribe, Nation, or Pueblo	IEA Anticipated Award	Priority 1	Priority2	Priority3
<b>Pueblo of Acoma</b>	\$ 77,665	College, Career and Life Readiness		
<b>Pueblo of Cochiti</b>	\$ 89,036.85	Culturally and Linguistically Relevant Education and Social	Increasing Access to Native American Language Programs	

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		and Emotional Learning		
<b>Pueblo of Isleta</b>	\$ 92,209.95	Culture and Identity Development		
<b>Pueblo of Jemez</b>	\$ 99,999	College, Career and Life Readiness	Increasing Access to Native American Language Programs	
<b>Jicarilla Apache Nation</b>	\$100,000	College, Career and Life Readiness	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Increasing Access to Native American Language Programs
<b>Pueblo of Laguna</b>	\$ 84,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning		
<b>Mescalero Apache Tribe</b>	\$ 98,875	Increasing Access to Native American Language Programs		
<b>Pueblo of Nambe</b>	\$ 75,509.70	Culture and Identity Development		
<b>Navajo Nation</b> <small>*IGA never signed for FY20, will receive additional funding for FY21</small>	\$200,000	Increasing Access to Native American Language Programs		
<b>Ohkay Owingeh</b>	\$ 77,853.30	Increasing Access to Native American Language Programs	College, Career and Life Readiness	
<b>Pueblo of Picuris</b>	\$ 95,513.88	Increasing Access to Native American Language Programs		
<b>Pueblo of Pojoaque</b>	\$ 99,939	Increasing Access to Native American Language Programs		
<b>Pueblo of Sandia</b>	\$ 100,000	Increasing Access to Native American Language Programs		
<b>Pueblo of San Ildefonso</b>	\$ 100,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning	College, Career and Life Readiness	Culture and Identity Development
<b>Pueblo of San Felipe</b>	\$ 99,715.13	College, Career and Life Readiness		
<b>Pueblo of Santa Ana</b>	\$ 99,750	College, Career and Life Readiness		
<b>Pueblo of Santa Clara</b>	\$ 100,000	Increasing Access to Native American Language Programs		
<b>Pueblo of Santo Domingo</b>	\$ 99,750	Increasing Access to Native American Language Programs		

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<b>Pueblo of Taos</b>	\$ 100,000	Increasing Access to Native American Language Programs		
<b>Pueblo of Tesuque</b>	\$ 94,457	Increasing Access to Native American Language Programs		
<b>Pueblo of Zia</b>	\$ 100,000	College, Career and Life Readiness	Culturally and Linguistically Relevant Education and Social and Emotional Learning	
<b>Pueblo of Zuni</b>	\$ 98,280	Culturally and Linguistically Relevant Education and Social and Emotional Learning		
<b>Total Awarded</b>	\$2,182,553.81			

School District and Charter School IEA Grants for FY21

District and Charter	IEA anticipated Award	Priority 1	Priority 2	Priority 3	Priority 4
ALBUQUERQUE PUBLIC SCHOOLS	\$ 89,914	College, Career and Life Readiness			
AZTEC MUNICIPAL SCHOOL	\$ 75,000	College, Career and Life Readiness	Increasing Access to Native American Language Programs		
BERNALILLO PUBLIC SCHOOLS	\$ 77,922	Culturally and Linguistically Relevant Education and Social and Emotional Learning			
BLOOMFIELD PUBLIC SCHOOLS	\$ 53,052	College, Career and Life Readiness	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Increasing Access to Native American Language Programs	
CENTRAL CONSOLIDATED SCHOOLS	\$ 90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning			

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CUBA INDEPENDENT SCHOOLS	\$ 90,000	College, Career and Life Readiness	Culturally and Linguistically Relevant Education and Social and Emotional Learning		
DEAP CHARTER	\$ 90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning			
DREAM DINE CHARTER	\$ 89,583	Increasing Access to Native American Language Programs			
DULCE INDEPENDENT SCHOOLS	\$ 90,000	College, Career and Life Readiness	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Culture and Identity Development	Increasing Access to Native American Language Programs
ESPANOLA PUBLIC SCHOOLS	\$ 90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Increasing Access to Native American Language Programs		
FARMINGTON MUNICIPAL SCHOOLS	\$ 40,218.05	Increasing Access to Native American Language Programs	Culture and Identity Development		
GALLUP McKINLEY COUNTY SCHOOLS	\$ 90,000	College, Career and Life Readiness	Culture and Identity Development		
GORDON BERNELL	\$81,100	College, Career and Life Readiness			
GRANTS CIBOLA COUNTY SCHOOLS	\$ 90,000	College, Career and Life Readiness	Increasing Access to Native American Language Programs		
HOZHO ACADEMY	\$ 90,000	Culturally and Linguistically Relevant			

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		Education and Social and Emotional Learning			
JEMEZ MOUNTAIN PUBLIC SCHOOLS	\$ 25,000	Increasing Access to Native American Language Programs	Culture and Identity Development		
JEMEZ VALLEY PUBLIC SCHOOLS	\$ 90,000	College, Career and Life Readiness	Increasing Access to Native American Language Programs		
LAS CRUCES PUBLIC SCHOOLS	\$90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning	College, Career and Life Readiness		
LOS LUNAS PUBLIC SCHOOLS	\$90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning			
MAGDALENA MUNICIPAL SCHOOLS	\$90,000	College, Career and Life Readiness			
MIDDLE COLLEGE HIGH	\$82,366	College, Career and Life Readiness			
NATIVE AMERICAN COMMUNITY ACADEMY (NACA)	\$ 90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Culture and Identity Development		
PENASCO INDEPENDENT SCHOOLS	\$ 90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Culture and Identity Development	College, Career and Life Readiness	
POJOAQUE VALLEY PUBLIC SCHOOLS	\$ 90,000	College, Career and Life Readiness	Increasing Access to Native American Language Programs		

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RIO RANCHO PUBLIC SCHOOLS	\$ 90,000	College, Career and Life Readiness	Increasing Access to Native American Language Programs		
RUIDOSO MUNICIPAL SCHOOLS	\$ 50,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning	College, Career and Life Readiness		
SAN DIEGO RIVERSIDE	\$ 90,000	Culturally and Linguistically Relevant Education and Social and Emotional Learning			
SANTA FE PUBLIC SCHOOLS	\$ 89,325	Culture and Identity Development	College, Career and Life Readiness		
SIX DIRECTIONS	\$ 90,000	Culture and Identity Development			
TAOS MUNICIPAL SCHOOLS	\$ 89,749.80	College, Career and Life Readiness			
TULAROSA MUNICIPAL SCHOOLS <i>*no RfA submitted</i>	\$0				
VISTA GRANDE	\$69,259	Culture and Identity Development			
WALATOWN CHARTER HIGH	\$ 64,649	Culturally and Linguistically Relevant Education and Social and Emotional Learning	Increasing Access to Native American Language Programs	College, Career and Life Readiness	
ZUNI PUBLIC SCHOOLS	\$ 52,769	College, Career and Life Readiness			
<b>Total Awarded</b>	<b>\$2,649,906.85</b>				

[Native Language Program Grant Funding for FY21](#)

The grants will support transformational educational opportunities in New Mexico school districts and charter schools that serve a significant number of Native American students. The RFA will provide additional

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Goals

PED’s goals for this investment are:

- Create a more effective and relevant teacher preparation program for Native American language instruction.
- Develop or redesign a Native American language teacher preparation program that creates a pathway to teaching for prospective educators.
- Develop a preparation model that will address diversity, quality, and the needs of partner schools/districts.
- Develop a five-year strategic plan and curriculum for increasing the number of Native American language teachers in New Mexico. The plan will include strategies to recruit, place, and train for teacher preparation program candidates through culturally and linguistically responsive frameworks and curriculum development.
- The development of best practices to engage teaching candidates through an equity lens to educate Native American students.
- Design and implement a four week summer institute for Native American language and culture teachers and educators.
- Create and implement a plan for embedded professional development with school districts and charter schools, including Bureau of Indian Education (BIE) schools during the traditional school year.

<b>Contractor</b>	<b>Award amount</b>
<b>Keres Children’s Learning Center</b>	\$75,000
<b>University of New Mexico</b>	\$ 267,530.80
<b>Santo Domingo Pueblo</b>	\$160,775
<b>Dine College</b>	\$250,430
<b>Pueblo of Jemez</b>	\$100,000
<b>Total</b>	\$853,735.80

Indigenous Education Initiative (IEI) Grants

The purpose of the Indigenous Education Initiative (IEI) is to combine innovation, flexibility, and technical assistance in order to meet community priorities for education and to respond to the changing educational landscape and identified needs of Native American students in New Mexico.

Goals

PED’s goals for this investment are:

- Direct resources where needed, specifically targeting native students.
- Education system that is multilingual, responding to the cultures, language, and heritage of our diverse student populations.
- Implement research-based interventions designed to improved outcomes.

<b>Contractor</b>	<b>Award Amount</b>
<b>Cuba Independent School District</b>	\$250,000
<b>Bernalillo Public District</b>	\$ 200,000
<b>Santa Fe Public</b>	\$ 200,000
<b>Taos Municipal</b>	\$150,000

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[FY19-20 Expenditure Report](#)

Tribe/Nation/Pueblo	Allocation	Remaining Balance
Pueblo of Acoma	\$75,471.53	\$71,877.65
Pueblo of Jemez	\$100,000	\$0.01
Pueblo of Sandia	\$4,688.55	\$1,278.15
Ohkay Owingeh	\$86,445	\$5,153.16
Pueblo of Santo Domingo	\$93,032.52	\$2,868.08
Pueblo of Zia	\$100,000	\$0.00
Pueblo of Picuris	\$61,876	\$135.43
Mescalero Apache Nation	\$98,875	\$47,459.81
Pueblo of Cochiti	\$85,616	\$1,624.06
Pueblo of Laguna	\$90,640	\$9,996.40
Pueblo of San Ildefonso	\$100,000	\$40,150.66
Pueblo of Taos	\$99,617.76	\$0.00
Pueblo of Santa Clara	\$100,000	\$29,965.23
Pueblo of Zuni	\$99,882.47	\$28,639.39
Pueblo of Nambe	\$70,501	\$19,799.76
Navajo Nation	\$0.00	\$0.00
Pueblo of Isleta	\$60,046	\$56,443.37
Pueblo of Pojoaque	\$95,483	\$50,590.98
Pueblo of Tesuque	\$80,768	\$2,000.32
Pueblo of Santa Ana	\$100,000	\$27,561.93
Pueblo of San Felipe	\$99,911.13	\$3,723.18
<b>Total:</b>	<b>\$1,885,946.53</b>	<b>\$566,076.31</b>

School District/Charter School	Allocation	Remaining Balance
Albuquerque	\$90,000	\$8,447.88
Native American Community Academy (Albuquerque)	\$90,000	\$52.00
Aztec	\$64,000	\$10,641.38
Bernalillo	\$90,000	\$67,309.94
Bloomfield	\$52,200	\$34,831.55
Central	\$60,000	\$24,565.54
Dream Dine' (Central)	\$67,301	\$2,800.49
Cuba	\$90,000	\$0.00
DEAP	\$74,540	\$18,408.56
Dulce	\$47,907	\$16,273.95
Espanola	\$83,909	\$34,840.93
Farmington	\$55,203.78	\$5,578.98
Gallup	\$90,000	\$33,179.83
Grants/Cibola	\$90,000	\$0.00
Hozho Academy	\$90,000	\$292.65
Jemez Mountain	\$25,000	\$1,000.12
Jemez Valley	\$50,000	\$2,217.62

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<b>San Diego Riverside Charter School (Jemez Valley)</b>	\$90,000	\$2,472.89
<b>Magdalena</b>	\$80,232	\$24,266.64
<b>Penasco</b>	\$85,263.18	\$55,925.78
<b>Pojoaque Valley</b>	\$90,000	\$128.04
<b>Rio Rancho</b>	\$54,950	\$5,817.18
<b>Ruidoso</b>	\$50,000	\$38,809.14
<b>Santa Fe</b>	\$89,658	\$42,582.83
<b>Six Directions Indigenous</b>	\$90,000	\$3,194.42
<b>Taos</b>	\$90,000	\$61,778.98
<b>Walatowa Charter High School</b>	\$50,000	\$94.38
<b>Zuni</b>	\$36,441	\$21,920.13
<b>Total:</b>	<b>\$2,016,604.96</b>	<b>\$517,431.83</b>

Homework Gap Team Analysis-FY20 Budget

Given the current health emergency New Mexico is facing, many school districts and tribal communities are needing to provide increased access to technology and other key areas for support in order to serve Native American students and families. The Indian Education Division reached out to grantees to find out the status of their grant award by asking for a status on any of the following:

1. Are you on track to expend ALL of the remaining balance for its original intended use by June 30, 2020 OR
2. Will you be submitting an amendment or a BAR to change the scope of work terms to fully expend funds based on new needs identified at this time OR
3. Do you not plan to use the funds by June 30, 2020 and project any funding reverting back to the PED

- After grantee responses were received and evaluated, IED was able to determine what funds from IEA FY20 were able to assist with closing the digital divide
- The Homework Gap Team decided it was a priority to assist tribal communities, as school districts/charter schools would be receiving CARES funding, and PED would encourage them to use those funds to close the digital divide.
  - A survey was sent to tribal education directors regarding the needs of their students for technology for WAPs
- Three charter schools were part of the wireless access points. Two of the schools reside fully on tribal land, and NACA resides partially on tribal land, and serves over 90% Native American students who lack access to wifi.

Funds used from FY20 to assist with the Digital Divide

Type of Technology	Amount
<b>Chromebooks</b>	\$1,564,218
<b>T-Mobile (hot-spots)</b>	\$220,500
<b>WAPs</b>	\$332,502.52
<b>Total</b>	<b>\$2,117,220.52</b>

Tribe/Nation/Pueblo or Tribal	Total Chromebooks	WAPs
<b>Acoma Pueblo</b>	124	5
<b>Shiwi College Career Readiness Center Zuni</b>	40	0
<b>Cochiti Pueblo</b>	30	2

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Isleta Pueblo	200	3
Jemez Day School	152	0
Jemez Pueblo	118	6
Jicarilla Apache	50	2
Kha’p’o Community School	105	0
Laguna Pueblo	150	6
Mescalero Apache	600	0
Nambe Pueblo	160	2
Navajo Nation Department of Diné Education	2517	49
Ohkay Owingeh	15	3
Picuris Pueblo	100	0
Pojoaque Pueblo	200	2
Sandia Pueblo	70	0
San Felipe Pueblo	180	3
San Ildefonso Pueblo	50	2
Santa Ana Pueblo	6	0
Santa Clara Pueblo	0	4
Santo Domingo Pueblo	400	2
Taos Pueblo	200	2
Tesuque Pueblo	0	2
Te Tsu Geh Oweenge School	35	0
T’siya Day School	50	0
Zia Pueblo	100	2
Zuni Pueblo	650	2

PED’s Indian Education Division purchased and distributed the following wireless technology devices and equipment: 700 residential hotspots (Navajo Nation); 101 CradlePoint fixed and mobile hotspots (for teacherages, chapter houses, inside buildings; buses; and indoor antennas) (all tribes, nations, and pueblos); and 6,282 Chromebooks (all tribes, nations, and pueblos and schools with a significant Native American student population). PED staff delivered to or arranged for pickup of the Chromebooks with 23 tribes, nations, and pueblos in the state. Additionally, PED staff worked in collaboration with SFIS staff and the Information Technology Disaster Resource Center, which is a non-profit organization charged with providing communities with the technical resources necessary to continue operations and begin recovery after a disaster, to assist with installation of the CradlePoints. By the end of July, it is anticipated that 18 of the Pueblos, the Navajo Nation, the Mescalero Apache Tribe, and the Jicarilla Apache Nation will have been provided assistance from the above mentioned individuals regarding the installation of the CradlePoints in their respective communities.

Charter Schools	Total Wireless Access Points (Cradle Points)
DEAP	1
Dream Diné	1
NACA	1

Nation	Hot-Spots
Navajo Nation	700