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FISCAL IMPACT REPORT

SPONSOR Lente **ORIGINAL DATE** 1/29/22 **LAST UPDATED** 2/08/22 **HB** 88/aHEC
SHORT TITLE Yazzie Lawsuit Appropriations **SB** _____
ANALYST Liu

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY22	FY23		
	\$21,500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB60, HB89, HB90, HM12, SM12
 Conflicts with HB87
 Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From
 Public Education Department (PED)
 New Mexico Attorney General's Office (NMAG)
 Department of Cultural Affairs (DCA)

No Response Received
 Indian Affairs Department (IAD)

SUMMARY

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 88 makes the intent of the appropriation for Native American students rather than a response to the *Martinez-Yazzie* lawsuit, removes language appropriating funds in subsequent years, and requires PED to enter into an intergovernmental agreement with tribes for funding disbursement rather than a joint powers agreement.

Synopsis of Original Bill

House Bill 88 appropriates \$21.5 million from the general fund to the Indian education fund (IEF) for expenditure in FY23 and subsequent years. The appropriation is further allocated as such

- \$5.75 million for tribal education departments (TED) to build capacity and develop plans;
- \$5.75 million for tribal libraries' educational operations; and
- \$10 million for TEDs to provide extended learning and Native language programs.

The bill further requires PED to enter into joint powers agreements with New Mexico tribes to disburse the funding. There is no effective date of this bill. It is assumed that the effective date is 90 days following adjournment of the Legislature.

FISCAL IMPLICATIONS

The appropriation of \$21.5 million contained in this bill is a recurring expense to the general fund. The bill includes nonreverting language, effectively allocating funds each year, beginning in FY23. This bill provides for continuing appropriations. The LFC has concerns with including continuing appropriation language in the statutory provisions, as earmarking reduces the ability of the Legislature to establish spending priorities. The HEC amendment removes the requirement for appropriations in subsequent years; however, establishing a formulaic distribution to tribal entities would likely create the expectation that funding would be recurring. As such, the fiscal impact is scored in this analysis as recurring.

Limited data exists on the number of students served by TEDs. Assuming all students in each tribe are served, the following table provides an estimate of the \$21.5 million distribution for each tribe, pueblo, and nation:

Pueblo, Tribe, or Nation	Number of Children (Ages 5-17)	TED Operations (in thousands)	Tribal Library Operations (in thousands)	Extended Learning and Native Language Programs (in thousands)	Total (in thousands)
Acoma	537	\$ 250.0	\$ 250.0	\$ 422.0	\$ 922.0
Cochiti	330	\$ 250.0	\$ 250.0	\$ 417.1	\$ 917.1
Isleta	662	\$ 250.0	\$ 250.0	\$ 425.1	\$ 925.1
Jemez	486	\$ 250.0	\$ 250.0	\$ 420.8	\$ 920.8
Jicarilla	880	\$ 250.0	\$ 250.0	\$ 430.3	\$ 930.3
Laguna	772	\$ 250.0	\$ 250.0	\$ 427.7	\$ 927.7
Mescalero	869	\$ 250.0	\$ 250.0	\$ 430.1	\$ 930.1
Nambe	253	\$ 250.0	\$ 250.0	\$ 415.2	\$ 915.2
Navajo Nation	27,550	\$ 500.0	\$ 500.0	\$ 1,073.8	\$ 2,073.8
Ohkay Owingeh	799	\$ 250.0	\$ 250.0	\$ 428.4	\$ 928.4
Picuris	276	\$ 250.0	\$ 250.0	\$ 415.7	\$ 915.7
Pojoaque	556	\$ 250.0	\$ 250.0	\$ 422.5	\$ 922.5
San Felipe	736	\$ 250.0	\$ 250.0	\$ 426.8	\$ 926.8
San Ildefonso	311	\$ 250.0	\$ 250.0	\$ 416.6	\$ 916.6
Sandia	883	\$ 250.0	\$ 250.0	\$ 430.4	\$ 930.4
Santa Ana	157	\$ 250.0	\$ 250.0	\$ 412.9	\$ 912.9
Santa Clara	1,756	\$ 250.0	\$ 250.0	\$ 451.5	\$ 951.5
Santo Domingo	546	\$ 250.0	\$ 250.0	\$ 422.3	\$ 922.3
Taos	597	\$ 250.0	\$ 250.0	\$ 423.5	\$ 923.5
Tesuque	179	\$ 250.0	\$ 250.0	\$ 413.4	\$ 913.4
Zia	266	\$ 250.0	\$ 250.0	\$ 415.5	\$ 915.5
Zuni	2,047	\$ 250.0	\$ 250.0	\$ 458.5	\$ 958.5
Total	41,448	\$ 5,750.0	\$ 5,750.0	\$ 10,000.0	\$ 21,500.0

Provisions of this bill would allocate \$250 thousand to each tribe and pueblo, with the exception of the Navajo Nation, which would receive an allocation of \$500 thousand, for TED operations. The bill allocates funding for tribal library operations in the same manner as the TEDs, but distributes \$10 million for extended learning and Native language programs using a formula. The formula allocates 90 percent of the \$10 million equally amongst the tribes, pueblos, and nations and distributes the remaining 10 percent based on the number of students served by the TED.

SIGNIFICANT ISSUES

Martinez-Yazzie Lawsuit. On February 14, 2019, the 1st Judicial District Court issued a final judgment and order on the consolidated *Martinez v. New Mexico* and *Yazzie v. New Mexico* education sufficiency lawsuits, and found that New Mexico’s public education system failed to provide a constitutionally sufficient education for at-risk students, particularly English language learners, Native American students, and special education students. The court’s findings suggested overall public school funding levels, financing methods, and PED oversight were deficient. As such, the court enjoined the state to provide sufficient resources, including instructional materials, properly trained staff, and curricular offerings, necessary for providing the opportunity for a sufficient education for all at-risk students.

Additionally, the court noted the state would need a system of accountability to measure whether the programs and services actually provided the opportunity for a sound basic education and to assure that local school districts spent funds provided in a way that efficiently and effectively met the needs of at-risk students. However, the court stopped short of prescribing specific remedies and deferred decisions on how to achieve education sufficiency to the Legislative and executive branch instead.

In response to the findings of the *Martinez-Yazzie* lawsuit, the state invested heavily in two evidence-based school calendar extension programs—the K-5 Plus and Extended Learning Time (ELT) programs. Despite enough funding to serve about half of all elementary school students in K-5 Plus and all students in ELT, only 10 percent of eligible students participated in K-5 Plus and 46 percent participated in ELT in FY22.

Indian Education Act. According to Section 22-23A-2 NMSA 1978, the purpose of the Indian Education Act is to:

- A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
- B. ensure maintenance of native languages;
- C. provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
- D. ensure that PED partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities;
- E. encourage cooperation among the educational leadership of Arizona, Utah, New Mexico, and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states;
- F. provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;
- G. provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;
- H. ensure that parents; tribal departments of education; community-based organizations; PED; universities; and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students;
- I. ensure that tribes are notified of all curricula development for their approval and support;
- J. encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes; and
- K. encourage and foster parental involvement in the education of Indian students.

Currently, PED makes IEF distributions based on priorities established by the PED secretary and assistant secretary of Indian education to implement the Indian Education Act. In FY21, the Legislature appropriated \$6 million to PED for IEF distributions. PED awarded \$2.2 million to all New Mexico tribes, nations, and pueblos, with amounts ranging from \$75 thousand to \$200 thousand (See Attachment 1). Additionally, PED allocated \$2.6 million to school districts and charter schools for: (1) college, career, and life readiness; (2) culturally and linguistically relevant education and social emotional learning; (3) culture and identity development; and (4) increasing access to Native American language programs. PED allocated appropriations to school districts and charter schools enrolling a significant number of Native American students, with amounts ranging from \$25 thousand to \$90 thousand (See Attachment 2). The remaining FY21 IEF awards included \$250.4 thousand to Diné College, \$75 thousand to Keres Children's Learning Center, \$100 thousand to the Pueblo of Jemez, and \$267.5 thousand to the University of New Mexico.

Tribal education departments. Provisions of this bill would provide operational and programmatic funding for TEDs. TEDs are federally and tribally funded executive branch agencies within sovereign tribal governments. The roles and responsibilities of TEDs vary according to each tribe’s government, laws, and resources. TEDs are not schools but are the primary contact for their tribal governments regarding education policy issues. TEDs may be involved in curriculum development, teacher training, grant administration, student support services, advocacy, or other education initiatives.

Because TEDs are part of sovereign nations, the Indian Education Act does not place any statutory requirements on them, but includes them among entities with which PED must collaborate on matters related to identifying educational opportunities for Native American students, including transitioning to postsecondary education. Some TEDs operate Head Start programs, Native language programs, tribal libraries, summer schools, or social support services. All tribes, nations, and pueblos in New Mexico have a TED; however, the size and overall operation of the TED can range from one individual director to over 100 employees focused specifically on tribal education.

Tribal libraries. The pueblos of Nambé, Picuris, and Taos, currently do not have a developing or established tribal library. According to PED, the New Mexico State Library (NMSL) serves and supports at least 19 tribal libraries through its tribal libraries program. The program provides continuing educational opportunities, funding, leadership, and consulting services to library directors and staff that serve tribes, nations, and pueblos across the state. Typically, tribal libraries do all the things traditional libraries do; however, they often play a more active and involved role in the cultural and language preservation for their tribal communities.

The bill may create jurisdictional and coordination issues with NMSL and the rural libraries fund, as funds are distributed to NMSL from other funding sources for the same purposes as outlined in this bill. In FY20, the tribal library program awarded \$96 thousand to 18 tribal libraries, about \$5,400 to each library. DCA notes NMSL also provides about \$175 thousand of annual state grants in aid to tribal libraries.

PERFORMANCE IMPLICATIONS

A 2021 LFC evaluation on implementation of the Indian Education Act found Native American students continue to perform well below peers on state and national measures of achievement, despite the availability of nearly \$147 million in state and federal funds at public schools and institutions of higher education for purposes aligned to the act. The report noted a history of understaffing at PED’s Indian Education Division, difficulties with funding utilization, challenges with local collaboration, and a lack of specific, targeted outcomes have resulted in a system that has not served Native American students in a comprehensive and coordinated manner.

The LFC evaluation found Native American student enrollment in public schools fell to 32.4 thousand students in FY19, an 8.5 percent decrease over the prior 5 years. Four-year high school graduation rates for Native American students increased to 69 percent in FY19, an 11 percentage point improvement over the prior 5 years, but still 6 percentage points lower than the statewide average of 75 percent. Similarly, Native American student reading and math proficiency rates improved marginally over the same period but remained below statewide averages. The evaluation noted, however, changes in high school graduation requirements (allowing alternative

demonstrations of competency) likely contributed to increased graduation rates and changes to statewide standardize assessments complicated measures of progress in these areas.

ADMINISTRATIVE IMPLICATIONS

Provisions of the bill require each tribe to enter into a joint powers agreement (JPA) with PED (the HEC amendment changes this requirement to an intergovernmental agreement instead). According to PED, a JPA may not be the best instrument for an agreement between the department and a tribe, nation, or pueblo as it is unclear what the joint power would be. A JPA is only necessary when two or more public bodies jointly exercise a power common to both of them. A 2007 Department of Finance and Administration guidance memo advised state agencies to only submit legitimate requests for JPAs, rather than requests for simple contractual agreements between public entities. Some cooperative agreements are regularly used between tribes and the state. For example, the Navajo Nation has a JPA with the Children, Youth and Families Department to access state and federal funds, and many tribes have agreements with the Taxation and Revenue Department for the collection of gross receipts taxes.

Over the past two years, PED has used an award letter process to make IEF grants to entities who receive the funding for tribal education priorities and programs. The award letter process replaced the prior process where the PED entered into an intergovernmental agreement (IGA) with each tribe, nation, or pueblo. The prior process took a considerable amount of time for the final IGA to be signed by both parties. Sometimes, the tribe did not complete the signature process in time for the grant to be awarded, thus losing funds for that fiscal year. To remedy this situation, PED began to utilize the award letter process, which proved to be the best option because it was a less complicated process and allowed the funds to be distributed on July 1 – the beginning of the fiscal year. The award letter process includes assurance forms for the tribe, nation, or pueblo to sign, which include details related to payment, fund expenditures, and accountability measures.

CONFLICT, RELATIONSHIP

This bill conflicts with House Bill 87, which creates a formula for IEF distributions to tribes beginning in FY24. House Bill 87 appropriates \$20 million to IEF and requires 70 percent of all distributions from IEF to be allocated on a formula basis to tribes, which would prohibit the earmarks in this bill.

This bill relates to House Bill 60, which establishes a minimum wage for Native language teachers; House Bill 89, which makes appropriations for tribal libraries and education centers; House Bill 90, which makes appropriations for Native American initiatives at higher education institutions; and House Memorial 12 and Senate Memorial 12, which requests PED to develop a plan to address the needs of *Martinez-Yazzie* at-risk student groups.

This bill also relates to the IEF appropriation in the General Appropriation Act.

TECHNICAL ISSUES

According to NMAG the bill appears to violate Article IV, Section 16 of the New Mexico Constitution because the subject of the bill is not clearly expressed in the title (the HEC amendment removes references to the *Martinez-Yazzie* lawsuit). NMAG notes

- New Mexico tribes, nations and pueblos are not defendants under the *Martinez-Yazzie*

lawsuit and, therefore, have no liability under that action;

- New Mexico tribes, nations and pueblos have no responsibility under the Education Clause of the New Mexico Constitution and, therefore, have no responsibility under the *Martinez-Yazzie* lawsuit; and
- Community-based education programs, social support services, tribal libraries, and extended learning and native language programs by TEDs are not required by the Education Clause of the New Mexico Constitution and are thus outside the scope of the lawsuit.

NMAG notes the bill also appears to violate Section 11-1-3 NMSA 1978, which provides, in relevant part, that “two or more public agencies by agreement may jointly exercise any power common to the contracting parties.” The HEC amendment replaces the JPA requirement with an intergovernmental agreement. New Mexico Tribes, Nations and Pueblos have no responsibilities under the Education Clause of the New Mexico Constitution and, therefore, there appears to be no “power common to the contracting parties” in the context of the *Martinez-Yazzie* lawsuit. NMAG highlights Article XII, Section 3 of the New Mexico Constitution, which insures exclusive control by the state over the public educational system. NMAG notes the sponsors may wish to consider removing the reference to the *Martinez-Yazzie* lawsuit from the bill’s title and making the appropriations under the Indian Education Act instead.

ALTERNATIVES

The LFC and executive FY23 budget recommendation include additional funding for IEF distributions. The LFC recommendation includes \$15 million for IEF distributions and requires the assistant secretary of Indian education to create a methodology for distributing IEF awards to TEDs, tribal libraries, Native language programs, and schools.

The executive recommendation includes \$9.75 million for IEF distributions to support education efforts in tribal communities in the state. The appropriation would support existing grantees and address development of education blueprints, governance structures, and Native language educators. The recommendation further includes \$10.25 million to for partnerships with tribal education departments (TEDs), tribal communities, and tribal education institutions.

Attachments

1. PED-IED – Indian Education Act Grants for Tribal Entities, 2016-2021 (Tribal Entities)
2. PED-IED – Indian Education Act Grants for Tribal Entities, 2016-2021 (Local Education Agencies)

SL/rl/al

NMPED-IED—Indian Education Act Grants for Tribal Entities 2016–2021

Below are grants offered to the NM tribes for fiscal years 2016–2021, grants awarded 2016 –2017; were awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Grants awarded 2017-2019; awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting native language programs and English learners, and 5) school systems alignment between PED/Bureau of Indian Education operated schools/tribally controlled schools. Non Competitive grants awarded 2019-2021, were awarded to recipients to develop programs in one or more of the four priority areas: 1) College, Career and Life Readiness, 2) Culturally and Linguistically Relevant Education and Social and Emotional Learning, 3) Culture and Identity Development, and 4) Increasing Access to Native American Language Programs.

Tribe, Pueblo, Nation	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance
Acoma	\$30,000.00	\$39,605.96	\$47,685.04	\$75,471.53	\$19,877.71	\$55,593.82	\$77,665.00	\$29,815.83	\$47,849.17
Cochiti	\$30,000.00	\$60,000.00	\$46,252.92	\$85,616.00	\$83,991.94	\$1,624.06	\$89,036.85	\$41,364.00	\$47,672.85
Isleta	\$30,000.00	\$45,150.00	\$24,443.00	\$60,046.00	\$3,602.63	\$56,443.37	\$92,209.95	\$80,518.77	\$11,691.18
Jemez	\$30,000.00	\$47,096.00	\$19,979.30	\$100,000.00	\$99,999.99	\$0.01	\$99,999.99	\$99,999.99	\$0.00
Jicarilla	-	-	-	-	-	-	\$100,000.00	\$0.00	\$100,000.00
Laguna	\$30,000.00	-	-	\$90,640.00	\$80,643.60	\$9,996.40	\$84,000.00	\$80,442.47	\$3,557.53
Mescalero	\$30,000.00	-	-	\$98,875.00	\$51,415.19	\$47,459.81	\$98,875.00	\$11,254.12	\$87,620.88
Nambé	\$30,000.00	38,667.00	\$26,493.60	\$70,501.00	\$50,701.24	\$19,799.76	\$75,509.70	\$71,316.30	\$4,193.40
Navajo	\$30,000.00	59,023.00	\$37,522.80	-	-	-	\$200,000.00	\$114,232.50	\$85,767.50
Ohkay Owingeh	\$30,000.00	19,747.35	\$16,229.85	\$86,445.00	\$81,291.84	\$5,153.16	\$77,853.30	\$54,580.33	\$23,272.97
Picuris	\$30,000.00	39,000.00	\$43,101.57	\$61,876.00	\$61,740.57	\$135.43	\$95,513.88	\$82,426.20	\$13,087.68
Pojoaque	\$30,000.00	\$30,000.00	-	\$95,483.00	\$44,892.00	\$50,590.98	\$99,939.00	\$58,702.38	\$41,236.62
Sandia	\$30,000.00	\$30,035.63	-	\$4,688.55	\$3,410.40	\$1,278.15	\$100,000.00	\$89,666.69	\$10,333.31
San Felipe	\$30,000.00	\$33,566.00	\$20,606.25	\$99,911.13	\$96,187.95	\$3,723.18	\$99,715.13	\$64,512.25	\$35,202.88
San Ildefonso	\$30,000.00	\$29,232.00	\$37,801.00	\$100,000.00	\$93,682.89	\$6,317.00	\$100,000.00	\$45,886.17	\$54,113.83
Santa Ana	\$30,000.00	\$35,006.00	\$5,000.00	\$100,000.00	\$70,877.86	\$29,122.14	\$99,750.00	\$76,970.59	\$22,779.41
Santa Clara	\$30,000.00	\$23,100.00	-	\$100,000.00	\$70,034.77	\$29,965.23	\$100,000.00	\$0.00	\$100,000.00
Santo Domingo	-	\$50,032.50	\$38,955.00	\$93,032.52	\$90,164.44	\$2,868.08	\$99,750.00	\$95,966.63	\$3,783.37
Taos	\$30,000.00	\$44,670.00	\$55,439.20	\$99,617.76	\$99,617.76	\$0.00	\$100,000.00	\$95,964.28	\$4,035.72
Tesuque	\$30,000.00	\$38,451.00	\$56,958.55	\$80,768.00	\$78,767.68	\$2,000.32	\$99,179.85	\$47,292.18	\$51,887.67
Zia	\$30,000.00	\$51,576.00	-	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$100,000.00	\$0.00
Zuni	\$30,000.00	\$28,000.00	-	\$99,832.99	\$71,243.08	\$28,589.91	\$98,280.00	\$90,048.50	\$8,231.50
Totals	\$600,000.00	\$741,958.44	\$476,468.08	\$1,702,804.48	\$1,352,143.56	\$350,660.92	\$2,187,277.65	\$1,430,960.18	\$756,317.47

Source: PED Sharepoint Files

NMPED-IED—Indian Education Act Grants for Tribal Entities 2016–2021

These grants are available to local education agencies (LEAs), including state-chartered charter schools, and locally chartered charter schools, serving a significant numbers of Native American students for fiscal years 2016–2021. Grants awarded for 2016 –2017, awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Competitive grants awarded 2017-2018; awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting native language programs and English learners, and 5) school systems alignment between PED/Bureau of Indian Education operated schools/tribally controlled schools. Non Competitive grants awarded 2019-2021, were awarded to recipients to develop programs in one or more of the four priority areas: 1) College, Career and Life Readiness, 2) Culturally and Linguistically Relevant Education and Social and Emotional Learning, 3) Culture and Identity Development, and 4) Increasing Access to Native American Language Programs.

School Districts and Charters	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance
APS	\$25,000.00	\$42,600.00	\$56,466.00	\$90,000.00	\$81,552.12	\$8,447.88	\$89,914.00	\$49,745.20	\$40,168.80
Aztec Municipal Schools	\$25,000.00	\$34,652.00	\$42,893.06	\$64,000.00	\$53,179.88	\$10,820.12	\$75,000.00	\$47,111.59	\$27,888.41
Bernalillo Public Schools	\$25,000.00	\$32,000.00	\$23,533.45	\$90,000.00	\$22,690.06	\$67,309.94	\$77,922.00	\$39,110.26	\$38,811.74
Bloomfield Public Schools	\$25,000.00	\$25,283.00	\$9,000.00	\$52,200.00	\$17,368.45	\$34,831.55	\$53,052.00	\$29,476.00	\$23,576.00
Central Consolidated	\$25,000.00	\$40,094.00		\$60,000.00	\$35,434.46	\$24,565.54	\$90,000.00	\$2,800.00	\$87,200.00
Cuba Independent	\$25,000.00	\$25,243.00	\$46,020.60	\$90,000.00	\$90,000.00	\$0.00	\$90,000.00	\$84,152.11	\$5,847.89
DEAP Charter	\$25,000.00	\$15,429.00	\$15,889.12	\$74,540.00	450,586.97	\$23,953.03	\$90,000.00	\$89,889.75	\$110.25
Dream Dine	\$25,000.00	\$20,079.00	\$25,000.00	\$67,301.00	\$60,471.04	\$6,829.96	\$89,999.78	\$89,999.78	\$0.00
Dulce Independent	\$25,000.00	-	-	\$47,907.00	\$30,769.05	\$17,137.95	\$90,000.00	\$72,879.40	\$17,120.60
Espanola Public Schools	\$25,000.00	\$3,750.00		\$83,909.00	\$45,298.15	\$38,610.85	\$90,000.00	\$55,908.25	\$34,091.75
Farmington Municipal	\$25,000.00	\$27,117.00	\$22,700.00	\$55,203.78	\$45,296.02	\$9,907.76	\$40,218.05	\$40,218.00	\$0.05
Gallup MCS	\$25,000.00	\$25,000.00	\$29,916.88	\$90,000.00	\$56,820.17	\$33,179.83	\$90,000.00	\$75,522.12	\$14,477.88
Gordon Bernell	-	-	-	-	-	-	\$81,100.00	\$80,827.65	\$272.35
Grants Cibola	\$25,000.00	\$29,425.00	\$21,739.92	\$90,000.00	\$84,994.27	\$5,005.73	\$90,000.00	\$88,727.35	\$1,272.65
Hozho	-	-	-	\$90,000.00	\$89,707.35	\$292.65	\$90,000.00	\$85,774.39	\$4,225.61
Jemez Mountain	\$25,000.00	\$25,118.19	\$23,989.90	\$25,000.00	\$23,999.88	\$1,000.12	\$25,000.00	\$22,909.28	\$2,090.72
Jemez Valley	\$25,000.00	\$29,942.00	\$30,758.48	\$50,000.00	\$47,369.48	\$2,630.52	-	-	-
Las Cruces	-	-	-	-	-	-	\$90,000.00	\$60,293.59	\$29,706.41
Los Lunas	\$25,000.00	\$6,680.00	-	-	-	-	\$90,000.00	\$0.00	\$90,000.00
Magdalena Municipal	\$25,000.00	\$42,707.20	\$59,595.61	\$80,232.00	\$55,965.36	\$24,266.64	\$90,000.00	\$90,000.00	\$0.00
Middle College High	-	-	-	-	-	-	\$82,366.50	\$82,366.00	\$0.00
NACA	\$25,000.00	-	\$25,006.30	\$90,000.00	\$89,948.00	\$52.00	\$90,000.00	\$26,148.99	\$63,851.01
Penasco	-	\$17,000.00	\$16,846.06	\$85,263.18	\$29,337.40	\$55,925.78	\$90,000.00	\$40,000.00	\$49,323.03
Pojoaque	-	\$1,500.00	\$27,510.12	\$90,000.00	\$89,871.96	\$128.04	\$90,000.00	\$61,624.28	\$28,375.72
Rio Rancho	\$25,000.00	\$10,000.00	\$40,072.00	\$84,950.00	\$49,132.82	\$5,817.18	\$90,000.00	\$55,776.72	\$34,223.28
Ruidoso Municipal	\$25,000.00	-	-	\$50,000.00	\$11,190.86	\$38,809.14	\$50,000.00	\$20,879.32	\$29,120.68
San Diego Riverside	-	-	\$53,311.01				\$90,000.00	\$88,466.46	\$1,533.54
Santa Fe	\$25,000.00	\$22,004.30	-	\$89,658.00	\$43,530.60	\$46,127.40	\$89,325.00	\$80,773.82	\$8,551.18
Six Directions	-	-	-	\$90,000.00	\$65,552.38	\$24,447.62	\$90,000.00	\$24,810.76	\$65,189.24
Taos Municipal	\$25,000.00	\$46,000.00	\$22,469.26	\$90,000.00	\$28,221.02	\$61,778.98	\$89,749.80	\$27,728.77	\$62,021.03
Vista Grande	-	-	-	-	-	-	\$69,259.00	\$68,865.96	\$393.04

School Districts and Charters	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount	Reimbursements	Remaining Balance	2020–2021 Award Amount	Reimbursements	Remaining Balance
Walatowa	\$25,000.00	\$20,000.00	-	\$50,000.00	\$49,905.62	\$94.38	\$64,649.00	\$62,478.03	\$2,170.97
Zuni Public	\$25,000.00	\$11,250.00	\$19,061.85	\$36,441.00	\$14,520.13	\$21,920.87	\$52,769.00	\$29,801.24	\$22,967.76
Total	\$600,000.00	\$510,273.69	\$611,779.62	\$2,016,604.96	\$1,450,240.61	\$566,364.35	\$2,560,324.13	\$1,775,742.04	\$784,582.09

Source: PED Sharepoint Files