

# State-Tribal Collaboration Act Annual Report

## July 2023



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## Executive Summary

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The New Mexico Public Education Department's (PED) mission is to ensure all students in New Mexico receive the education they deserve and that students are prepared for college, career, and lifelong learning. To do this, the department is focused on supporting sustained learning and outreach to districts, charter schools, tribal education departments, parents, students, and communities. PED also focuses on leadership, productivity, building capacity, accountability, communication internally and externally, and fiscal responsibility.

New Mexico is unique because of the 23 sovereign tribes that include 19 Pueblos spanning across the state. PED has the unique opportunity to work with all 23 nations by focusing on each tribes' educational priorities that directly affect their tribal students and communities. The State-Tribal Collaboration Act (STCA) is only one of the mechanisms that supports PED's ongoing relationship and collaboration with each Pueblo, Tribe, and Nation. Within each Pueblo, Tribe, and Nation, are education departments that provide educational and cultural opportunities for students while they are in school but also provide after school and summer learning for their tribal students. These multiple opportunities embedded in each community offers PED unique opportunities to work with community members, help build capacity and increase institutional knowledge within each education department.

## Agency Overview and Background

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- **PED's Mission Statement:**

*Equity, Excellence and Relevance*

PED partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

- **PED's Vision:**

*Rooted in Our Strengths*

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

PED is comprised of more than 20 offices and programs within various divisions. Some of these divisions, offices, and programs include Capital Outlay, Curriculum and Instruction, Identity, Equity, and Transformation, Language and Culture, Licensure Bureau, and Policy & Legislative Affairs. PED's leadership includes the Secretary of PED, the Managing Director, the Deputy Secretary of Identity, Equity, and Transformation, the Deputy Secretary of Teaching, Learning, and Innovation, the Assistant Secretary of Policy, Research, and Technology, the Assistant Secretary of Indian Education, and the Director of Finance and Operations.

- **IED's Mission Statement:**

To increase American Indian student academic and cultural achievement through culturally relevant pedagogy, native language, and collaborative partnerships.

- **IED's Vision:**

All American Indian students will become proficient in academic, cultural, and leadership standards to become productive and contributing members of their pueblo/tribe/nation and state.

The IED is created within PED. The Secretary of Education appoints an Assistant Secretary for Indian Education who directs the activities of the division and advises the Secretary on development of policy regarding the education of tribal students. Along with the Assistant Secretary of Indian Education, IED is comprised of the following divisions, the Deputy Director, the Business Operations Specialist, the School Design Specialist, the Program Specialist, the Tribal Consultation Specialist, the Native American Language Specialist, and the Navajo Nation Specialist.

## Statutory Requirement

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Per **Subsection C of Section 18.11.1 NMSA 1978**, the STCA is a regulatory requirement. This section describes the laws and rules that apply to the STCA.

No later than July 31 of every year, a state agency shall submit a report to the Indian Affairs Department on the activities of the state agency pursuant to the STCA, and the Indian Affairs Department (IAD) shall compile all such reports for submittal to the governor and to the legislature. The report shall include:

- (1) the policy the state agency adopted pursuant to the STCA;
- (2) the names of, and contact information for, the individuals in the state agency who are responsible for developing and implementing programs of the state agency that directly affect American Indians or Alaska Natives;
- (3) the current and planned efforts of the state agency to implement the policy set forth in Subsection A of Section 3 of the STCA;
- (4) a certification by the state personnel office of the number of managers and employees of each state agency who have completed the training required by Subsection B of this section;
- (5) a description of current and planned programs and services provided to, or directly affecting, American Indians or Alaska Natives and the amount of funding for each program; and
- (6) the method the state agency established for notifying employees of the state agency of the provisions of the STCA.

## PED's Adopted Policy Pursuant to the STCA

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On July 8, 2016, the New Mexico PED approved and adopted its Collaboration and Communication Policy in compliance with the State-Tribal Collaboration Policy. Implementation of the policy requires a constant and ongoing government-to-government relationship between the tribes, pueblos, and nations of New Mexico, and PED. The many collaborative outreach activities with tribes and pueblos reflect PED's commitment to engage in meaningful dialogue and improve the opportunities for American Indian students to succeed both academically and culturally. Collaborative outreach activities stemming from the policy include:

1. Formalize the requirement of the STCA to implement a collaboration and communication policy that seeks collaboration and participation by Indian nations, tribes, and pueblos in the policy development and program activities or services related to education.
2. Establish a minimum set of requirements and expectations with respect to a government-to-government relationship to increase educational attainment.
3. Promote the development of innovative methods of obtaining collaboration on issues from tribal governments and involving tribal governments in agency decision-making processes that affect education policy.

4. Establish a process that can assist in resolving potential conflicts, maximize inter-governmental relations, and enhance an exchange of ideas and resources between the entities for the greater good of all New Mexico citizens.

The complete policy can be accessed [here](#).

## Indian Education Advisory Council (IEAC)

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Pursuant to the Indian Education Act (IEA), PED’s Communication and Collaboration Policy recognizes the role of the Indian Education Advisory Council (IEAC) to solicit advice that supports collaboration with Tribes for policy development prior to engaging in consultation. The sixteen-member council consists of: representatives of the Navajo Nation, Mescalero Apache Tribe, the Jicarilla Apache Tribe, representatives from the southern and northern Pueblos, urban areas including Albuquerque, Gallup, and Farmington, as well as representatives from the Bureau of Indian Education, Head Start, and the public. All members, including one non-tribal member, must have knowledge of, and involvement in, the education of tribal students. The purpose of this duly appointed group of individuals is to provide advice and recommendations to the Secretaries of education and Assistant Secretaries on matters relative to agency policies, programs, and services.

<b>Indian Education Advisory Council Members During 2022-2023</b>	
<b>Tribal Representation</b>	<b>Member</b>
Navajo Nation	Chad Pfeiffer
Navajo Nation	Wendy Greyeyes
Navajo Nation	Expired
Navajo Nation	Kim Lanoy-Sandoval
Mescalero Apache Tribe	Berdine Largo
Jicarilla Apache Nation	Vacant
Southern Pueblo	Tracey Cordero
Southern Pueblo	Expired
Northern Pueblo	Expired
Northern Pueblo	Michael J. Martinez
Urban Indians	Expired-Albuquerque
Urban Indians	Shawl Iron Moccasin- Farmington Rep
Urban Indians	Vacant—Gallup
Bureau of Indian Affairs—at large	Expired
Head Start—at large	Expired
Tribal Liaison, Director of the Indian Education-HED	Nathan Moquino
Assistant Secretary for Native American Early Childhood Education and Care	Cotillion Sneddy
Public Education Commission Rep.	Sharon Clahchischilliage
At Large Rep- General (Non-Native)	Expired

## PED Current and Planned Efforts

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### ***Every Student Succeeds Act (ESSA)***

In December 2015, Every Student Succeeds Act (ESSA) was adopted as the primary law governing K–12 education in the United States. ESSA requires each state to submit a plan that is aligned with the requirements of the new law. The New Mexico PED initiated formal consultation with tribal leaders, tribal administrators, and community members to gain tribal input into the New Mexico ESSA state plan. Over the course of two government-to-government meetings tribal leaders were given the opportunity to learn more about ESSA, share concerns, priorities, and expectations with PED leaders, and help PED set goals for increasing the success of our Native American students.

PED has developed and implemented focused initiatives to support the educational success for all students, which includes Federal Programs, the Language and Culture Division, Special Education Division, the College and Career Readiness Bureau, and the Math and Literacy Division have been instrumental in these initiatives that are designed to address the educational gap and cultural development of American Indian students. Additionally, programs, activities, and outcomes from various grants, that are specific to American Indian students from within school districts are included within this report.

Integral to the ESSA Plan, PED asserts an Affirmation of Tribal Consultation process that creates the opportunity for local school districts and tribes to engage in meaningful discussion and decision-making.

ESSA created the opportunity for PED to re-engage with tribal leaders and key stakeholders on major initiatives, while considering how to continuously refine educational systems and best support educators.

### ***FY 2023 Top Three Accomplishments***

- 1) On June 16, 2023, PED reignited New Mexico Vistas (NM Vistas). NM Vistas is a new school portal providing comprehensive information to families for informed school choices. The portal aims to increase access to equitable educational opportunities and ensure holistic student preparation for college, career, and life.
- 2) In 2020, PED launched Open books, New Mexico’s public education financial transparency portal. This website displays Budgeted Revenue, Budgeted Expenditures, and Approved Actual Year to date revenue and expenditure information starting with the 2020-2021 fiscal year for all state districts, state charter schools, local charter schools, and regional education cooperatives. Within the portal, local education agencies (LEAs) report information like occurrences of Tribal Consultation with New Mexico’s tribes whose students are enrolled in each LEA. Along with reporting Tribal Consultation, the portal allows LEAs to report how federal or local revenue monies are spent to improve student outcomes or school infrastructure.
- 3) In school year 2022-2023, PED’s Special Education Division along with IED launched a statewide teacher mentorship program for Native American and special education teachers. At the end of the first year, the mentorship team provided over 1,000 combined hours of one-to-one coaching to teachers across the state and provided 112 combined hours of Professional Development. Professional development

included, Teacher Self-Care, Developing an Individualized Education Plan (IEP) and Tracking Data, and Culturally and Linguistically Responsive Instructional Strategies. At the end of SY 2022-23, 175 teachers were participating in the mentorship program from across the state of New Mexico.

## Evidence of Effective Communication and Collaboration Between the State Agency and Indian Nations, Tribes, or Pueblos

- IED held quarterly Meetings with all Grantees/Programs to include at least two presentations from each grant recipient to provide an overview of their program and initiatives (Collaborative Activities).
- PED/IED engaged in conferences, workshops, information sessions and activities to improve New Mexico student education achievement and accountability and focused trainings for Native American students.
- IED convened with 22 tribes/pueblos/nations, school districts, tribal education departments, educators, parents, and students at the fall and spring semi-annual government-to-government summits. During these summits, PED, Higher Education Department (HED), Early Childhood and Early Care Department (ECECD), and PED's bureaus provided hands-on trainings. Approximately 100-200 participants attended each of the government-to-government summits.
- IED met regularly with tribal and pueblo leadership throughout the year. In addition, individual tribal/pueblo leadership meetings are held to allow for presentation and discussion related to Indian education funds, Impact Aid, ESSA, Tribal Consultation on Covered Programs language activities, the priorities of the IED, and other areas of concern and interest.



Submitted by Pueblo of Taos



Submitted by Pueblo of Acoma

# Training that Supports Communication, Collaboration, and Cultural Competency

## *Tribal Consultation and Cultural Competency Training*

IEDs Tribal Consultation guide is a resource for New Mexico’s Local Education Agencies (LEAs), School Administrators, School Board Members, Educators, Tribal Leaders and Tribal Education Departments. The New Mexico PED Indian Education Division (IED) is tasked with providing technical support to local education agencies (LEAs) and tribes as they navigate the process of implementing, evaluating, and improving effective tribal consultation practices for successful engagement and partnerships with stakeholders.

Tribal consultation is defined as formal when required by federal or state law or mandated by federal or state policy. ESSA and IEA requires tribal consultation for PED and LEAs. PED’s Collaboration and Communication Policy establishes agency requirements for government-to-government relations that are designed to achieve educational attainment for Native American students. All consultation with New Mexico’s 23 Tribes, Nations, and Pueblos is formal as set forth by federal and state laws.

Tribal Consultation as required by ESSA is intended to help develop relationships among state, tribal, and local educators, and officials. Specifically, to establish grounds for a trusting relationship and foster transparent dialogue regarding the leverage of state or federal funds to meet the needs of Native American students. Tribal Consultations is meant to be an ongoing communication that can be held monthly, bimonthly, quarterly, and annually. The effort to build these relationships leads to mutual understanding, respect, and consensus-based decision making that results in collaborative efforts to develop appropriate curricula, programs, and services.

## Training that Supports Communication, Collaboration, and Cultural Competency with PED Departments

<b>Assessments</b>	The bureau includes cultural competency training as part of the bias and sensitivity item review. This training is shared with all district test coordinators, new assessment vendors, and item review participants. This training addresses content that is avoided on state assessments in response to cultural sensitivity.
<b>At-Risk Intervention</b>	The Martinez/Yazzie Response team conducts Supporting Innovation and Teaching Excellence (SITE) visits to provide support, communication, collaboration, and cultural competency for all schools receiving Family Income Index.
<b>Black Education Act</b>	“Meeting the Moment” canvas-based training provides access to the following trainings: Embracing Equity, POMS and Vector Solutions.
<b>Charter School</b>	Governing Board training includes Equity, Culturally and Linguistically Responsive practices.
<b>College and Career Readiness</b>	The College and Career Readiness Bureau (CCRB) has assigned a College and Career Readiness coach for Bureau of Indian Education (BIE) funded schools. CCRB provides communication through email blasts to all educational entities across the state in relation to Career Technical Education and regarding all CCRB's initiatives.
<b>Communications Office</b>	Communications about PED collaboration and cultural competency will continue via the e-blast and social media.



<b>Constituent Services</b>	Informs constituents about trainings offered by PED when inquiries are received.
<b>Curriculum and Instruction (CI)</b>	Professional development sessions were provided directly to district and school leaders through the semi-annual CI Convenings.
<b>Educator Growth and Development Bureau</b>	A Culturally Linguistically Responsive Instruction (CLRI) micro-credential is embedded in APLI-II and APLII-III. CLRI is woven into most micro-credentials for advancement.
<b>Indian Education Division</b>	Tribal Consultation, Open-Books, monthly meetings with Tribal Education Directors, RFA Development, Student Need Assessment Training, Indian Education Act Training & Tribal Sovereignty.
<b>Information Technology</b>	The Digital Equity in Education Act created an advisory council on matters of best practices using technology for teaching and learning. Several members are indigenous, and their voice will be heard and shared.
<b>Instructional Material</b>	All educators who participate in reviewing instructional materials receive several hours of training for reviewing instructional materials with a Culturally Linguistically Responsive (CLR) lens and review using the CLR criteria within the review rubrics.
<b>Language and Culture Division (LCD)</b>	The purpose of the professional development provided by the LCD is to empower teachers and school leaders with the knowledge and practical experience to create educational systems and schools that effectively support and respond to students' academic learning needs. LCD does this by using rigorous, culturally, and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to increase student learning, academic achievement, and educational outcomes. To ensure that teachers and school leaders receive the professional development they need to be successful, the LCD designed the CLR Professional Development series to structure, support, and sustain culturally responsive pedagogy and CLR Instruction. The CLR Professional Development series consists of three pathways. In SY22-23 the CLR PD included coaching sessions at the school and classroom level (pathway III) as well as CLR Deep Dive trainings in several regions of the state.
<b>Literacy and Humanities</b>	Understanding the Ethnic, Cultural, and Identity Studies Standards is a professional learning opportunity focused on the New Mexico Social Studies Standards, specifically emphasizing the Ethnic, Cultural, and Identity of the Social Studies Standards. This workshop, organized by the Borderlands and Ethnic Studies team at New Mexico State University, will equip educators with the knowledge and skills to unpack the ECI standards and apply them effectively.
<b>Math and Science Bureau (MSB)</b>	All professional learning opportunities provided by the MSB are aligned to support CLR instruction and foster equitable classroom environments. This is in alignment to the Martinez/Yazzie Action Plans/Discussion Drafts and the NM Math Framework.
<b>Safe and Healthy Schools</b>	Safe and Healthy Schools collaboration includes communication with IHS and tribal leaders on about infection information, collaboration with school site and district staff is ongoing for Project AWARE, connection with other Native American AWARE programs across the country has begun to share barriers and offer solutions and success stories. In addition, discussion with the University of New Mexico (UNM) evaluation team and SAMHSA regarding cultural competency is ongoing, primarily to address the sigma and building or rapport for this unique urban Native community. Collaboration occurred

with Department of Health (DOH) to create and offer a SHAPE Assessment training to promote mental health systems in schools. Fiscal support was offered to increase quantity and quality of mental health service providers in rural locations (particularly in Native American communities) through tuition reimbursement

## Training and Professional Development for American Indians/Alaska Natives

<b>Assessment</b>	All schools with MOUs received training on 6.10.7 NMAC and routine district test coordinator training for each specific assessment program that addresses rostering of students, setting up testing sessions, test administration, scoring, and reporting. The bureau includes cultural competency training as part of the bias and sensitivity item review. This training is shared with all district test coordinators, new assessment vendors, and item review participants. This training addresses content that is avoided on state assessments in response to cultural sensitivity.
<b>At-Risk Intervention</b>	The Martinez/Yazzie Response team conducts Supporting Innovation and Teaching Excellence (SITE) visits to provide support, communication, collaboration, and cultural competency for all schools receiving Family Income Index.
<b>Black Education Act</b>	Black Education Act has offered professional development trainings to tribal school staff. Additional, onsite school based cultural discussions have included some native students. House Bill (HB) 43 requires annual anti-racism and cultural sensitivity trainings for all school staff, including tribal and rural schools. Black Education Act has developed and implemented a 3-year Canvas based training called Meeting the Moment to fulfill this requirement.
<b>Charter School</b>	Charter Schools provide governing board training and training that assists founders with submitting a charter application, assists with submitting a renewal application, and once approved, assists with preparing to open doors.
<b>College and Career Readiness</b>	College and Career Readiness provides training to submit a quality CTE application to access state and federal funding and provides technical assistance to guide schools in establishing high quality programs of study. College and Career Readiness has a free career exploration platform and math curriculum for all New Mexico students and teachers.
<b>Communications Office</b>	Communications about PED training and professional development will continue via the e-blast and social media.
<b>Community Schools</b>	Quarterly technical assistance virtual sessions, attendance at Government-to-Government Summit, meet with individual tribal and rural schools as needed.
<b>Constituent Services</b>	Inform Constituents about the training and professional development offered by PED when inquiries are received.
<b>Curriculum and Instructions</b>	The Indigenous Education Curriculum Specialist attended the Western States Civics Coalition to support the implementation of social studies standards that are responsive and relevant to indigenous serving teachers and students. The Specialist also attended the Institute for American Indian Education meetings to talk about research and current work related to educator preparation, language and culture, leadership, and other topics related to Indigenous education.
<b>Educator Growth and Development Bureau</b>	Educator Growth and Development staff are available for online meetings/presentations, provide office hours for Elevate NM, and trainings for each program.

<b>Finance Analysis</b>	Training can be conducted to increase financial literacy of public education funding and expenditures.
<b>Indian Education Division</b>	Quarterly Technical Assistance program meetings with Tribal Education Directors, and semi-annually budget review meetings with tribal entities to provide technical assistance.
<b>Language and Culture Division (LCD)</b>	The LCD attended this year's Government to Government Summit and led sessions on the state-funded Bilingual Multicultural Education Programs (BMEPs) and the State Seal of Bilingualism-Biliteracy (SSBB).
<b>Learning Management System (LMS) Canvas</b>	The LMS Bureau will continue to make PD courses created by other Bureaus available to all NM educators.
<b>Literacy and Humanities</b>	5,286 educators are participating in Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning that includes all K-4 teachers. 1,097 teachers, reading interventionists, administrators, and special education teachers have completed the two-year LETRS training. 858 administrators (principals, assistant principals, C&I leaders) enrolled in training. 154 LETRS facilitators across the state are sustaining the initiative. Literacy and Humanities identified four model schools across the state that serve as the exemplars for New Mexico, identified 32 literacy support schools across the state who are implementing evidence-based practices aligned to structured literacy, and identified 52 literacy leaders across the state, building awareness with colleagues aligned to structured literacy. Literacy and Humanities placed 25 regional reading coaches.
<b>Math and Science Bureau (MSB)</b>	The MSB will continue to make all professional learning opportunities available, whether fully virtual or hybrid, available to all NM educators. In addition, we have several asynchronous Canvas courses will launch in SY23-24 with open enrollment to all educators.
<b>Multi-Layered System of Support (MLSS)</b>	The MLSS framework holds a session at each government to government conference to speak with tribal leaders and educators about the framework and the resources/supports available through the MLSS to support whole-school systems improvement.
<b>Safe and Healthy Schools</b>	Project AWARE is working on scheduled trainings, MHFA, QPR, CRAFFT, PHQ-9, ARC, and possibly SHAPE Assessment training based on interest.
<b>Special Education</b>	The Statewide Teacher Mentorship Program's primary purpose is to provide a support system for first-through-third year teachers. This is achieved with high-quality professional development and mentoring to ensure an effective transition into the teaching field. This focus increases the retention of capable teachers in the classroom to ensure academic success for our students.
<b>Student Success and Wellness</b>	Trainings are ongoing for all BIE entities. A training was provided this April to all food service directors in Gallup.

### Follow-up Meetings with Grant Recipients

IED conducts meetings with tribes and pueblos to monitor the status of their grants' progress—including program status of expenditures and achievements. IED staff provides technical assistance to ensure that programs produce and meet deadlines on an annual basis.

## Meetings with Stakeholders

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IED has met with numerous entities to discuss areas of mutual educational interests. Meetings were held with the following entities to discuss current grants, new partnerships, and collaboration: National Indian Education Association, the SCCC from Oklahoma, the Southwest Region of Indian Education Directors, the Council of Chief State School Officers, the College Board, the Indian Pueblo Cultural Center, Teach for America, National Center for Teacher Residency, Navajo Nation Department of Diné Education, All Pueblo Council of Governors, Santa Fe Indian School Leadership Institute, the University of New Mexico (UNM), and the Institute of American Indian Arts (IAIA).

## Indian Education Programs—Funding

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Through the New Mexico Indian Education Act (IEA), a fund was created to provide grants to support Local Education Agencies (LEAs), including state-chartered charter schools and locally chartered charter schools, that serve a significant number of Native American students. Sections 22- 23A-1 through 22-23A-11 NMSA 1978 include Pueblos, Tribes and Nations. IEA Grants are issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Act, which is focused on the elements within the Systemic Framework.

The systemic framework includes programs, services, culturally relevant activities, and professional development that are needed to improve Indian education in the State of New Mexico.

## Indian Education Funding FY22-FY23

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### Senate Bill 377- Tribal Education Appropriations

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**\$4,500,000-** Appropriated to Tribal Education Departments to implement Education Blueprints and Governance Structures.

**\$4,500,000-** Appropriated to Tribal Libraries in each of the twenty-three nations, tribes, and pueblos, to develop, and staff culturally and linguistically relevant after-school student services and community-based summer programs. PED entered into an MOU with DCA to administer funds to tribal libraries.

**\$1,615,700-** Allocated to Tribal Education Departments to create or sustain Native Language programs, provide instruction, activities, curriculum and instructional material development; create an assessment that is culturally and linguistically appropriate for students, teachers, and programming; or recruit, train, and certify language.

## Indian Education Act (IEA) Grant Funding

The Indian Education Act Grant is issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act.

The grant is focused on the alignment of a school districts systemic framework, which can include any of the following: programs, services, culturally relevant activities and professional development that are all elements needed to improve Indian Education in the State of New Mexico.

Depending on the program or services, the funds may only be u for costs related to personnel, professional development, curriculum and resource materials, tribal heritage language support, transportation, lodging, stipends, and other program-related costs (program related costs).

Eligible entities of IEA funding include Tribal Departments of Education, School Districts, and Charter Schools that serve a significant number of Native American students. Refer to the following link for eligible entities [IEA-RFA FY22-23\\_Final.pdf](#)

Entity Name	Grant Year Allocation
Pueblo of Cochiti	\$103,150
Pueblo of Isleta	\$ 100,000
Pueblo of Jemez	\$ 108,355
Pueblo of Jicarilla Apache	\$100,000
Pueblo of Laguna	\$ 113,650
Pueblo of Nambe	\$ 97,669
Ohkay Owingeh	\$ 97,230
Pueblo of Picuris	\$ 100,485
Pueblo of Sandia	\$ 99,300
Pueblo of San Ildefonso	\$ 100,000
Pueblo of San Felipe	\$ 100,885
Pueblo of Santa Ana	\$ 102,535
Pueblo of Santa Clara	\$ 102,010
Santa Domingo Pueblo	\$ 113,000
Pueblo of Taos	\$ 104,605
Pueblo of Zia	\$ 99,991
Pueblo of Zuni	\$ 110,312
<b>Grand Total</b>	<b>\$1,753,177</b>

Entity Name	Grant Year Allocation
APS	\$ 118,985
Aztec	\$ 87,530
Bernalillo	\$ 89,758
Bloomfield	\$ 93,066
CCSD	\$ 108,400
Cuba	\$ 87,465
DEAP	\$ 85,245
Dream Dine	\$ 85,235
Dulce	\$ 84,000
Espanola	\$ 86,210
Farmington	\$ 82,477
Gallup McKinley	\$ 130,000
Gordon Bernell	\$ 85,235
Grants Cibola	\$ 90,000
Hozho	\$ 86,165
Jemez Mountain	\$ 85,365
Jemez Valley	\$ 86,270
Los Lunas	\$ 88,860
Magdalena	\$ 85,520
Middle College	\$ 85,505
NACA	\$ 87,230
Penasco	\$ 85,160
Pojoaque Valley	\$ 86,590
Rio Rancho	\$90,000
Ruidoso	\$ 56,828
San Diego Riverside	\$ 62,000
Santa Fe	\$ 86,715
Six Directions	\$ 85,310
Taos Municipal	\$ 86,160
Tularosa	\$ 86,200
Vista Grande	\$ 85,190
Walatowa Charter School	\$ 60,000
Zuni Public Schools	\$ 65,171
<b>Grand Total:</b>	<b>\$2,853,845</b>

## Indigenous Education Initiative (IEI) Grants

This initiative is aimed at innovation and community engagement work that promotes academically excellent and culturally relevant educational opportunities. The objectives of this funding are:

- Participants redesign their district, school, or programming to better serve indigenous students and communities through three phases – Designing, Piloting, and Relaunching.
  - Through each step of the process, community input and feedback are embedded to ensure consistent impact.
- Students benefit from initiatives that design schools to provide the best opportunity for academic preparation for college, career, and community leadership, for identity development, and for holistic health.
- Successful programs are based on community needs and desires in Indigenous Education.

Entity Name	Grant Year Allocation
APS	\$200,000.00
Dream Dine	\$200,000.00
Hozho	\$200,000.00
Rio Rancho	\$200,000.00
TNTP	\$200,000.00
<b>Grand Total:</b>	<b>\$1,000,000</b>

\*Districts/ Charters funding- below the line funds- Indigenous, Multilingual and Special Education

Entity Name	Grant Year Allocation
Bernalillo	\$200,000.00
Cuba	\$200,000.00
Santa Fe	\$200,000.00
Taos/Vista Grande	\$200,000.00
DEAP	\$200,000.00
GMCS	\$200,000.00
<b>Grand Totals:</b>	<b>\$1,200,000</b>

\*Districts/Charters- funding IEA funds for FY23

## Recruit and Retain High Quality Teachers and Administrators for Native American Communities

Competitive grants are made available to New Mexico-approved alternative/traditional educator preparation programs (not private) administered by public entities to facilitate, develop, or expand teacher/administrative preparation programs across the state of New Mexico to recruit and retain high quality Indigenous teachers and or administrators. This \$1 million initiative aims to increase access to the teaching profession by providing a variety of incentives to encourage prospective teachers and administrators to teach in a Native American-serving school district or charter school whose enrollment of Native American students is 50% or more. This RFA promotes partnerships between public educator preparation programs (EPPs) and local educational agencies (LEAs). The New Mexico Public Education Department (PED) believes that in order to recruit and retain

Native American staff, some critical access needs to be provided by high-quality Grow Your Own Teacher Programs

Entity Name	Grant Year Allocation
Cooperative Education Services (CES)-Leading Educators through Alternative Pathways (LEAP)	\$249,962.82
Institute for American Indian Education (IAIE)	\$250,000.00
University of New Mexico – Promoting our Leadership, Learning, and Empowering our Nations (POLLEN)	\$224,059.00
Pueblo of Jemez Department of Education – Collaborative partnership with the University of Hawaii	\$250,000.00
<b>Grand Total:</b>	<b>\$974,021.82</b>

**New Mexico Indigenous Language Revitalization Initiatives**

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These grants below are to develop the recommended programs to build Indigenous Language Revitalization Programs. Several strategies have shown evidence that Indigenous Language Revitalization programs effectively grow the number of indigenous language speakers within a given community and support effective and successful immersion schools/programs. The Indigenous Language Initiative aims to directly increase the number of indigenous language speakers, give access to Culturally and Linguistically Responsive learning environments that support development of curriculum, assessments, and teacher development, and assess the status of Indigenous Languages in New Mexico. A total of \$4,273,770.01 was allocated.

**Native American Community Based Immersion Schools PreK-12**

The Native American Community Based Immersion School Grant was administered to establish, expand or strengthen immersion schools that serve Native American students. This can include creating school design plans and specific outcomes to develop an immersion school, along with best practices of immersion methodology and culturally responsive and sustaining education.

Entity Name	Grant Year Allocation
APS-Tres Volcanes Navajo Immersion Program	\$200,000.00
PUEBLO OF JEMEZ- Language Immersion Pilot School	\$200,000.00
Saad K'idilyé' Language Nest Immersion Schools	\$154,754.00
NAVAJO PREPARATORY SCHOOL-Diné Soaring: Navajo Immersion	\$200,000.00
PUEBLO OF SANTA CLARA- Immersion	\$200,000.00
<b>Grand Total</b>	<b>\$954,754</b>

**Indigenous Language Fellows**

The Indigenous Language Fellows grant was administered to establish or support an existing Mentor Apprentice Indigenous Language program that increases the number of fluent speakers within a specific

community. Programs must have at least two Mentor Teachers and support two cohorts of four or more apprentices who will dedicate two full years to pursuing fluency in the target language over the period of the grant. Upon completion of the fellowship, participants must complete the 520-certification process and serve in an educational setting. Salary must be commensurate with that of a Level I licensed teacher.

Entity Name	Grant Year Allocation
Albuquerque Diné Bizaad Fellowship Pathway Program	\$499,800
Cuba (CISD) Mentor Apprentice Program	\$500,000
Jicarilla Apache	\$500,000
Mescalero Apache Language Mentor/Apprentice Program	\$500,000
(NISN)-Language Revitalization Fellowship	\$372,198.75
Pueblo of Sandia- Indigenous Language Fellows	\$499, 523.26
<b>Grand Total:</b>	<b>\$2,871,522.01</b>

### Increased Access to High Quality Curriculum, Instruction, and Assessment

The Increased Access to High Quality Curriculum, Instruction, and Assessment grant was administered to establish high quality curriculum development, assessments, recruitment and training of teachers and program evaluation.

Entity Name	Grant Year Allocation
Jicarilla Apache Nation	\$50,000
Navajo Preparatory School	\$ 50,000
Pueblo of Zia	\$ 50,000
Pueblo of Santo Domingo	\$50,000
<b>Grand Total:</b>	<b>\$200,000</b>

### Native Language Teacher Pipeline Grants FY23

These grants support transformational educational opportunities in New Mexico school districts and charter schools that serve a significant number of Native American students. The grants provide additional resources and key supports aimed at innovation and community engagement work that promote academically excellent and culturally relevant educational opportunities.

Entity Name	Grant Year Allocation
Keres Children’s Learning Center	\$75,000
University of New Mexico	\$ 267,531
Dine College	\$250,430
Pueblo of Jemez	\$100,000
<b>Grand Total:</b>	<b>\$692,961.00</b>



## Reports from PED Divisions and Bureaus

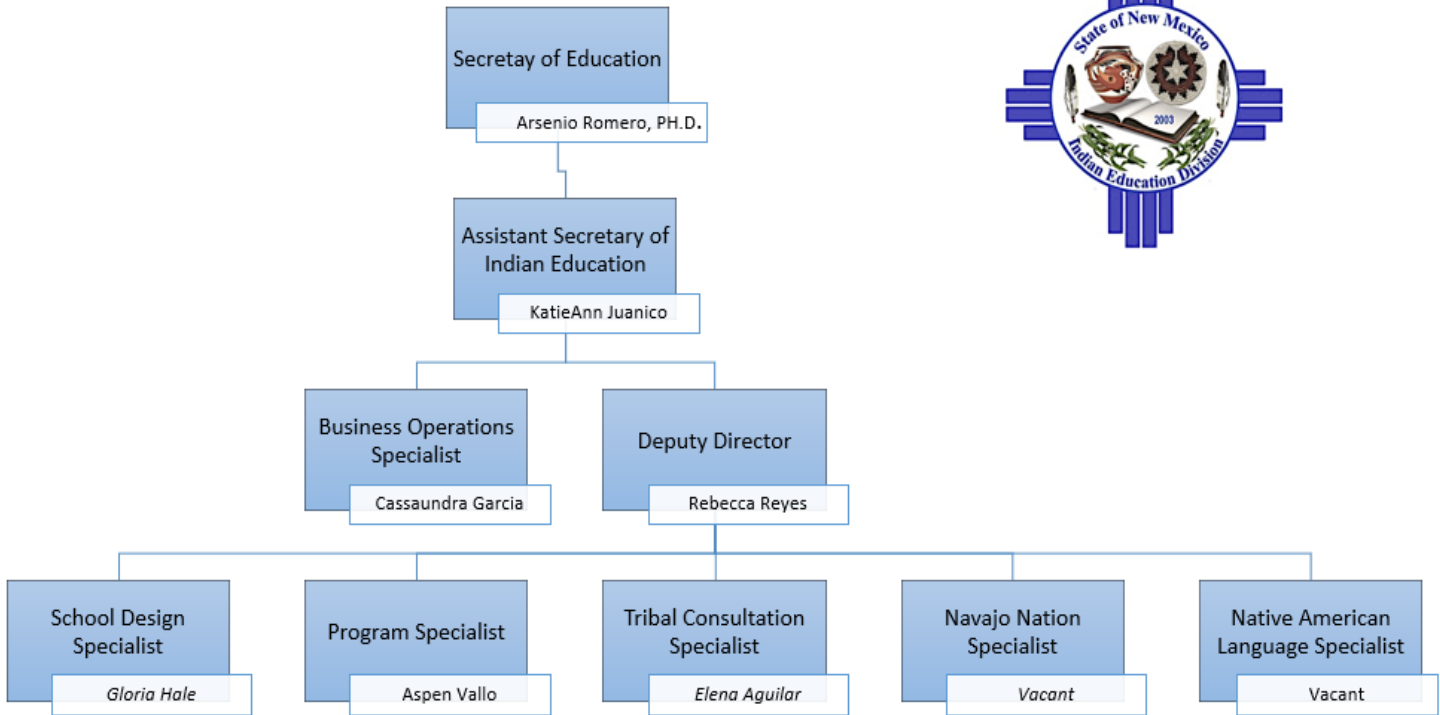
Divisions and Bureaus	Current and Planned Program and Services for American Indians/ Alaska Natives
Assessment	Current MOUs have been established with Santa Fe Indian School, Haak'u Community Academy, Ohkay Owingeh, and Laguna. Additionally, the assessment team conducts tribal consultation to ensure that culturally sensitive topics are avoided on test items during test development (e.g., omission of test items that include owls, bears, and other culturally inappropriate images).
At-Risk Intervention	Family Income Index and other funding streams dedicated for at-risk student groups are available to schools serving American Indians/Alaska Natives. The ARAO Portal is available to this student group to report incidences of racism within New Mexico schools. Marketing materials for the ARAO Portal are translated into various languages including Indigenous languages like Navajo.
Black Education Act	Black Education Act bureau consults with Indian Education Act bureau when racial incidents are reported to the anti-racism/anti-oppression portal involving native students and staff. Black Education Act bureau is in the planning process to implement a joint Advisory Council summit to learn about how bureaus can work more effectively together to serve students, especially those with intersecting identities.
Charter School	The Charter School team monitors participation and adherence to Yazzie-Martinez directives to have an Equity Council and provide culturally and linguistically responsive education in state charter schools.
College and Career Readiness (CCRB)	CCRB is in the process of providing direct technical assistance to BIE funded schools in creating career technical educational pathways and innovation zone supports.
Communications Office	Communications about PED programming will continue via the e-blast and social media.
Community Schools	The Community Schools Division has the current Tribal and Rural Community Based Extended Learning Programs.
Constituent Services	Inform Constituents about programs offered by PED when inquiries are received.
Curriculum and Instruction	We are currently working with One Generation to research key tenants, practices, and pedagogies. In the coming year, we will be conducting multiple rounds of collaboration and consultation.
Educator Pathways Bureau	Educator Pathways Bureau includes Native Educators Pathways Working Group-TNTP, Ed Fellows partnership with BIE schools, recruitment and outreach.
Hispanic Education Act	At this time, the HEB does not have any resources or communications specific to Native American students who also identify as Hispanic, but it is on the list of priorities for 2023-2024 to ensure we design a guidance document in collaboration/consultation with the IED and/or tribes.
Information Technology	PED is applying for grant for funding from the Google settlement that includes digital literacy training materials being translated into Navajo.
Language and Culture Division (LCD)	The LCD is creating a work group for SY23-24 to advise the NMPED on development of additional pathways for earning a bilingual education endorsement based on the competencies described in 6.64.10 NMAC. The REL Southwest partnered with NMPED to deliver a three-part teacher learning series focused on culturally responsive practices in support of American Indian English Learner students. The LCD is planning on working with the REL Southwest to train district and school staff in various regions of the state using this learning series in order to increase the support for American Indian English Learner students in New Mexico.
Literacy and Humanities	All LEAs are encouraged to apply as a literacy support and model school. All teachers of reading are required to be trained in the science of reading via LETRs. During the 23-24 SY, all LEAs will implement our newly adopted social studies standards. Linked is a document that includes instructional shifts required to assure all voices, cultures, and identities are represented in the standards. <a href="https://docs.google.com/document/d/1qARS4tIB-_Hmcihgfgl_cVkmgia6G0IXj--ElanU25s/edit">https://docs.google.com/document/d/1qARS4tIB-_Hmcihgfgl_cVkmgia6G0IXj--ElanU25s/edit</a>
Math and Science Bureau (MSB)	The MSB created a working group, which started in SY22-23 and continues into SY23-24, to provide the PED recommendations for expanding high school mathematics pathways. The MSB completed field testing science materials to support high-quality science instruction in high school in SY22-23 and will begin field testing science materials to support elementary science instruction in SY23-24. The MSB helped to support planning for a 2-day 4 Corners CS Convening, centered around bringing Computer Science to Native American students in the four corners region through the lens of their native culture and language, and guiding educators of these students to

	have the tools and background to successfully bridge these worlds. The MSB created a Math and Science Advisory sub-committee to develop outdoor learning standards and define place/community-based education.
Policy & Legislative	<b>Support Area 1:</b> Legislative Session. The agency works with elected officials and any stakeholders elected officials want involved, which may include collaborating with American Indians / Alaska Natives. <b>Support Area 2:</b> Legislative Committee Hearings. Presenting for committees may require preparing data or information about American Indian / Alaska Native students. <b>Support Area 3:</b> Rulemaking. The Policy and Legislative Affairs Division holds informal tribal input sessions for tribal leaders and tribal education directors to give them an opportunity to ask questions about the proposed rules.
Safe and Healthy School	COVID Safe Practices implemented in schools per the PED toolkit and per tribal requirements SFPS AWARE project has offered a milieu setting to provide a safe space for Native American Youth at each high school, students have come to connect with services that support their mental well-being which also supports their academics. Safe and Healthy Schools provides case management and skill building services as well as events to increase mental health awareness to the Native American populations at each site. Students are also being referred to individual therapy by family, school staff and themselves. A summer bridge program with these same intentions is being hosted for 8th graders entering these high schools to start services early allowing them to continue with them throughout the school year. Safe and Healthy Schools also provides fiscal support to increase quantity and quality of mental health service providers in rural locations (particularly in Native American communities) through tuition reimbursement.
Special Education	The NM PED Special Education Division (SED) and Indian Education Division (IED) in partnership with Region 9 Education cooperative (REC9) provide support to first through third-year teachers and inclusion teachers with a Statewide Teacher Mentorship Program.
Student Success and Wellness Bureau (SSWB)	SSWB is currently providing access to free meals for all students that participate in National School Lunch. Pandemic EBT will be provided to all students that are enrolled and eligible for free meals. It will be a stipend of \$120 in August 2023.



*Indigenous Educator Pathways program, Submitted by Pueblo of Taos*

# Organizational Chart



## Tribal Liasion

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## Conclusion

In conclusion, PED is committed to actively engaging stakeholders in achieving increased academic proficiency, wellness, and cultural understanding for Native American students. The PED seeks to maximize the use of available resources, collaborate with stakeholders, create communication pathways, incorporate language and culture, expand academic options, involve families, and build capacity to support our Native American students.

If we, as a state, wish to ensure that Native American students are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs, it is essential that a collaborative model—that integrates New Mexico services across agencies, pueblos, tribes, nations, and school districts—remains the foundation from which we build our future.