



State Agency State Tribal Collaboration Act Annual Report 2025

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Executive Summary

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 offer PED unique opportunities to work with community members, help build capacity and increase institutional knowledge within each education department.

80-day student count data for school year 2024-2025 shows that 36,498 students enrolled in a public school, state or local charter in grades PreK-12th identified as being a member of at least one of the Pueblos, Tribes, and Nations located in New Mexico. The largest membership identified as Navajo. The PED, Indian Education Division (IED) and other bureaus and divisions work collaboratively with the Local Education Agencies (LEAs) where these students attend.

Agency Overview and Background

- **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 Public Education, 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 Deputy Secretary of Special Education, and the Director of Finance and Operations.

PED's Leadership



Mariana D. Padilla
Secretary of Public Education

Mariana Padilla has served as the director of the New Mexico Children's Cabinet since the start of the Lujan Grisham administration, leading the governor's child and family well-being agenda. She also served as the governor's senior education policy advisor, overseeing early childhood, K-12, and higher education. In this role, Padilla helped shape program, policy, and budget priorities, and worked across state agencies to implement key initiatives and system-wide improvements. Her accomplishments include establishing the New Mexico Early Childhood Education and Care Department, launching a statewide literacy initiative, and driving the governor's Cradle to Career education agenda supporting students from birth through college and career readiness.

Padilla has stepped in as acting cabinet secretary for both the Public Education Department and the Children, Youth and Families Department, and has served on numerous boards and councils, including the Public School Capital Outlay Council, which oversees and awards capital projects for schools statewide.

As public education secretary, Padilla will prioritize improving academic achievement, increasing student attendance and engagement, ensuring on-time graduation, and creating pathways to college and career success. She is committed to building school communities where all students feel supported and can thrive.

Padilla began her career as an elementary school teacher in Albuquerque's South Valley. She later earned dual master's degrees in community and regional planning and water resources from the University of New Mexico. Before becoming the director of the Children's Cabinet, she served as the state director for then-Congresswoman Michelle Lujan Grisham for six years, overseeing New Mexico policy and constituent services.

A native New Mexican, Padilla was raised in Albuquerque's South Valley, where she attended Albuquerque Public Schools alongside her three siblings. Inspired by her parents, both retired educators, she has dedicated her career to education and public service. She and her husband are proud parents of three daughters, all of whom attend public schools in Santa Fe.



Seana Flanagan
Managing Director

Seana is Managing Director. Previously, she was Division Director of Educator Quality and has been with PED since 2014. Before joining the Public Education Department, Seana was a middle school educational assistant and teacher in Vermont. She also worked in retail leadership and training for multiple companies, including Apple.



Amanda DeBell
Deputy Secretary of Teaching, Learning and Innovation

Amanda is Deputy Secretary of Teaching, Learning and Innovation. As part of her role, she will support educator quality and curriculum, instruction and assessment. Community and charter schools, as well as struggling schools, fall under her purview.



Gregory Frostad
Assistant Secretary of Policy, Research and Technology

Gregory is Assistant Secretary of Policy, Research and Technology. During his nine years with the agency, he has managed the COVID response for schools, supervised the successful submission of more than \$20 million in competitive grants and worked with the legislature and Governor's Office to achieve the largest funding for New Mexico schools in history.



KatieAnn Juanico
Assistant Secretary of Indian Education

KatieAnn is Assistant Secretary of Indian Education. As part of her job, she leads Indian Education Programs, Native American language and culture projects, and tribal consultations.



Antonio Ortiz
Director of Finance and Operations

Antonio Ortiz is the Director of Finance & Operations which includes oversight of the School Budget Bureau, School Finance Bureau, Administrative Services Division, and the Transportation/Capital Outlay Bureau and has been with PED since 2002. He also serves as PED's designee on the Public School Capital Outlay Council and the Public School Capital Outlay Oversight Task Force. Most important, Antonio is a proud father of a beautiful son who is currently attending the University of New Mexico.

Indian Education Division (IED)

- **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 was created within PED. The Secretary of Public 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 positions, the Deputy Director, the Management Analyst, the School Design Specialist, the Program Specialist, the Tribal Consultation Specialist, the Native American Language Specialist, and the Navajo Nation Specialist.

Tribal Liaison Contact Information

KatieAnn Juanico, Assistant Secretary for Indian Ed.

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Indian Education Division (IED) Team Contact List:

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Gloria Hale	School Design Specialist	Gloria.Hale@ped.nm.gov	(505) 396-1264
Doreen Earle	Navajo Nation Specialist	Doreen.Earle@ped.nm.gov	(505) 607-5051
Elena Aguilar	Tribal Consultant	Elena.Aguilar@ped.nm.gov	(505) 372-9458
Joseph Fragua	Native American/Indigenous Language Specialist	Joseph.fragua@ped.nm.gov	(505) 309-1688
Aspen Vallo	Indian Education Program Specialist	Aspen.Vallo@ped.nm.gov	(505) 629-5921

Statutory Requirement

Per **Subsection C of Section 18.11.1 NMSA 1978**, the State-Tribal Collaboration Act (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 State-Tribal Collaboration Act (STCA)

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)

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.

Current Indian Education Advisory Council Members & Vacancies	
Tribal Representation	Member
Navajo Nation	Chad Pfeiffer
Navajo Nation	Dr. Andy Nez
Navajo Nation	Dr. Kim Lanoy-Sandoval
Navajo Nation	Cheryl Benally
Mescalero Apache Tribe	Berdine Largo
Jicarilla Apache Nation	Tammy Salazar
Southern Pueblo	Marsha Leno
Southern Pueblo	Joseph Garcia
Northern Pueblo	Jeremy Oyenque (Vice-Chair)
Northern Pueblo	Jovanna Archuleta (Chair)
Urban Representative (Gallup Area)	VACANT
Urban Representative (Farmington Area)	Geraldine Garrity
Urban Representative (Albuquerque Area)	Rachel Tsethlikai
At-Large Representative - Bureau of Indian Affairs	VACANT
At-Large Representative - Head Start	VACANT
At-Large Representative – Non-Native	Dr. Karla Moore (Secretary)
Public Education Commission Rep.	Sharon Clahchischilliage

FY 2025 Top Accomplishments

1. **Student Achievement and Attendance** - Student outcomes among Native American students show encouraging improvements across key academic indicators. Reading proficiency has increased by 2%, with 25% of students now meeting grade-level expectations. Science proficiency also improved, rising by 3.7% to 24%. The four-year graduation rate for Native students reached 75%, a 3% increase from the previous year and approaching the statewide average of 76.7%. While chronic absenteeism continues to pose a challenge, the percentage of Native students attending school regularly has risen by 9%, reaching 60%, compared to 66.1% of all students. These gains suggest positive momentum while highlighting the continued need for targeted support.
2. **Increased Funding for Indian Education** – Indian Education in New Mexico is now funded at an unprecedented \$30 million—the highest level in the state's history, marking a significant milestone in our commitment to Native students. Of the total funds, \$750,000.00 is designated for Indian Education Division operations to effectively oversee and implement initiatives. A substantial \$23.4 million is allocated directly to New Mexico's Pueblos, Tribes, and Nations to advance Native American student outcomes. An additional \$5.85 million is distributed to eligible districts and charter schools for the same purposes.
3. **Senate Bill 163 Tribal Regalia at Public School Events** – Senate Bill 163 was officially signed into law on March 19, 2025, marking a historic step forward in honoring and protecting the cultural rights of Native students. This landmark legislation ensures that students can proudly wear tribal regalia and culturally significant items at school ceremonies and events. Under Senate Bill 163, the New Mexico Public Education Department (PED) is tasked with implementing the legislation. The PED will consult with Pueblos, Tribes, and Nations across the state to facilitate the law's execution and will collaborate with districts and charters to provide guidance and support to uphold students' rights to express their cultural heritage. We extend our thanks to the Indian Affairs Department for their support throughout the legislative session, as well as to the bill sponsors for their leadership.
4. **Amendments to Rule 6.35.2 NMAC Implementing the Indian Education Act** – In 2025, the PED recommended amendments to 6.35.2 NMAC in response to years of feedback and requests from tribal leaders. Three notable outcomes of the amendments that honor tribal sovereignty and increased funding directly to pueblos, tribes, and nations include, 1) no reversions of unspent funding, 2) direct, upfront payment rather than reimbursement based, and 3) tribes are no longer required to apply for allocation-based awards from the Indian Education Division.

The Public Education Department is committed to delivering on these strategic priorities:

1. Accelerate Literacy Achievement:

Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and that every student graduates with the literacy foundation essential for lifelong learning and success in college and career.

2. Accelerate Mathematics Achievement:

Improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.

3. Improve Student Attendance:

Improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.

4. Increase Graduation Rates:

Increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.

5. Foster Shared Accountability:

All stakeholders—students, educators, families, school administrators, communities and the PED—share responsibility for educational outcomes, working collaboratively to support each other’s growth and success, ultimately strengthening the educational system across New Mexico.

Please visit [Home - New Mexico Public Education Department \(NMPED\)](#) to see more information on the Strategic Plan and PED’s goals.

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

- The New Mexico Public Education Department (PED) convened with 23 Pueblos, Tribes, and Nations, school districts, tribal education departments, educators, parents, and students at the fall and spring semi-annual government-to-government Indian education summits. During these Indian Education summits, PED, Higher Education Department (HED), Early Childhood and Early Care Department (ECECD) provided one-page documents highlighting proficiency rates and notable outcomes for Native American students. The fall government-to-government Indian education summit occurred in October 2024 at the Buffalo Thunder Casino and Resort. The spring government-to-government Indian education summit occurred in June 2025 at the Santa Fe Indian School. Approximately 200-250 participants attended each of the government-to-government summits.
- PED’s Indian Education Division (IED) continues to host Monthly Indian Education Calls with Tribal Partners each third Wednesday of each month. The audience of these meetings ranges

from tribal leaders, tribal education directors, tribal finance directors, tribal library directors, tribal language directors, and tribally controlled schools. During these calls, tribal partners hear updates and announcements from the Assistant Secretary for Indian Education as well as from the Secretary of Public Education. During the months of January 2025 through July 2025, these virtual calls have an average of 50-70 participants.

- The Assistant Secretary of Indian Education and Deputy Director hosted quarterly check-ins with Pueblos, Tribes, and Nations who receive grant funding from the PED/IED. During these check-ins, the Assistant Secretary and Deputy Director reviewed each grant and remaining balance per grant with the grantee. The discussion also included identification of impacts and outcomes highlighted by the grantees as well as identification of concerns and barriers. These check-ins occurred in October, January, April/May, and August.
- The Assistant Secretary of Indian Education, although always available to Tribal leaders, attends the Indian Affairs Department (IAD) weekly calls with tribal leaders as a liaison from the PED/IED. In addition, The Assistant Secretary of Indian Education attends and presents to All Pueblo of Council of Governors (APCG).
- The PED policy team presents proposed rulemaking during the Monthly Indian Education Calls with Tribal Partners, offering attendees a more intimate space or opportunity to ask the policy team about upcoming or pending rulemaking. While attendees are still required to submit feedback formally, when the PED recommended amendments to rule 6.35.2 NMAC, presentations for transparency were provided.

Tribal Consultation and Cultural Competency Training

IED’s 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. In 2025, the PED created a definition for tribal consultation with a list of best practices. During the spring Government-to-Government Indian Education Summit, the PED shared that draft definition to tribal leaders for review and feedback. PED intends to release the definition at the beginning of school year 2025-2026. The definition is only one step in accountability of LEAs aligned to the Indian Education Act.

Tribal consultation is defined as formal when required by federal or state law or mandated by federal or state policy. ESSA and the Indian Education Act (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.

Evidence of Communication and Collaboration Across PED Bureaus and Divisions

Student Support Services Division – At Risk Intervention Response (AIR)	District and Charter Engagement: Provided direct support to multiple districts and charters identified as high need, offering technical assistance and on-site visits to address student risk factors. Tribal Collaboration & Family Engagement: - Family Engagement Liaison Catalina Neff collaborated with Indigenous Curriculum Specialist Sunni Costello on culturally appropriate family engagement practices and tribal data access. - Participated in the PED Internal Family Engagement Collaborative and partnered with EPICS to develop a tribal leader contact listserv. Support for Culturally Relevant Curriculum:
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	• Partnered with principals to integrate culturally relevant curriculum and social-emotional learning supports. • Guided the use of Family Income Index (FII) funds to expand Indigenous language programs and supported salaries of Indigenous language teachers. • Provided consultation on bilingual programs and implementation of bilingual seals. Charter School Support: • Assisted FII-funded charter schools in budget development and represented them during PEC meetings. • Strengthened relationships through participation in school events, including ceremonies at Six Directions Charter School. School Site Visits and Reporting: • Conducted school visits to Central Consolidated, Dulce, Farmington, Gallup, Grants, and Zuni. • Produced written reports assessing implementation fidelity of Educational Plans and documenting supports to improve student outcomes. Professional Presentations and Statewide Impact: • Presented statewide on trauma-informed, culturally relevant care, family engagement strategies, and support for LGBTQ+ students. • Invited by Jemez Pueblo to present on trauma-informed care from a community resilience perspective, with plans to continue this work in FY25–26.
Curriculum & Instruction Division	Collaboration with Tribal Governments and Education Departments • Presented “<i>Enhancing Community Success: Introducing MLSS for Native Tribes</i>” at the Fall 2024 Government-to-Government Summit. • Led a session to gather Tribal leader feedback on the draft New Mexico Artificial Intelligence (AI) guidance document. • Shared the <i>Indigenous Instructional Scope</i> with Tribal leaders, Tribal Education Departments, and LEAs during a dedicated presentation on February 19, 2025. • Participated in both the Fall 2024 and Spring/Summer 2025 Government-to-Government Summits. • Attended the APS Tribal Consultation on March 13, 2025, to engage in formal dialogue with tribal partners. Programs, Services, and Initiatives Impacting Indigenous Students

- Co-developed the *Indigenous Instructional Scope* with 30 educators representing 14 districts, 11 Tribal Nations, and a combined 622 years of experience.
 - Defined tenets for both teacher- and student-facing materials.
 - Organized innovative instructional strategies and aligned them to each tenet.
 - Identified grade-spanning resources to enhance culturally responsive instruction.
 - Created scaffolded supports for varying educator needs and experience levels.
- Partnered with CNM, San Juan College, and Northern New Mexico College to embed Indigenous Instructional Scope elements into teacher preparation curricula.
- Delivered professional development on culturally responsive instruction and the Indigenous Instructional Scope at major statewide events, including:
 - Black Education Act Conference
 - MLSS Teacher & Administrator Convenings
 - Equity Council
 - Charter School Conference
 - Structured Literacy Conference
 - Indigenous Education Summit
 - Four Corners CS Convening
 - Tribal Youth Summit

Integration of AI and Advocacy for Tribal Representation

- Collaborated with Indigitize at the Fall G2G Summit to kick off discussions on ethical AI implementation for Indigenous communities.
- Advocated for Tribal and Indigitize representation on the Legislative Education Study Committee's (LESC) AI working group.
- Delivered a keynote on AI and Indigenous education at Pine Hill Community Schools, which sparked initial discussions with BIE on AI guidance support.

Professional Development and Tribal Engagement

- Sunni Costello established ongoing professional development partnerships with APS and NACA schools to implement the Indigenous Instructional Scope and is actively expanding this network.
- Community feedback gathered during the development of the Indigenous Instructional Scope was shared with Tribal partners to promote transparency, ensure cultural relevance, and support co-creation of instructional frameworks.

Upcoming Work: FY25–FY26

	• Launching two virtual professional development cohorts in Fall 2025 and Spring 2026 on the Indigenous Instructional Scope through a Canvas-based course, offering digital badges and stipends to participants. • Hosting a statewide Indigenous Education Convening to promote culturally responsive instructional strategies. • Collaborating with community schools to implement High-Dosage Tutoring as part of instructional support for Indigenous students.
College and Career Readiness Bureau	Tribal and Pueblo Collaboration • Maintained strong partnerships with 13 Tribal and Pueblo governments during the current program year, including: ○ Pueblo of Acoma ○ Pueblo of Isleta ○ Jicarilla Apache Nation ○ Pueblo of Laguna ○ Mescalero Apache Nation ○ Pueblo of Picuris ○ Pueblo of Pojoaque ○ Santa Ana Pueblo (FY26) ○ Santo Domingo Pueblo ○ Taos Pueblo ○ Pueblo of Ysleta del Sur (consulted, not participating) ○ Pueblo of Zia ○ Pueblo of Zuni • Continued collaboration with Pueblos and Tribal Education Departments for the state-funded Summer Enrichment Internship Program, originally launched in Summer 2021. Direct Impact on Native Youth • Provided paid internship opportunities to high school-aged Native youth through tribal and pueblo-run programs. • Ensured minimum participation from six or more tribal governments each summer since inception. • Embedded quality learning objectives into the program, setting it apart from standard work programs by incorporating employability skills, financial literacy, and career exploration. Support Infrastructure for Tribal Partners • Offered comprehensive technical support through: ○ Weekly technical assistance meetings every Thursday from May through August.

	○ Training webinars, internship templates, and operational documents to guide implementation. ○ On-demand individual consultations tailored to tribal partners' specific needs. Consultations and Feedback • Held individual consultations or meetings in Summer 2025 with: ○ Acoma, Isleta, Santa Ana, Jicarilla Apache, and Mescalero Apache (individual team meetings). ○ Picuris, Pojoaque, Santo Domingo, Laguna, Taos, Ysleta del Sur, Zia, and Zuni (individual phone consultations). • Key discussion topics included: ○ Youth eligibility and program logistics ○ Funding and reimbursement requirements ○ Background checks ○ Syllabus and schedule development for the 8-week internship ○ Supportive resources for employability and career readiness Ongoing and Future Collaboration • Continued weekly Community of Practice meetings through August 28, 2025 to promote peer learning and shared strategies. • Ongoing availability of individual collaboration sessions upon request. • Planned outreach for Summer 2026 to begin in Fall 2025, ensuring early engagement and smooth program preparation with tribal and pueblo governments.
Literacy & Humanities Bureau	Collaboration with Tribal Governments and Tribal Education Departments • Partnered with Tribal leaders and TEDs to align professional learning opportunities—specifically around the New Mexico Social Studies Standards—to Indigenous communities. • Engaged in consultation to prioritize Structured Literacy grant sites serving high populations of Indigenous students, ensuring culturally responsive support is delivered with fidelity. Programs and Initiatives Supporting Indigenous Students • LETRS Training (Language Essentials for Teachers of Reading and Spelling): ○ Offered statewide to K–5 teachers at no cost. ○ Special efforts made to include educators in Tribal communities. ○ Provided additional coaching and implementation support for teachers serving Indigenous students.

- **Structured Literacy Implementation:**
 - Developed **Implementation Guides** tailored to **Native languages**, aligning the Science of Reading with the linguistic features of:
 - Diné
 - Keres
 - Tewa
 - Tiwa
 - Zuni
- **Family Literacy Events:**
 - Collaborated with Indigenous-serving schools to host **community literacy nights** celebrating **oral storytelling traditions**.
 - Distributed home literacy resources to support family engagement and language preservation.

Data Sharing and Culturally Responsive Feedback

- Collected and shared feedback from Tribal educators on **LETRS training** to assess cultural relevance and practical classroom application.
- Presented implementation data from **Structured Literacy Coaching** at schools with high AI/AN enrollment to guide decision-making and co-design literacy support systems.
- Shared findings with Tribal partners to promote transparency, trust, and collaborative action to address literacy inequities.

Future Collaboration Plans: FY25–FY26

- **Co-develop Structured Literacy Guides** for all NM Tribal languages in collaboration with **Tribal linguists and educators**.
- Expand **LETRS participation** among educators in Tribal schools with **culturally responsive adaptations** and localized coaching.
- Establish a **Native Language Literacy Advisory Group** in Fall 2025 to review instructional materials and ensure Tribal sovereignty is embedded in all literacy tools.
- Host **Tribal Literacy Roundtables** in partnership with the Indian Education Division to:
 - Promote family engagement
 - Elevate oral storytelling and language reclamation
 - Strengthen two-way communication and program refinement based on Tribal feedback

Black Education Act (BEA) Bureau	Programs and Services Impacting AI/AN Students • Schoolwide Student Workshops: ○ Delivered in-person and virtual workshops promoting healthy cultural awareness and celebration for all students. ○ Workshops aim to strengthen school climate and build student identity and belonging, including for AI/AN students. • Collaboration with Indian Education Bureau: ○ Actively coordinates with the PED Indian Education Division to ensure Anti-Racism, Anti-Oppression (ARAO) Portal referrals related to AI/AN students are routed appropriately. ○ Jointly participates in the annual “Building an Equity Bridge” professional development conference, where BEA staff present on the Indian Education Act and culturally responsive strategies. • Statewide Professional Development: ○ Facilitates required annual anti-racism and cultural sensitivity trainings for all New Mexico public school staff. ○ These trainings help improve cultural competence and accountability, directly supporting more inclusive and respectful environments for AI/AN students. • Student Affinity Groups and Mini-Grants: ○ Some AI/AN students participate in Black Student Unions within Albuquerque Public Schools, benefiting from the identity-building and academic support these groups offer. ○ BEA provides student mini-grants to support the creation and sustainability of positive affinity clubs, open to all students, including those from Indigenous communities. Collaboration and Communication • While no formal consultations or meetings with Tribal partners occurred during this period, BEA remains committed to inclusive and collaborative practices in support of Indigenous students. • No direct data or feedback has yet been shared with Tribal partners, but BEA acknowledges the importance of doing so and intends to expand in this area. Future Collaboration Plans: FY25–FY26 • BEA welcomes opportunities to collaborate with Tribal partners on: ○ Cultural awareness and celebration events ○ Advisory council partnerships ○ Joint professional development opportunities that uplift and honor diverse student identities across New Mexico
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Student, School, and Family Support (SSFS) Bureau	Support for Tribal Consultation Compliance - While the SSFS Bureau does not engage in direct collaboration with Tribes, Pueblos, or Nations, it plays a critical role in ensuring federal compliance related to Tribal consultation. - Ensures all school districts and state charter schools applying for Federal Title programs (I-A, I-C, I-D, II, III, and IV) have completed required Tribal consultation as part of their FY25–26 applications. Oversight of Federal Title Program Requirements - Collects signed Tribal consultation forms or other official documentation from Local Education Agencies (LEAs) that meet the following criteria: - Have 50% or more American Indian or Alaska Native (AI/AN) student enrollment, or - Received an Indian Education Formula Grant (Title VI) exceeding \$40,000 in the previous year. Indirect Support for Tribal Education Priorities - By enforcing consultation requirements, the bureau helps ensure that tribal voices are included in federally funded education planning at the district and charter level. - Contributes to accountability systems that elevate the needs of AI/AN students in Title-funded programs, including academic supports, family engagement, and culturally relevant services.
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Community Schools Bureau	Tribal Engagement and Outreach Efforts - Initiated contact with multiple Tribal Education Departments to explore collaborative opportunities related to Out-of-School Time (OST) and High-Impact Tutoring (HIT) initiatives. - Participated in the 2025 Government-to-Government (G2G) Summit at Buffalo Thunder to learn about current intertribal governance structures and Tribal educational priorities. - Reached out to Sandia Pueblo in February 2024 to ensure alignment on a land acknowledgment statement for the statewide Community Schools conference. - Honored to include Six Directions Charter School’s student panel at the statewide conference, amplifying Native student voices and experiences from the Northwest region. Programs Supporting AI/AN Students and Communities
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- Community Schools Bureau implements a **whole-child approach** grounded in **place-based and culturally responsive strategies** that affirm cultural identity, language, and traditional knowledge systems.
- Programs provide:
 - Academic support
 - Health services
 - Family and community engagement
 - Extended learning opportunities tailored to community needs
- Promotes **shared leadership and collaborative decision-making** involving tribal leaders, families, and educators, particularly impactful in Native communities.
- **OST and HIT Canvas-based platform** under development to provide:
 - **Virtual trainings and year-round resources** for schools and **tribal entities** interested in applying tribal funding for OST and HIT programming.
 - Required participation for grantees, optional and encouraged participation for tribal governments.

Commitment to Culturally Sustaining Education

- Bureau programs emphasize:
 - **Reciprocal relationships** between schools and communities
 - **Integration of Indigenous pedagogical frameworks**
 - **Asset-based learning** rooted in family and community knowledge
 - **Educational equity** through culturally relevant curriculum and governance

Consultation, Data Sharing, and Tribal Feedback

- While **no formal consultations or data sharing** have occurred during this reporting period, the bureau remains open and committed to:
 - Engaging in future data-sharing efforts
 - Aligning with tribal visions of educational success
 - Co-designing metrics and programming that reflect **tribal sovereignty and self-determination**

Future Collaboration Plans: FY25–FY26

- Plan to **expand partnerships with Tribal communities** by:
 - Co-developing professional development centered on **Indigenous pedagogical approaches**
 - Creating **tribally defined metrics of educational success**
 - Encouraging Tribal leadership in program design and implementation

	All future work will be guided by the principles of tribal sovereignty, reciprocity, and cultural relevance, aligning with mandates from Yazzie/Martinez v. State of New Mexico
Student Success and Wellness Bureau	Collaboration with BIE and Tribally Run Schools - Conducts annual training sessions with Bureau of Indian Education (BIE) entities and tribally operated schools to support effective implementation of the National School Lunch Program (NSLP). - Maintains ongoing engagement with school food authorities (SFAs) serving Native students, ensuring continued program compliance and service delivery. Program-Specific Trainings and Support July 2024: Hosted training for school food authorities operating NSLP, including BIE entities, in partnership with SYSCO, the food vendor serving tribal schools in Albuquerque. October 2024: Held a Back-to-School Conference for all NSLP-participating schools, including BIE and tribally run schools, offering: - Two days of updates on federal nutrition guidelines - Best practices for school meal program implementation - Networking opportunities with peer schools and PED nutrition staff Support for Nutrition Services in Tribal Communities - Ensures that tribally operated and BIE schools have access to up-to-date information, training, and compliance guidance for federal child nutrition programs. - Reinforces the importance of equitable access to healthy meals for AI/AN students through consistent inclusion of tribal partners in statewide food program training and planning events.
Language and Culture Division	Programs and Services Supporting AI/AN Students - Provides custom consultations and supports development of tribal language proficiency assessments to monitor and preserve home and heritage languages in Native communities. - Collaborated directly with the Mescalero Apache Tribe, which expressed strong interest in tribal language programming and assessment development.

	• Supports English Learner (EL), Bilingual Multicultural Education, and World Language programs that center culturally and linguistically responsive (CLR) instruction for AI/AN and immigrant students. Professional Development for Tribal Educators and School Leaders • Offers a Culturally and Linguistically Responsive (CLR) Professional Development series, designed to: ○ Build educator capacity to meet diverse student learning needs ○ Promote academic language development ○ Advance bilingualism and biliteracy ○ Improve educational outcomes for AI/AN students • CLR Professional Development consists of three structured pathways to support long-term implementation and sustainability of CLR instructional practices in schools statewide. Culturally Responsive Training for Teachers of American Indian English Learners • Partnered with REL Southwest to deliver a three-part teacher learning series specifically focused on: ○ Supporting academic vocabulary development in American Indian students identified as English Language Learners ○ Integrating culturally responsive practices into instruction ○ Empowering educators to adapt and use materials locally for classroom implementation Commitment to Equity, Language Preservation, and Student Success • Core mission includes preparing all students—including AI/AN and immigrant students—to: ○ Meet or exceed content area standards ○ Become bilingual and biliterate ○ Lead productive, purposeful lives rooted in cultural identity and community contribution • Aligns all programs and services with rigorous, culturally responsive pedagogy that honors and integrates Indigenous knowledge systems.
Office of Special Education	Initiatives Centered on Native American Student Needs • Initiated development of the OSE Native American Coalition with goals to: ○ Address educational, cultural, and socio-economic challenges affecting Native students with disabilities through data-informed and community-driven solutions.

	○ Uphold IDEA rights, ensuring access to appropriate services, accommodations, and procedural safeguards. ○ Implement data-driven decision-making focused on student performance and barriers to success. ○ Establish communities of practice for educators and leaders to share culturally relevant strategies and best practices. <i>Note: Coalition development was placed on hold in February 2025 prior to official Tribal outreach, but the initiative reflects a strong commitment to collaborative, tailored support for Native students.</i> FY25–FY26 Partnership with EPICS (Education for Parents of Indigenous Children with Special Needs) • Contracted EPICS to support the 2025 EPICS Native American Special Education Conference, featuring: ○ Expert presentations on Special Education Law, IEP processes, and IDEA procedural safeguards. ○ Trainings for parents and youth to become informed advocates for their rights and services under IDEA. • Key outcomes and impacts include: ○ Increased parent knowledge and engagement in the IEP process. ○ Strengthened parent and youth confidence in making informed decisions about special education services and transition planning. ○ Culturally relevant training tailored specifically to the needs of Indigenous families. Planned FY26 Collaboration with EPICS – ECLIPSE Program • Continued partnership with EPICS to expand Native American parent engagement through the ECLIPSE Program, including: ○ Onsite and virtual literacy training advertisements and facilitation. ○ Post-training interviews with families to assess implementation and impact of literacy strategies at home. ○ Focused outreach to support culturally responsive special education practices and improve home-school literacy connections.
Policy and Legislative Affairs Division	The policy team presents proposed rulemaking during the Monthly Call with Tribal Partners, offering attendees a more intimate space or opportunity to ask us about upcoming or pending rulemaking. While attendees are still required to submit feedback formally, the team likes to offer this as a time for tribal

	partners to ask if or how the proposed rulemaking may impact or affect them, their schools, or their students in particular. In the last year, the team presented the following rules: · 6.65.4 NMAC, Teacher Leader Development · 6.101.2 NMAC, Fair Hearings and Alternative Dispute Resolutions · 6.29.1 NMAC, General Provisions · 6.35.2 NMAC, Implementing the Indian Education Act · 6.30.19 NMAC, Purple Star Public Schools Program
Math and Science Bureau	Engagement with Tribal Communities • Participated in the Fall 2024 Semi-Annual Government-to-Government (G2G) Education Summit, in collaboration with the Indian Education Division. ◦ Conducted listening sessions to gather feedback from Tribal leaders and community members on the state of science education in New Mexico. ◦ Shared early drafts of culturally sustaining STEM education frameworks, including a workshop deck focused on Indigenous perspectives in STEM. Programs and Initiatives Supporting AI/AN Students • OpenSciEd Elementary Field Test: ◦ A two-year initiative supported by Indian Education Division funding to improve elementary science instruction. ◦ Several participating schools served American Indian/Alaska Native students directly. ◦ 78% of teachers who taught AI/AN students reported that the OpenSciEd materials significantly supported their students' science learning. Data Sharing and Formal Consultation • No formal consultations or data-sharing efforts have been conducted with Tribal partners during this period. • Feedback collected during G2G sessions has informed next steps for inclusive science education practices.

	Future Collaboration Plans: FY25–FY26 • In consultation with the Indian Education Division, MSB received guidance on: ◦ Supporting tribally controlled and BIE schools using state funds. ◦ Planning to offer grants and direct support to these schools as they sign up for STEM initiatives or apply for science education programming. • MSB remains committed to expanding equitable access to high-quality STEM instruction in Tribal and Indigenous-serving schools.
Safe and Healthy Schools Bureau	The PED’s Safe & Healthy Schools Bureau has been invited to present information on school and community safety initiatives from the State of New Mexico, and the information on the newly passed SB11 Anti-Distraction Policy in Schools bill, at the June 26, 2025, Navajo Nation School and Community Safety Task Force. The event is coordinated by the Department of Dine Education.
Charter Schools Division (CSD)	The Charter Schools Division monitors the following: • Tribal consultation- schools who are on tribal lands or receive funding are expected to meet with their tribal leaders every school year. • During leadership and governing board focus groups we ask/verify when schools meet with tribal leaders • CSD seeks Tribal input for new applications • During renewal hearings that take place in December Tribal Input is asked and listed on the agenda for every school The Charter Schools Division intends to maintain ongoing collaboration with all state charter schools to better support them with tribal consultation.
Constituent Services	Plans for Future Collaboration: In FY26, the Constituent Services team plans to collaborate with the Indian Education Division to ensure that tribal sovereignty and consultation are honored and adhered to when working with Native students and families that reach out to the Office of the Governor or the NMPED. We would also like to ensure that our customer service model is culturally responsive and aligned with the Collaboration and Communication Policy adopted under the STCA.

Educator Quality Division – Educator Growth & Development Bureau	Collaboration with Tribal Schools - Partnered with Atsa Biyaazh Elementary School and Northwest Middle/High School to bring their educators into the Elevate NM Teacher Evaluation system—a statewide initiative designed to support professional growth and improve instructional quality. - Responded to outreach from Superintendent Dr. Kaibah Begay, who requested the inclusion of their Tribal schools in Elevate NM. Programs and Services Supporting AI/AN Students - Approved the enrollment of Tribal schools into Elevate NM in July 2024 following the formal request from Superintendent Begay. - Created custom Elevate NM courses in August 2024 for educators at Atsa Biyaazh and Northwest schools based on submitted rosters of teachers and administrators. - Provided direct professional learning support: - On August 27, 2024, an Elevate NM Liaison conducted in-person training with school staff to onboard them into the evaluation platform and ensure implementation fidelity. Commitment to Culturally Responsive Educator Development - Elevate NM helps ensure educators in Tribal communities have access to: Consistent, standards-based teacher evaluations Targeted professional development - Opportunities to reflect on practice, set professional goals, and enhance instructional effectiveness for AI/AN students
Educator Pathways Bureau:	The Educator Pathways Bureau supported a successful program approval of a new program submitted by Navajo Technical University as a PED approved Educator Preparation Program. . The program: BS in Secondary Education Mathematics leads to teacher licensure in secondary education (7-12) with a mathematics endorsement. In collaboration with the Professional Practices Standards Council and the Navajo Technical University administration, consultant and faculty, the program revisions were successfully submitted addressing the review criteria. The program was officially approved on April 7, 2025. A technical assistance follow up visit will occur no later than September 1, 2026. The program notes a strong need to address the shortage of teachers with a strong mathematics background and successful teaching experience, especially in the Navajo nation with a high demand for qualified teachers in the 150 schools on and near the Navajo nation that predominantly serves Navajo students.

Information Technology (IT)	Student Data Access and Unique ID Support for BIE Schools • Statewide Student Identification: ○ Every student entering New Mexico public schools is assigned a state-issued unique ID to track enrollment, academic progress, and attendance across PK–12. ○ IDs remain with students even if they leave and later re-enroll, ensuring data continuity and eliminating duplicate records. • BIE School Access: ○ The IT Department provides BIE schools access to search or create student unique IDs in Nova. ○ Authorized BIE staff with school email accounts can receive user access in collaboration with the Nova Team. Digital Equity and Tribal Connectivity • NM Student Connect: ○ Facilitated internet connectivity for students at public schools in Ohkay Owingeh and Nambé. ○ Partnered with Pine Hill to extend connectivity for students in the Quemado school district. • E-Rate Expansion: ○ Tribes utilized E-Rate funding to expand fiber infrastructure, directly benefiting schools and communities in Algodones and Santo Domingo. Artificial Intelligence (AI) Guidance and Tribal Sovereignty • Participated in Fall 2024 G2G Summit to present draft AI guidance alongside Indigitize and One Generation, highlighting tribal digital sovereignty and ethical considerations. • Key features of New Mexico’s AI guidance for tribal communities: ○ Equitable access via cooperative extension programs to deliver hands-on, context-specific AI education in tribal areas. ○ Cultural respect by treating student data with the same regard as cultural knowledge—emphasizing digital sovereignty and ethical governance. ○ Community engagement by involving tribal families in shaping AI integration to ensure it reflects local values and priorities. Professional Development and Tribal Capacity Building • Committed to ensuring tribal community members are invited to upcoming AI trainings for educators and school leaders (July 1–January 31). • Tribal families will receive toolkits to support AI literacy at home and better understand emerging technologies.
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	- Ongoing collaboration with Indigitize and One Generation, including an invitation for both to offer expert testimony on tribal digital sovereignty to the LESC HM9 work group. Support for BIE Schools and E-Rate Navigation - With the loss of BIA E-Rate staffing, the state will: - Assist in identifying consultants familiar with supporting BIE schools in New Mexico, particularly for Category 2 applications (internal connectivity). - Continue to provide informal support by sharing reliable contacts, not endorsements.
School Budget Bureau	Programs Supporting AI/AN Students - Oversees the State Equalization Guarantee (SEG), which provides approximately 90% of operational funding to public school districts and charter schools across New Mexico. - The SEG formula includes an At-Risk factor, which allocates additional funding to districts and schools with higher populations of at-risk students, including many serving AI/AN communities. - By using this formula, the bureau helps ensure more equitable resource distribution, enabling schools serving Native students to receive enhanced support for academic programming, student services, and staffing. Collaboration with Tribal Entities - No direct collaboration with Tribal governments or Tribal Education Departments has occurred during this period. - However, the funding model indirectly benefits Tribal-serving schools through weighted allocations that reflect student need and community demographics.
Education Finance Bureau	Support Through At-Risk Funding Calculations - Responsible for calculating the At-Risk Index, a key component of the State Equalization Guarantee (SEG) formula that directly impacts operational funding for school districts and charter schools, including those serving AI/AN students. - Following the passage of HB 63, the bureau implemented a new methodology for the At-Risk Index based exclusively on the Family Income Index (FII), ensuring funding is more closely aligned with student economic need.

	Transparency and Communication of Funding Impact - Shared updated At-Risk Index values with all budget entities via the 910B5 funding report, which: - Establishes the SEG appropriation for each district or charter school. - Ensures school leaders understand the funding allocations tied to student need, including those in Tribal-serving schools.
	Collaboration with Tribal Partners Integrated a contact database from the Indian Education Division into the Licensure Bureau’s outreach list, ensuring all tribal leaders now receive key communications alongside HR administrators statewide. - This inclusive communication strategy ensures consistent access to licensure updates and resources for Tribal Education Departments and school leadership. Programs and Services Supporting Tribal Leaders Granted district administrator access to several Tribal and HR leaders, enabling them to: Monitor licensure status for educators within their schools or systems Track application submissions and approve renewal requests directly within the licensure system - Support educator compliance with licensure requirements in real-time Direct Support to Tribal Schools - Held a dedicated meeting with To’Hajiilee HR administrators, offering tailored support for navigating the licensure system. - Reviewed licensure requirements for specific applicants. - Provided a step-by-step walkthrough of available HR tools and features to support staff credentialing. Plans for Future Collaboration: FY25–FY26 - Will offer virtual workshops upon request to support Tribal and district HR teams. - Workshops will include: - System navigation and procedure guidance - Licensing timelines and renewal processes

	▪ Live Q&A to address specific Tribal or school-based concerns
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Native American Student Data SY2024-2025

Local Education Agency (LEA)		*Number of Enrolled NA Students	**Total Students Enrolled	% of NA Students	HDIISD Criteria Met
School Districts					
1	Albuquerque Public Schools	6619	64436	10%	1, 2
2	Bernalillo Public Schools	1462	2631	56%	1, 2
3	Bloomfield School District	1030	2293	45%	1, 2
4	Central Consolidated School District	4119	4357	95%	1, 2
5	Cuba Independent School District	535	679	79%	1, 2
6	Dulce Independent School District	483	558	87%	1, 2
7	Espanola Public Schools	195	2597	8%	1
8	Farmington Municipal Schools	5067	10564	48%	1, 2
9	Gallup-Mckinley County Schools	8633	12520	69%	1, 2
10	Grants-Cibola County Schools	1509	2973	51%	1, 2
11	Jemez Mountain Public Schools	76	157	48%	2
12	Jemez Valley Public Schools	209	278	75%	1, 2
13	Los Lunas Schools	750	7991	9%	1
14	Magdalena Municipal Schools	110	281	39%	2
15	Penasco Independent School District	34	258	13%	2
16	Pojoaque Valley School District	325	1477	22%	1, 2
17	Rio Rancho Public Schools	1833	16087	11%	1, 2
18	Ruidoso Municipal Schools	336	1665	20%	1, 2
19	Santa Fe Public Schools	320	10408	3%	1
20	Taos Municipal Schools	200	1721	12%	1, 2
21	Tularosa Municipal School District	297	952	31%	1, 2
22	Zuni Public School District	1178	1205	98%	1, 2
Locally Chartered Charter Schools					
23	Albuquerque Public Schools: Native American Community Academy (NACA)	413	422	98%	3
State Chartered Charter Schools					
24	Dream Dine Charter School	15	16	94%	1, 2
25	Dzit Dit Lool Schools of Empowerment Action and Preseverance (DEAP)	56	56	100%	2
26	Hozho Academy	433	752	58%	3
27	Middle College High School	121	151	80%	3
28	San Diego Riverside Charter School	47	54	87%	2
29	Six Directions Indigenous School	59	59	100%	3
30	Walatowa High Charter School	34	35	97%	2
TOTAL # of NA Students within FY26 HDIISDs		36498	147633	25%	

*Total number of students affiliated with a tribal nation in the United States or Canada at the 80-day mark in SY24-25

**Total number of students enrolled in an LEA at the 80-day mark in SY24-25

Historically defined Indian impacted school district means a school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria:

1. serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
2. identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
3. identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.

When determining HDIISD status for charter schools, the physical location of the campus was considered.

State Chartered Charter School means a public school that operates as either a conversion school or a start-up school and is authorized by the Public Education Commission (22-8B-2 NMSA 1978).

Locally Chartered Charter School means a public school that operates as either a conversion school or a start-up school and is authorized by a local school board (22-8B-2 NMSA 1978).

Students by Tribal Affiliation Across All Districts and Charters

Tribe	80-Day Total Student Count Per Tribe
Acoma	683
Cochiti	147
Isleta	731
Jemez	495
Jicarilla Apache	675
Laguna	971
Mescalero Apache	736
Nambe	179
Navajo Nation	25,765
Ohkay Owingeh	285
Picuris	41
Pojoaque	104
San Felipe	696
San Ildefonso	99
Sandia	62
Santa Ana	181
Santa Clara	138
Santo Domingo	923
Taos	268
Tesuque	63
Zia	143
Zuni	1,998
GRAND TOTAL	35,383

The data presented are the total number of students enrolled in a state district, state charter, or local charter who identify as being a member of one of the 22 pueblos, tribes, or nations for school year 2024-2025 at 80-days.