

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

2026 State-Tribal Collaboration Act Annual Report





The State of New Mexico
State-Tribal Collaboration Annual Report
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Executive Summary

The [New Mexico Public Education Department \(PED\)](#) 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. Guided by its mission of Equity, Excellence, and Relevance and its vision of Rooted in Our Strengths, PED works to provide a culturally and linguistically responsive education system that meets the academic, social, emotional, and cultural needs of all students. Through leadership, technical assistance, funding, policy development, and collaboration with local education agencies, tribal governments, and community partners, PED supports educational opportunities that promote student success across New Mexico.

PED is committed to continuously strengthening government-to-government relationships with New Mexico's 23 federally recognized Pueblos, Tribes, and Nations through ongoing communication, collaboration, consultation, and partnership. Pursuant to the State-Tribal Collaboration Act (STCA), PED implements a Collaboration and Communication Policy that promotes effective government-to-government relations, cultural competency, and collaboration in the development and delivery of policies, programs, and services that directly affect the nearly 38,000 American Indian and Alaska Native students in public schools across the state.

During Fiscal Year 2026, PED continued to advance the principles of the STCA by facilitating government-to-government meetings, tribal consultations, monthly tribal partner meetings, technical assistance, and cross-agency collaboration. These efforts supported statewide priorities in academic achievement, Native language and culture, educator development, college and career readiness, student wellness, and equitable access to educational opportunities while ensuring tribal perspectives informed agency decision-making.

This report documents PED's implementation of the STCA and is organized around the Act's statutory reporting requirements, including the department's collaboration policy, tribal liaison information, implementation efforts, employee training, programs and funding affecting Native American students, and methods for informing employees of the provisions of the STCA. Together, these efforts demonstrate PED's continued commitment to meaningful collaboration with tribal governments and improving educational opportunities and outcomes for Native American students.

Cross-Bureau/Division Highlights

PED's state-tribal collaboration work extends beyond the Indian Education Division and is increasingly embedded across agency programs. Major notable themes for FY26 included:

- Expanding access to culturally responsive instruction and educator development.

- Increasing state support for Bureau of Indian Education and tribally controlled schools.
- Strengthening Native language and bilingual education.
- Improving college, career, mathematics, and science opportunities.
- Supporting student attendance, belonging, wellness, and nutrition.
- Providing tribal partners with greater access to policy, regulatory, and program information.
- Developing statewide systems and training resources that incorporate tribal consultation, cultural competency, and Indigenous perspectives.

PED State-Tribal Collaboration Policy

The New Mexico Public Education Department's (PED) [State-Tribal Collaboration and Communication Policy](#), adopted on July 8, 2016, establishes the department's framework for government-to-government collaboration with New Mexico's sovereign Pueblos, Tribes, and Nations. Developed pursuant to the State-Tribal Collaboration Act (STCA), the policy outlines guiding principles for communication, consultation, cultural competency, and collaboration in the development and implementation of policies, programs, and services that affect American Indian and Alaska Native students. The policy also defines the roles of the agency's tribal liaison, advisory bodies, and consultation processes to promote meaningful engagement and strengthen partnerships with tribal governments. Since its adoption, the policy has provided the foundation for PED's state-tribal relationships and has guided the department's implementation of the STCA.

As PED continues to strengthen its partnerships with tribal governments and advance the department's current strategic priorities, the Collaboration and Communication Policy will be reviewed and updated to better reflect the evolving needs of tribal partners, current educational priorities, and best practices for government-to-government engagement. As part of this effort, PED will integrate and align the policy with the department's recently adopted definition of tribal consultation and accompanying best practices to promote a consistent, transparent, and meaningful approach to consultation across the agency. The updated policy will further emphasize collaboration, cross-departmental responsibility, cultural responsiveness, and continuous communication to ensure PED remains responsive to the priorities of tribal communities while supporting improved educational opportunities and outcomes for Native American students.

Tribal Liaison and Key Agency Contacts

The New Mexico Public Education Department (PED) is led by an [executive leadership](#) team responsible for advancing the department's mission and implementing statewide educational priorities. Through collaboration across [divisions and bureaus](#), these leaders oversee policies, programs, and services that support student success while strengthening government-to-government relationships with New Mexico's 23 sovereign Pueblos, Tribes, and Nations. The Assistant Secretary of Indian Education serves as PED's designated Tribal Liaison under the State-Tribal Collaboration Act (STCA) and provides

executive leadership for government-to-government engagement, tribal consultation, and coordination of agency efforts that directly affect American Indian and Alaska Native students. Together, the executive leadership team ensures the department's work reflects the principles of collaboration, communication, cultural responsiveness, and educational excellence established by the STCA.

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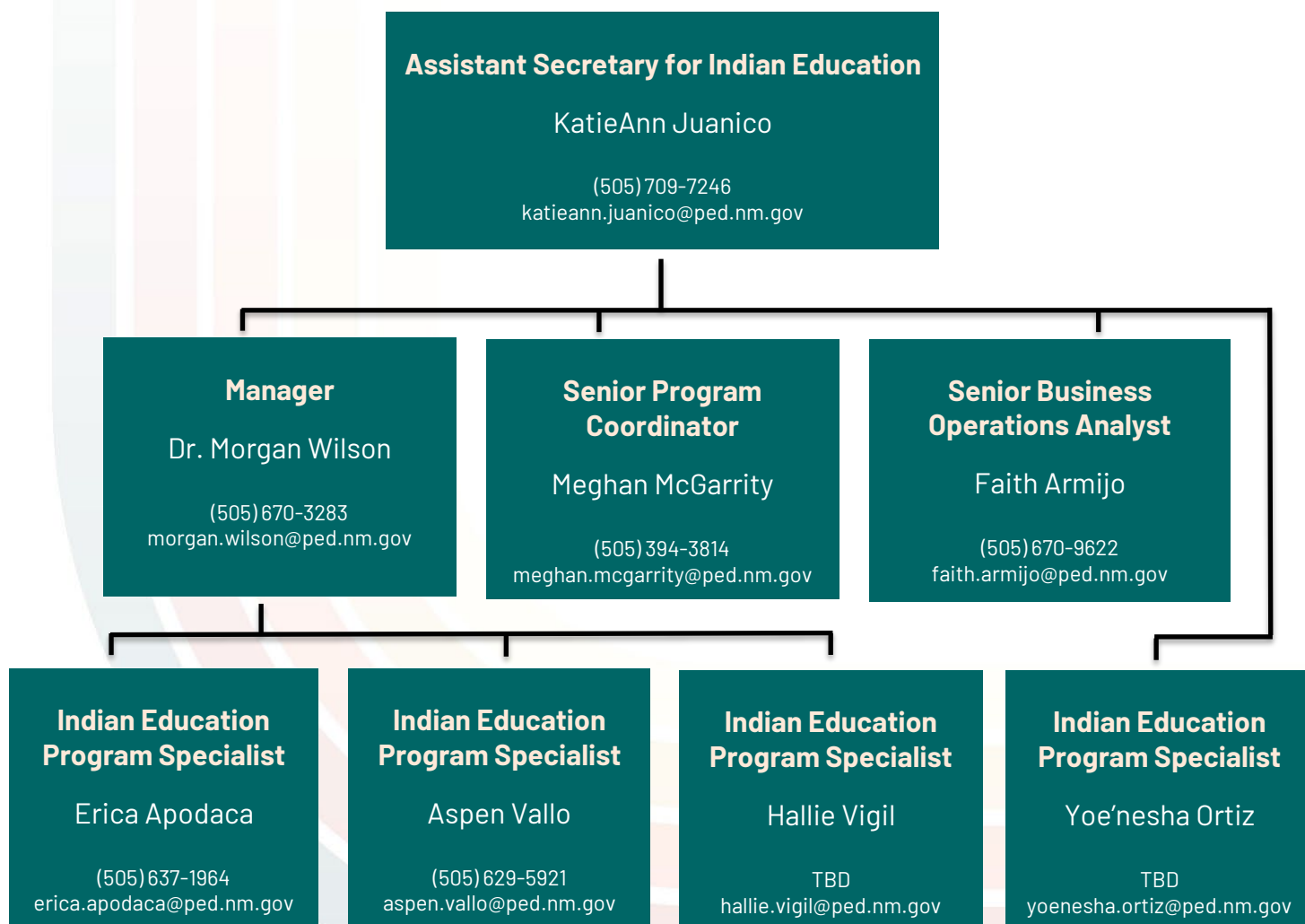
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PED's Indian Education Division

The New Mexico Public Education Department's (PED) [Indian Education Division \(IED\)](#) was established through the Indian Education Act of 2003 to improve educational opportunities and outcomes for American Indian students across New Mexico. The division works collaboratively with New Mexico's 23 sovereign Pueblos, Tribes, and Nations, tribal education departments, Bureau of Indian Education (BIE) schools, tribally controlled schools, school districts, charter schools, educators, and community partners. The division provides statewide leadership in implementing the Indian Education Act, advancing tribal consultation, supporting Native language revitalization and cultural education, administering grants and technical assistance, and promoting educational equity through meaningful government-to-government collaboration.

IED Organizational Chart



IED Organizational Chart 7/31/2026

Supporting Native American students is a shared responsibility across PED. Through collaboration with tribal governments, schools, and community partners, PED bureaus and

divisions work together to improve educational opportunities and strengthen government-to-government relationships. For current contact information and additional information about each PED bureau and division, please visit the PED website at <https://web.ped.nm.gov>.

Current and Planned Efforts to Implement the STCA Policy

Current Efforts to Implement the Policy

The New Mexico Public Education Department (PED) continues to implement its State-Tribal Collaboration and Communication Policy by fostering meaningful government-to-government relationships with New Mexico's 23 sovereign Pueblos, Tribes, and Nations. The department works collaboratively with tribal leaders, tribal education departments, school districts, charter schools, educators, families, and community partners to ensure tribal perspectives help inform educational policies, programs, and services that affect Native American students. PED continues to strengthen its collaboration with Bureau of Indian Education (BIE) schools and tribally controlled schools by expanding partnerships that extend beyond funding opportunities to include technical assistance, professional learning, program implementation, and ongoing engagement.

Throughout Fiscal Year 2026, PED's Indian Education Division (IED) maintained regular engagement with tribal partners through formal government-to-government meetings, tribal consultation, monthly Tribal Partner Calls, technical assistance, and collaborative planning. These opportunities provided tribal leaders and education partners with meaningful avenues to share priorities, provide feedback, and collaborate with the department on educational initiatives.

The department also continued to strengthen collaboration across PED by expanding opportunities for bureaus and divisions to engage directly with tribal partners. Programs and services supporting Native American students are implemented throughout the agency and include academic support, Native language and culture, educator development, college and career readiness, school nutrition, student wellness, technology, and school improvement. This cross-departmental approach reinforces that state-tribal collaboration is a shared responsibility and ensures that tribal perspectives are incorporated into the department's work whenever programs or services directly affect Native American students.

PED continued to promote culturally responsive practices by supporting employee training, providing technical assistance, and developing resources led by the PED's IED that strengthen understanding of tribal sovereignty, meaningful consultation, and effective government-to-government relationships. To strengthen consistency and promote a shared understanding of tribal consultation, the New Mexico Public Education Department adopted and released a [Definition of Tribal Consultation and Best Practices](#) during Fiscal Year 2026. Developed in collaboration with tribal partners, the resource establishes a common framework for meaningful government-to-government consultation and reinforces the principles of mutual respect, transparency, and

collaboration. It provides guidance for distinguishing formal tribal consultation from routine communication, outreach, technical assistance, and stakeholder engagement, ensuring that consultation is conducted in a manner that honors tribal sovereignty and fulfills applicable state and federal requirements.

Next Steps for Current Efforts to Implement the Policy

PED will continue to strengthen implementation of its State-Tribal Collaboration and Communication Policy by updating the policy to reflect current agency priorities, the evolving needs of tribal partners, and best practices for government-to-government engagement. The updated policy will align with PED's recently adopted *Definition of Tribal Consultation and Best Practices*, providing a consistent framework for meaningful consultation across the department. PED will also expand training and technical assistance to strengthen employees' understanding of when formal tribal consultation is required, the distinction between consultation and other forms of communication and collaboration, and the shared responsibility of all bureaus and divisions to engage with tribal governments in a respectful, consistent, and meaningful manner.

Continuous Improvement Through Internal Assessment

To strengthen implementation of the State-Tribal Collaboration Act (STCA) and improve the department's understanding of agency-wide engagement with tribal partners, PED updated and refined its annual State-Tribal Collaboration Act Bureau/Division Questionnaire for Fiscal Year 2026. The revised questionnaire was designed to better capture how each bureau and division communicates, collaborates, and delivers programs, services, initiatives, and presentations that directly affect American Indian and Alaska Native students and tribal communities. It also introduced standardized definitions and reporting expectations to improve consistency, accuracy, and the quality of information collected across the department.

The enhanced questionnaire provides PED with a more comprehensive understanding of the department's relationships with New Mexico's sovereign Pueblos, Tribes, and Nations by documenting communication methods, collaboration activities, tribal partners engaged, frequency of engagement, and programs and services that support Native American students. Collectively, this information helps identify strengths, recognize successful practices occurring across bureaus and divisions, and inform future planning and decision-making.

Next Steps for Continuous Improvement Through Internal Assessment

PED will continue refining the questionnaire as part of its ongoing commitment to continuous improvement and meaningful government-to-government engagement. Future enhancements will focus on collecting more meaningful data that supports strategic planning, identifies opportunities to strengthen collaboration across the department, measures the impact of programs and services affecting Native American students, and promotes consistent implementation of the State-Tribal Collaboration Act across all bureaus and divisions.

Employee Notification of the STCA

The New Mexico Public Education Department (PED) communicates the requirements of the STCA through formal training provided to managers and supervisors, who play an important role in supporting implementation across their respective bureaus and divisions. In addition, bureau and division leaders complete the annual State-Tribal Collaboration Act Questionnaire, which reinforces the department's expectations for communication, collaboration, and reporting while encouraging staff to document programs, services, and partnerships with tribal communities.

To further strengthen awareness across the agency, information about the required State Personnel Office Cultural Competency Training is introduced during new employee orientation. The Indian Education Division works closely with the Human Resources Bureau to monitor employee completion of the training, provide reminders through email communications and in-person outreach, and support employees in meeting the department's training expectations. Training certificates are maintained in a centralized database and monitored by the Indian Education Division to track completion, support compliance with the State-Tribal Collaboration Act, and identify employees who require follow-up.

Next Steps for Employee Notification of the STCA

PED will continue to strengthen employee awareness of the State-Tribal Collaboration Act by expanding communication efforts throughout the employee lifecycle, from onboarding through ongoing professional development. The department will continue collaborating with the Human Resources Bureau to improve training completion, maintain accurate training records, and ensure employees understand their role in fostering meaningful government-to-government relationships and supporting the department's responsibilities under the State-Tribal Collaboration Act.

To support continuous improvement, PED will also elevate the findings from the annual State-Tribal Collaboration Act Bureau/Division Questionnaire to the department's Cabinet Leadership. The questionnaire data will be used to identify agency-wide strengths, opportunities for improvement, and areas where additional guidance or professional development may be beneficial. This process will help build a shared understanding of the State-Tribal Collaboration Act, meaningful collaboration, and tribal consultation across all bureaus and divisions while informing strategic planning and strengthening the department's approach to engaging with New Mexico's sovereign Pueblos, Tribes, and Nations.

Building Cultural Competency Across PED

Beyond the training requirements established by the State-Tribal Collaboration Act, the New Mexico Public Education Department (PED) requires all employees to complete the

State Personnel Office's Cultural Competency Training. To strengthen the department's commitment to meaningful government-to-government relationships and culturally responsive practices, all newly hired employees must complete the training within their first 30 days of employment. This department-wide expectation helps ensure that employees have a foundational understanding of tribal sovereignty, cultural competency, and effective engagement with New Mexico's sovereign Pueblos, Tribes, and Nations.

PED will continue to strengthen employee learning by expanding professional development opportunities led by the Indian Education Division. Future training will build on the State Personnel Office's foundational course by providing guidance specific to PED's responsibilities, government-to-government relationships, tribal consultation, and effective collaboration with tribal partners, ensuring employees are equipped to carry out the department's work in partnership with New Mexico's sovereign tribal governments.

Table A. Employee Cultural Competency Training Status

As of July 29, 2026

Training Status	Number of Employees	Status
Total PED Employees	316	Active employees
Completed Cultural Competency Training	308	Training completed and certificate on file
New Employees Within 30-Day Completion Window	6	Newly hired employees who remain within the required 30-day training period
Outstanding Training Completion	2	Employees unable to complete the training due to unresolved technical issues with training video

Note: The two outstanding training completions are the result of unresolved technical issues with the State Personnel Office's Cultural Competency Training. These issues have been communicated to both the State Personnel Office and the New Mexico Indian Affairs Department and remain under review. PED continues to work with the affected employees and the appropriate state agencies to ensure training is completed as soon as the technical issues are resolved.

Programs, Services, and Funding Affecting Pueblos, Tribes, and Nations

Strengthening Internal Data Collection and Collaboration

To support accurate reporting and continuous improvement under the State-Tribal Collaboration Act (STCA), the New Mexico Public Education Department (PED) continues to strengthen how information is collected across the agency regarding communication, collaboration, and programs that directly affect American Indian and Alaska Native students. In April 2026, the Indian Education Division (IED) released an updated STCA Bureau/Division Questionnaire to managers and deputies identified by Cabinet Leadership. This approach allowed bureau leadership to identify the staff members most knowledgeable about their bureau's work with tribal partners, ensuring the information submitted was comprehensive, accurate, and reflective of each bureau's programs, services, and collaborative efforts.

To support consistent implementation, the IED designated a team member to lead the annual questionnaire process and serve as the primary point of contact for all bureaus and divisions. Throughout the reporting cycle, the division provided technical assistance, answered questions, and worked directly with bureau staff to promote consistent reporting and ensure all participants felt supported throughout the process.

Data Collection Methodology

Information presented throughout this report was collected through the New Mexico Public Education Department's (PED) annual State-Tribal Collaboration Act Bureau/Division Questionnaire, which serves as the department's primary internal reporting tool for documenting activities that support implementation of the State-Tribal Collaboration Act. The questionnaire was developed to collect consistent information from every PED bureau and division regarding communication, collaboration, programs, services, initiatives, presentations, funding, and other activities that directly affect American Indian and Alaska Native students and tribal communities.

The Fiscal Year 2026 questionnaire was enhanced to improve consistency in reporting by incorporating standardized definitions for key terms, including program, service, initiative, communication, collaboration, and presentation. Respondents also reported information related to the tribal governments they engaged with, methods and frequency of communication, roles of tribal partners involved, and details regarding current and planned programs, services, funding sources, and outcomes. These enhancements provided PED with more comprehensive and meaningful data to better understand agency-wide engagement with tribal partners and support informed decision-making, continuous improvement, and future implementation of the State-Tribal Collaboration Act.

The annual questionnaire collected information in the following areas:

- Tribal governments engaged during the reporting period
- Methods and frequency of communication and collaboration
- Roles of tribal representatives participating in engagement activities
- Programs, services, initiatives, and presentations affecting American Indian and Alaska Native students
- Funding sources and funding amounts, when applicable
- Current accomplishments, outcomes, and planned activities
- Employee training and other information required for annual reporting under the State-Tribal Collaboration Act.

Overall Findings

The Fiscal Year 2026 questionnaire and accompanying program tracker show that state-tribal collaboration is taking place across multiple areas of the New Mexico Public Education Department. Thirty-five bureaus and divisions completed the questionnaire. Of those, nearly 20 reported direct communication or collaboration with Pueblos, Tribes, and Nations, while several others supported Native American students indirectly through statewide programs, oversight, funding, technical assistance, or requirements implemented through school districts and charter schools.

Engagement occurred through a combination of email, phone calls, virtual and in-person discussions, presentations, and other collaborative settings. Email was the most frequently reported communication method, followed by virtual presentations, virtual discussions, in-person presentations, and phone calls. Most respondents described engagement as occurring as needed or upon request, while others reported weekly, monthly, and quarterly, or annual communication. Tribal Education Directors were the partners most frequently identified, followed by tribal leaders or their designated representatives, educators, school administrators, and other tribal education partners.

Seven respondents reported engaging with all 23 Pueblos, Tribes, and Nations, while others worked with individual tribal governments based on program eligibility, geographic location, student populations, and requests for assistance. The Navajo Nation was the individual tribal government most frequently identified. Responses also showed that some bureaus did not consistently track which tribal governments or representatives participated, highlighting an opportunity to improve documentation and better understand the reach of PED's engagement.

The accompanying program tracker documented 69 programs, services, initiatives, and presentations across 11 reporting areas (see Tables C-F). Presentations represented the largest share of reported activities, followed by programs, services, and initiatives. The reported work included culturally responsive instruction, mathematics and science, career and technical education, Native language and bilingual education, school nutrition, student attendance and wellness, policy and rulemaking, educator professional development, technical assistance, and support for Bureau of Indian Education and tribally controlled schools.

Where specific funding amounts were reported and could be clearly identified, the tracker documented more than \$15 million in FY26 investments. This figure does not represent the full value of PED's work because many activities were supported through existing staff capacity, statewide appropriations, broader funding sources, or amounts that were not separately identified. In addition, the funding amounts presented in this report reflect only those programs, services, initiatives, and activities reported through the State-Tribal Collaboration Act Bureau/Division Questionnaire and do not include the State Equalization Guarantee (SEG) distributed annually by the New Mexico Public Education Department. While not specifically reported as part of this annual report, the SEG provides operational funding to school districts and charter schools across New Mexico, including those serving Native American students, and supports educational programs, services, staffing, and resources that contribute to student success statewide. Future reporting can strengthen the department's ability to present a more complete funding picture by applying consistent expectations for documenting program-level funding and identifying when costs are included within broader agency operations.

The findings also demonstrate that collaboration is informing PED's work. Eight of the 18 bureaus and divisions that reported direct engagement stated that feedback from tribal partners influenced decision-making or resulted in changes to programs, policies, initiatives, or services. Seven respondents were unsure whether engagement had influenced decisions, suggesting a need to more clearly document how tribal input is considered, communicated internally, and reflected in final actions.

Most respondents did not identify major barriers to collaboration; however, the challenges that were reported were significant. This included difficulty identifying or reaching appropriate contacts, limited response rates, technology and connectivity concerns, differing data systems, administrative and funding processes, federal compliance requirements, and the time needed to build trust. Respondents identified persistence, multiple methods of communication, technical assistance, site visits, relationship building, and participation in tribal and school events as effective approaches for addressing these challenges.

The questionnaire also identified strong interest in continued improvement. Twenty bureaus and divisions reported goals or planned actions to strengthen communication and collaboration during the next reporting period. Common priorities included expanding outreach, increasing site visits and direct engagement, improving data collection, strengthening staff training, creating more opportunities for tribal input, and developing clearer guidance on tribal consultation and government-to-government relationships.

Overall, the findings show that PED's work with tribal partners extends beyond the Indian Education Division and includes a growing range of programs, services, and partnerships across the department. The results also provide a foundation for future planning by identifying where engagement is strong and where PED can improve consistency, documentation, staff understanding, and opportunities for tribal perspectives to meaningfully inform agency decisions.

Table B. PED's FY26 STCA Program Tracker Standardized Definitions

Term	Definition
Program	An organized set of ongoing activities, resources, or services designed to achieve specific goals or outcomes for a defined population or area of need. Programs typically include funding, staffing, policies, and measurable objectives.
Service	A specific support, assistance, resource, or function provided to individuals, communities, schools, or tribal entities to address identified needs or improve educational outcomes.
Presentation	The formal sharing of information, updates, policies, initiatives, programs, data, or resources with tribal governments or tribal communities through meetings, consultations, conferences, trainings, or other engagement opportunities intended to inform, gather input, or strengthen collaboration.
Communication	The exchange of information between a PED bureau or division and tribal governments or tribal communities through formal or informal methods, including meetings, consultations, emails, phone calls, written correspondence, presentations, outreach activities, or other methods that support ongoing relationships.
Collaboration	Ongoing, meaningful, and respectful engagement between a PED bureau or division and tribal governments or tribal communities to share information, build partnerships, gather input, coordinate services, support decision-making, develop initiatives, and address issues affecting Native American students and communities.

The following tables summarize information reported by PED bureaus and divisions through the Fiscal Year 2026 State-Tribal Collaboration Act Program Tracker. The responses provide an overview of programs, services, initiatives, and presentations that directly support Native American students and tribal communities.

Table C. Cross-Departmental Programs Affecting Pueblos, Tribes, and Nations *This table summarizes programs reported by PED bureaus and divisions that directly support or affect New Mexico's Pueblos, Tribes, and Nations, Native American students, and tribal communities. Information reflects activities reported through the Fiscal Year 2026 State-Tribal Collaboration Act Program Tracker.*

PED				
Bureau/Division	Title of Program	Program Description	Target Audience	Funding Amount
Math & Science	High-Quality Instructional Materials (HQIM) Implementation for Math & Science Grants	Provides grants to local education agencies to select, purchase, and effectively use high-quality instructional materials while providing professional development and coaching to build teacher and leader capacity. Funding is awarded competitively New Mexico Bureau of Indian Education (BIE) funded schools, public school districts, regional educational cooperatives, and state-authorized charters.	HQIM implementation teams of 3-6 consisting of district leaders, academic officials, Curriculum & Instruction leaders, school leaders, and teachers.	\$1,200,000.00
Math & Science	Focus on Algebra	Helps educators develop effective pedagogy for algebraic thinking across the middle school progression to Algebra I . Instructional coaches and school teams use job-embedded professional learning and schoolwide conversations to analyze instructional practices and shift toward student-centered instruction.	Grades 6-9 math teachers, instructional coaches, school-site and/or district leaders	\$1,160,130.60
Math & Science	NUMeROS	Builds math content knowledge for elementary teachers to provide them with the resources needed to build strong conceptual knowledge and mathematical reasoning in elementary students.	Grades K-5 math teachers, instructional coaches, school-site and/or district leaders	\$2,162,000.00
Math & Science	Building Science Leaders Network	Delivers professional learning to school and district leaders to build discipline-specific science expertise, providing specialized training in student-centered science instruction. Participants design and implement a long-term professional learning plan for their own schools or districts and build science	Grades K-12 science teachers, instructional coaches, school-site and/or district leaders	\$966,099.05

PED Bureau/Division	Title of Program	Program Description	Target Audience	Funding Amount
		coaching teams to equip teachers with culturally responsive teaching practices and equitable assessment design.		
At-Risk Intervention	Guaranteed Payment for Attendance	Helps high school students experiencing homelessness stay in school and graduate. Students who qualify receive a \$500 per month conditional payment until graduation, along with tutoring and wellness support.	10th – 12th graders experiencing homelessness	\$2,100,000.00
At-Risk Intervention	Youth Homelessness Systems Improvement	Provide expert consultation to ensure high-quality engagement of youth voices in the design process, facilitate activities that engage youth meaningfully in the planning and implementation phases, deliver training to partners focused on centering youth in the process, and provide training on integrating race and gender equity into system design and implementation.	Young adults experiencing homelessness from 14 to 24 years old	\$200,000.00
Curriculum & Instruction	New Mexico Indigenous Instructional Scope: Grounded in Cultural Foundations to Meaningful Application Community of Practice Cohorts	Guides educators in incorporating culturally responsive practices for Indigenous students through eight tenets – covering areas like holistic learning, language and stories, and community engagement – each paired with concrete elements and considerations for lesson and program planning. Developed by a committee of Indigenous representatives nominated by New Mexico's tribal leaders, the Scope is designed to be used alongside PED's other content-area instructional scopes rather than as a standalone curriculum.	American Indian students, tribal education departments, and school districts serving Native communities	\$30,000.00
Curriculum & Instruction	NMPED Indigenous Education Convening	Provides technical assistance, instructional resources, and educator support to strengthen	Tribal Leaders, Tribal Education Directors, Indian Education	\$40,000.00

PED Bureau/Division	Title of Program	Program Description	Target Audience	Funding Amount
		Native language and culturally responsive education programs.	Division directors within HDIISDs, American Indian students, tribal education departments, and school districts serving Native communities	
College & Career Readiness	CTE grant funds (NextGen = state and Perkins = federal)	Provides all students with the academic and technical skills necessary to succeed in future careers and to become lifelong learners by introducing them to workplace competencies. CTE also makes academic content accessible to students by providing hands-on experiences in various industry sectors.	All LEAs eligible, including BIE and TCS	\$1,297,955.00
College & Career Readiness	International Baccalaureate Exam Fee Assistance	Intergovernmental Agreement to support funding for IB exam assistance for students.	Navajo Preparatory School	\$39,184.00
College & Career Readiness	Innovation Zones	Innovation Zone (IZ) schools identify and reduce barriers to College and Career Readiness among historically underserved student populations. IZ sites systematically implement strategies to reduce gaps in graduation and attendance rates, social and emotional learning, as well as increase participation in work-based learning, community capstone projects and CTE programs of study. Though the programming will vary by community, these strategies are driven by a locally created Graduate Profile and implemented on a campus where	All LEAs eligible, including BIE and TCS	\$400,000.00

PED Bureau/Division	Title of Program	Program Description	Target Audience	Funding Amount
		leadership has reimagined the student experience by sharing power and voice, engaging students and families, making learning more relevant to the world of work, and integrating academic, social, and emotional supports that cultivate a culture of belonging for all students.		
Language & Culture	Assessment Options	Collaborated directly with Zuni Public Schools and community, which expressed strong interest in assessment development to support with awarding the State Seal of Bilingualism and Biliteracy.	Zuni community, including Zuni Public Schools district staff.	\$25,000.00
Instructional Materials	HQIM Implementation for Math & Science Grants	The purpose of the grant was to build the capacity of local educational agencies with the knowledge and skills required to support strong math and/science high-quality instructional materials (HQIM) implementation. Funding will be competitively awarded to successful applicants that are New Mexico BIE funded schools, public school districts, regional educational cooperatives, and state-authorized charters.	HQIM implementation teams of 3-6 consisting of district leaders, academic officials, C&I leaders, school leaders, and teachers.	\$1,200,000
Student Success and Wellness	Tribal Purchasing Pilot	Funding dedicated to bringing Tribally Controlled and BIE Schools into NM Grown Program for the first time in partnership with Indian Pueblo Entrepreneur Complex, sourcing from 100% Tribal Farmers	Tribally Controlled and BIE School Meal Programs as part of Healthy Universal School Meals	\$109,000.00

Table D. Cross-Departmental Services Affecting Pueblos, Tribes, and Nations *This table summarizes services reported by PED bureaus and divisions that directly support or affect New Mexico's Pueblos, Tribes, and Nations, Native American students, and tribal communities. Information reflects activities reported through the Fiscal Year 2026 State-Tribal Collaboration Act Program Tracker.*

PED Bureau/Division	Title of Service	Service Description	Target Audience	Funding Amount
College & Readiness	Technical assistance and service to integrate and develop CTE programming with grant funds (NextGen = state and Perkins = federal)	Career Technical Education (CTE) is an educational framework designed to prepare students for the workforce by merging academic knowledge with hands-on, real-world experiences. CTE programming offers organized activities that provide both academic content and technical skills in current or emerging professions, helping students develop critical skills and knowledge for specific career fields.	Alamo Navajo Community Schools, Mescalero Apache Schools, Navajo Preparatory School, Northwest High School at Shiprock, Pine Hill Schools, To'hajillee Community School	\$1,300,000.00
Language & Culture	Professional Development	Offers a Culturally and Linguistically Responsive (CLR) Professional Development series, designed to: 1) Build educator capacity to meet diverse student learning needs 2) Promote academic language development 3) Advance bilingualism and biliteracy 4) 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.	Districts and Charter Schools serving AI/AN	NA

PED Bureau/Division	Title of Service	Service Description	Target Audience	Funding Amount
Language & Culture	State-Funded Bilingual Multicultural Education Programs	Technical Assistance and Support for Ruidoso in establishing a BMEP for Mescalero Apache Students	Ruidoso Public Schools	NA
Learning Management System	Canvas Course: MLSS Layered Intervention System	This is a Canvas Course developed by the LMS bureau for the C&I division on MLSS but a specific section of the course 1.5 shares information on Culturally responsive instructional practices	Educators	NA
Learning Management System	Understanding the Indian Education Act, Tribal Consultation, and the Regalia Bill	A canvas course, created by PED's Indian Education Division, for school board members on the Indian Education Act	School Board Members	NA
Assessment, Research, Evaluation & Accountability	Participation in State Assessments by NMPED MOU and BIE Approved Waiver	PED allows tribally affiliated schools to participate in annual ESSA, Title I assessments upon a signed MOU between NMPED and each pueblo or tribally affiliated schools	Tribal Education Directors of specific tribally affiliated schools and students attending Santa Fe Indian School and Navajo Prep	NA

Table E. Cross-Departmental Presentations Affecting Pueblos, Tribes, and Nations *This table summarizes presentations reported by PED bureaus and divisions that directly support or affect New Mexico's Pueblos, Tribes, and Nations, Native American students, and tribal communities. Information reflects activities reported through the Fiscal Year 2026 State-Tribal Collaboration Act Program Tracker.*

PED			
Bureau/Division	Title of Presentation	Presentation Description	Target Audience
Student Success and Wellness	National School Lunch Program (NSLP)	The Health Education Coordinator maintains frequent contact with schools including Pueblos, Tribes and Nations, as they undergo their National School Lunch Program (NSLP) administrative review. The following Local School Wellness Policy training courses were offered: 1) Virtual Local School Wellness Policy Training November 13, 2025 2) Specifically for BIE/Tribal schools Virtual Local School Wellness Policy Training November 20, 2025 3) For district, charters, and invited BIE/Tribal Schools In-person Regional Local School Wellness Policy Trainings offered 4) Oct 23, 2025, in Las Vegas, NM, Oct 28, 2025, in Albuquerque, NM, Oct 29, 20025 in Las Cruces, NM New Mexico Student Nutrition Association Conference 5) Local School Wellness Policy break-out session June 4, 2026, at Isleta Casino in Albuquerque, NM	Principals/Superintendents/Head of School, Food Service Staff, Administrative Staff: Teachers, Secretaries, Budget Staff

PED			
Bureau/Division	Title of Presentation	Presentation Description	Target Audience
At-Risk Intervention	Who Gets Pushed Out? Examining School Practices that Marginalize Indigenous Youth	School districts and school leaders are invited to critically reflect on how school practices - particularly related to discipline, attendance, grading, and scheduling - can unintentionally contribute to the marginalization and pushout of Indigenous students. This workshop will move the conversation beyond student-level narratives and toward system responsibility, while identifying opportunities for leaders to create more supportive, relationship-centered environments.	School districts and school leaders
Policy & Legislative Affairs	Proposed Amendments to 6.60.11 NMAC, Required Training Program for School District Personnel, School Volunteers, and Contractors	Explanation: The purpose of the proposed rulemaking is to add provisions for the training of school employees on the use of automated external defibrillators, per 22-33-6 NMSA 1978, and to update provider information for the training on recognizing and reporting child abuse. Summary: The proposed amendment details sudden cardiac arrest and automated external defibrillator training requirements and what personnel are required to have training consistent with standards adopted by the American Heart Association. Additionally, the amendment clarifies that the state provides training on recognizing and reporting child abuse, rather than New Mexico State University.	Monthly Indian Education Call with Tribal Partner Attendees
Policy & Legislative Affairs	Proposed Amendments to 6.30.15 NMAC, Community Schools	Explanation: Make updates based on amendments to the Community Schools Act, per SB387 from the 2025 Legislative Session and for the implementation of community school programs that reflect current practice. Summary: The proposed amendment would update definitions and provisions pertaining to community schools. It would incorporate the current community school key practices, implement requirements for	Monthly Indian Education Call with Tribal Partner Attendees

community school strategic plans, and simplify provisions on the appointment and duties of the community school coordinator and the coalition for community schools.

PED			
Bureau/Division	Title of Presentation	Presentation Description	Target Audience
Policy & Legislative Affairs	Proposed Repeal and Replace to 6.63.2 NMAC, Licensure for School Nurses, Grades Pre K-12	Make updates based on changes to the School Personnel Act, per House Bill 34 from 2026 Legislative Session. The proposed rulemaking would make technical and conforming changes to the school nurse licensure system. It would allow both level two and level three nurses to evaluate and mentor level one nurses and expand eligibility for level three licenses to nurses with three years of equivalent registered nursing experience. It also removes outdated references to the highly objective uniform statewide standard of evaluation.	Monthly Indian Education Call with Tribal Partner Attendees
Policy & Legislative Affairs	Proposed Repeal and Replace to 6.64.10 NMAC, Bilingual Endorsement	Update competency requirements for bilingual education teachers to align with current department practices and recommendations from the bilingual competencies workgroup. The proposed rulemaking would detail the testing and coursework requirements for beginning bilingual education teachers. It would also make changes to competency requirements to reflect tribal standards for tribal language proficiency and require teacher knowledge of translanguaging, theories of appropriately teaching heritage learners, oracy, biliteracy, and multiliteracies.	Monthly Indian Education Call with Tribal Partner Attendees
Policy & Legislative Affairs	Proposed Repeal and Replace to 6.63.2 NMAC, Licensure for	Make updates based on changes to the School Personnel Act, per House Bill 34 from the 2026	Monthly Indian Education Call with

School Nurses, Grades
Pre K-12

Legislative Session. The proposed rulemaking would make technical and conforming changes to the school nurse licensure system. It would allow both level two and level three nurses to evaluate and mentor level one nurses and expand eligibility for level three licenses to nurses with three years of equivalent registered nursing experience. It also removes outdated references to the highly objective uniform statewide standard of evaluation.

Tribal Partner
Attendees

PED Bureau/Division	Title of Presentation	Presentation Description	Target Audience
Curriculum & Instruction	New Mexico Instructional Scope presented at 22 statewide events including: • National Indian Education Association (NIEA) 4th Annual Educator Day • National Association for Gifted Children (NAGC) Annual Convention • PED Assessment & Accountability Conference	Provides technical assistance, instructional resources, and educator support to strengthen Native language and culturally responsive education programs.	American Indian students, tribal education departments, and school districts serving Native communities

PED Bureau/Division	Title of Presentation	Presentation Description	Target Audience
College & Career Readiness	CTE grant funds (NextGen = state and Perkins = federal)	Provided training and updates on CTE funding for the TRIBAND (Navajo Nation-Alamo Navajo, Pine Hill Ramah, and To'hajiilee)	Tribally controlled schools in the Navajo Nation
College & Career Readiness	CTE Data Reporting	Provided data reporting requirements and training on CTE funding and programming. Presentations and trainings occurred every 3 weeks over a 3 month period, August - October 2025.	Alamo Navajo Community Schools, Mescalero Apache Schools, Navajo Preparatory School, Northwest High School at Shiprock, Pine Hill Schools, To'hajiilee Community School

Table F. Cross-Departmental Initiatives Affecting Pueblos, Tribes, and Nations *This table summarizes initiatives reported by PED bureaus and divisions that directly support or affect New Mexico's Pueblos, Tribes, and Nations, Native American students, and tribal communities. Information reflects activities reported through the Fiscal Year 2026 State-Tribal Collaboration Act Program Tracker.*

PED Bureau/Division	Title of Initiatives	Initiative Description	Target Audience	Funding Amount
Safe & Healthy Schools	Build Relationships for Collaboration in Attendance	Enlist members to collaborate in monthly learning communities by region to support and allow learning opportunities for culturally responsive initiatives in attendance.	Tribal Education Directors	NA
Language & Culture	Identification of potential AI/AN English Learner Students	Technical Assistance and Focused Monitoring of practices for the identification of potential English Learners	Districts and Charter Schools serving AI/AN	NA

PED Bureau/Division	Title of Initiatives	Initiative Description	Target Audience	Funding Amount
Office of Special Education	High Quality IEP Trainings and IEP Core Template trainings	Provides statewide professional learning, technical assistance, and implementation support to improve the quality, consistency, and compliance of Individualized Education Programs (IEPs), including implementation of New Mexico's statewide Core IEP templates. This work supports equitable access to high-quality special education services for all students, including American Indian students with disabilities attending public schools, BIE schools, and tribally affiliated schools.	Office of Special Education	NA
Office of Special Education	Inclusive Practices	Provides statewide professional development and technical assistance to build educator capacity in inclusive practices, literacy, mathematics, accommodations, modifications, and access to grade-level curriculum for students with disabilities. These trainings support educators serving diverse student populations, including American Indian students with disabilities, through equitable and inclusive instructional practices. Delivery: in-person, virtual, and Canvas	General education teachers, special education teachers, administrators, instructional coaches, and related service providers	NA
Office of Special Education	Statewide Behavior Supports Training	Provides statewide professional learning and technical assistance on evidence-based behavior supports, Positive Behavioral Interventions and Supports (PBIS), de-escalation strategies, and inclusive learning environments. The training promotes positive educational outcomes for all students, including American Indian students with disabilities, by fostering supportive and culturally responsive school environments. Delivery: in-person and virtual	Administrators, teachers, related service providers, school psychologists, counselors, and support staff	NA

PED Bureau/Division	Title of Initiatives	Initiative Description	Target Audience	Funding Amount
Office of Special Education	Secondary Transition and Postsecondary Planning	Provides professional learning and technical assistance to improve transition planning, postsecondary readiness, graduation planning, and interagency collaboration for students with disabilities. These efforts support equitable transition services and improved postsecondary outcomes for American Indian students with disabilities and their families. Delivery: in-person and virtual	Special education teachers, transition coordinators, administrators, students, families, and community agency partners	NA
Office of Special Education	Child Find and Evaluation Responsibilities	Provides statewide training and technical assistance on Child Find requirements, referral procedures, evaluation timelines, and IDEA compliance to ensure that children with disabilities, including American Indian children residing in tribal communities, BIE schools, and public schools—are identified, evaluated, and provided timely access to special education services. Delivery: in-person and virtual	Special education directors, administrators, educational diagnosticians, evaluation teams, preschool coordinators, and related service providers	
Office of Special Education	Autism Professional Learning Series Autism Family Education Series	Provides statewide professional learning to increase educator and family knowledge of evidence-based practices, inclusive instruction, communication supports, and behavioral strategies for students with autism across home, school, and community settings.	General education teachers, special education teachers, administrators, related service providers, educational assistants, and instructional coaches. Families, caregivers, advocates, and community partners	

PED Bureau/Division	Title of Initiatives	Initiative Description	Target Audience	Funding Amount
Office of Special Education	Caregiver Empower Hour	Provides virtual learning opportunities for families and caregivers of students with disabilities to build knowledge of special education processes, available resources, transition planning, and strategies to support student success. The series encourages participation from families of American Indian students with disabilities and strengthens family-school partnerships statewide.	Parents, caregivers, guardians, families, and family advocates	

Indian Education Fund

The state of New Mexico has made a historic investment in Indian Education by appropriating \$90 million to the Indian Education Fund for Fiscal Years 2026, 2027, and 2028, providing \$30 million annually to support activities authorized under the Indian Education Act. This multi-year investment expands educational opportunities for Native American students through funding awarded to New Mexico's Pueblos, Tribes, and Nations, Historically Defined Indian Impacted School Districts, charter schools, and competitive grant recipients. The funding supports tribally identified priorities and initiatives that strengthen academic achievement, Native language and culture, student supports, educator development, and other programs that directly benefit Native American students.

Given the scale of this investment and its importance to advancing the goals of the Indian Education Act, Indian Education Division activities are presented in a dedicated section of this report. This section highlights the implementation of the fund, distribution of awards, monitoring and technical assistance, and the impact of these investments in supporting Native American students and strengthening partnerships with New Mexico's sovereign Pueblos, Tribes, and Nations.

Allocation-Based Awards to Pueblos, Tribes, and Nations

The Indian Education Division administers allocation-based awards that provide direct funding to New Mexico's 23 sovereign Pueblos, Tribes, and Nations to support tribally identified educational priorities, Native language and culture, student success, and community-driven initiatives.

FY26 Highlights

- Distributed upfront allocation-based awards directly to New Mexico's Pueblos, Tribes, and Nations that will not revert at the end of each of fiscal.
- Provided ongoing technical assistance throughout implementation.
- Conducted quarterly implementation and fiscal check-ins with tribal grantees.
- Supported implementation planning, reporting requirements, and allowable use of funds.
- Continued monitoring to ensure successful implementation while respecting tribal sovereignty.

FY27 Next Steps

- Continue quarterly technical assistance and implementation meetings.
- Expand fiscal and programmatic support throughout the grant cycle.
- Continue strengthening government-to-government relationships through ongoing communication and technical assistance.

Allocation-Based Awards to Historically Defined Indian Impacted School Districts

The Indian Education Division administers allocation-based awards to [Historically Defined Indian Impacted School Districts \(HDIISDs\)](#) to strengthen programs and services that improve educational outcomes for Native American students.

FY26 Highlights

- Awarded allocation-based funding to eligible districts and charter schools.
- Provided technical assistance on implementation, reporting, and fiscal requirements.
- Supported LEAs in aligning activities with the Indian Education Act.
- Continued monitoring of program and fiscal implementation.

FY27 Next Steps

- Continue providing implementation support throughout the fiscal year.
- Strengthen technical assistance related to reporting and monitoring.
- Continue supporting collaboration between districts & charter schools with tribal governments.

Indian Education Division Impact

Ongoing Communication and Technical Assistance

The Indian Education Division maintains regular communication with tribal governments, tribal education departments, school districts, and charter schools to provide information, technical assistance, and implementation support.

FY26 Highlights

- Hosted monthly Tribal Partner Calls led by the Assistant Secretary for Indian Education.
- Conducted quarterly check-ins with tribal grant recipients.
- Provided ongoing technical assistance through meetings, email, telephone, and virtual support.
- Shared updates on funding, legislation, rulemaking, and department initiatives.
- Responded to requests from tribal governments and educational partners throughout the year.

FY27 Next Steps

- Continue hosting monthly Tribal Partner Calls.
- Maintain quarterly implementation meetings with grantees.
- Expand opportunities for information sharing and technical assistance across PED programs.

Student Needs Assessment

The Student Needs Assessment supports local education agencies in identifying the educational priorities of Native American students through meaningful collaboration with tribal governments and community stakeholders. Results help guide planning, resource allocation, and implementation of the Indian Education Act.

FY26 Highlights

- Released updated guidance for each complement of the Student Needs Cycle.
- Provided statewide training and technical assistance.
- Supported districts and charter schools through implementation of the Student Needs Assessment process.
- Developed tools and resources to improve data collection and planning.
- Strengthened connections between student needs, strategic planning, and budget development.

FY27 Next Steps

- Continue statewide training and technical assistance.
- Refine resources based on district and tribal feedback.
- Strengthen connections between identified student needs and measurable outcomes.

Government-to-Government Leadership and Tribal Consultation

The Indian Education Division provides statewide leadership for government-to-government engagement and tribal consultation to ensure tribal perspectives inform educational policies, programs, and services affecting Native American students.

FY26 Highlights

- Led the coordination of the Fall and Spring Government-to-Government Indian Education Summits in partnership with the Early Childhood Education & Care Department, the Higher Education Department, and the Indian Affairs Department.
- Led tribal consultation on legislation, rulemaking, and statewide initiatives.
- Released PED's Definition of Tribal Consultation and Best Practices.
- Supported consultation across multiple PED bureaus and divisions.
- Strengthened partnerships with tribal governments through ongoing communication and collaboration.

FY27 Next Steps

- Update the PED State-Tribal Collaboration and Communication Policy.
- Align the policy with PED's Definition of Tribal Consultation and Best Practices.
- Expand consultation training and technical assistance across the department.
- Continue strengthening meaningful government-to-government relationships.

Native American Language and Culture (520 NALC)

The Indian Education Division leads statewide implementation of 520 Native American Language and Culture initiatives to support Native language revitalization, educator certification, and culturally responsive education.

FY26 Highlights

- Promoted Native language preservation through statewide partnerships including presentations to the Legislative Education Study Committee.
- Created a framework based on data gathered from tribal partners.
- Using the framework, has begun creating learning modules for implementation and sustainability that increase the number of 520 NALC teachers across the state.

FY27 Next Steps

- Continue expanding support for Native language educators.
- Strengthen partnerships with tribes and higher education institutions.
- Increase awareness and implementation of the Native American Language and Culture Certificate.
- Continue supporting Native language preservation and revitalization efforts statewide through the framework.
- Elevate the work of current 520 NALC certificate holders.

Indian Education Division: FY26 By the Numbers

Funding	
Indian Education Fund (FY26-FY28)	\$90 Million
Annual Indian Education Fund Investment	\$30 Million
Direct Allocation to Pueblos, Tribes, and Nations	\$23.4 Million
Allocation to Historically Defined Indian Impacted School Districts	\$5.85 Million
Indian Education Division Operations	\$750,000
Competitive Awards from the Indian Education Fund	\$4.7 Million
House Bill 505: Tribal Capital Outlay	\$20 Million
ARPA Treasury Awards: Tribal Capital Outlay	\$10 Million
Special Appropriation: Zuni and Navajo Nation	\$4 Million

Statewide Engagement

Pueblos, Tribes, and Nations Served	23
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Historically Defined Indian Impacted School Districts	30
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Monthly Tribal Partner Calls	12
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Quarterly Tribal Grant Virtual Check-ins	88
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Quarterly HDIISDs Grant Virtual Trainings	120
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Government-to-Government Indian Education Summits	2
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Building Capacity

Statewide Student Needs Assessment Trainings	3
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Tribal Consultation Definition Released	1
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State-Tribal Collaboration Questionnaire Updated	1
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PED Bureaus & Divisions Reporting STCA Activities	34
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School Board Training – Indian Education Act, Senate Bill 163, Tribal Consultation	4
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Release of Updated Guidance: Student Needs Assessment, Systemic Framework, Public Information Meetings, Written Budget Statement, Affirmation of Tribal Consultation, & Tribal Education Statute Report	6
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520 Native American Language and Culture

Native American Language and Culture Certificates	234
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Other Notable Outcomes

Update to the Indian Education page of the PED website	Continuous
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Discussion with Tribal Partners to Expand Allowable Costs	1
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The *Indian Education Division: FY26 By the Numbers* dashboard highlights key activities and accomplishments reported through the Indian Education Division's annual data collection process; however, it does not capture the full scope of the division's work throughout the fiscal year. The dashboard does not reflect the numerous technical assistance requests provided to individual tribes, school districts, charter schools, Bureau of Indian Education schools, and tribally controlled schools outside of regularly scheduled reporting and monitoring activities. It also does not include the many tribal community visits conducted by the Assistant Secretary of Indian Education and PED executive leadership, ongoing phone calls, meetings, emails, and other forms of communication with tribal leaders and education partners, invitations for the Assistant Secretary to serve as a guest speaker or presenter at tribal, state, and national events, attendance at graduation ceremonies supporting implementation of Senate Bill 163: Tribal Regalia at Public School Events and the Indian Education Act, or presentations delivered to the Legislative Education Study Committee and other legislative bodies. Collectively, these activities represent a significant portion of the Indian Education Division's ongoing government-to-government engagement and leadership that extends beyond the metrics presented in this report.

As PED continues to strengthen implementation of the State-Tribal Collaboration Act, the Indian Education Division will refine its internal data collection methods to more comprehensively capture the breadth and impact of its work. Future reporting will place greater emphasis on documenting technical assistance, government-to-government engagement, executive leadership activities, legislative presentations, community outreach, and other meaningful interactions that contribute to stronger partnerships with New Mexico's sovereign Pueblos, Tribes, and Nations. These enhancements will provide a more complete picture of the department's statewide efforts while supporting strategic planning, resource allocation, and continuous improvement.