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FISCAL IMPACT REPORT

SPONSOR Lente ORIGINAL DATE 1/29/22
LAST UPDATED 2/10/22 HB 87/aHEC/aHAFC
SHORT TITLE Indian Education Fund Distributions SB _____
ANALYST Liu

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY22	FY23	FY24	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		See Fiscal Implications				

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB60, HB89, HB90, HM12
Conflicts with HB88
Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)
Attorney General's Office (NMAG)

No Response Received

Indian Affairs Department (IAD)

SUMMARY

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee amendment to House Bill 87 strikes the \$20 million appropriation from the bill.

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 87 requires PED to enter into an intergovernmental agreement with tribes for funding disbursements rather than a joint powers agreement (JPA) under the original bill.

Synopsis of Original Bill

House Bill 87 appropriates \$20 million from the general fund to the Indian education fund (IEF) for distribution in FY24 and subsequent fiscal years to provide funding for New Mexico tribes. Beginning in FY24, the bill allocates 70 percent of all IEF distributions to New Mexico tribes. Between FY24 and FY28, 90 percent of the tribal IEF distribution must be allocated in equal amounts to each tribe and 10 percent of the distribution must be allocated based on the number of students served by the respective tribal education departments (TED). Beginning in FY29, the basis of the tribal IEF distribution will be 70 percent for equal allotments and 30 percent for students served by TEDs. The bill further requests PED to enter into joint powers agreements with New Mexico tribes to disburse the tribal IEF distribution. The effective date of this bill is July 1, 2023.

FISCAL IMPLICATIONS

Limited data exists on the number of students served by TEDs. Assuming all students in each tribe are served, most tribes would receive about \$380 thousand dollars from the tribal IEF distribution. The following table provides an estimate of the IEF distribution for each tribe, pueblo, and nation.

Pueblo, Tribe, or Nation	Estimated Number of Children (Ages 5-17)	FY24 - FY28 IEF Distribution ¹ (in thousands)	FY29 - Ongoing IEF Distribution ² (in thousands)
Acoma	537	\$ 442.8	\$ 374.6
Cochiti	330	\$ 437.6	\$ 358.9
Isleta	662	\$ 446.0	\$ 384.1
Jemez	486	\$ 441.5	\$ 370.7
Jicarilla	880	\$ 451.5	\$ 400.7
Laguna	772	\$ 448.8	\$ 392.5
Mescalero	869	\$ 451.2	\$ 399.8
Nambe	253	\$ 435.6	\$ 353.1
Navajo Nation	27,550	\$ 1,126.6	\$ 2,426.0
Ohkay Owingeh	799	\$ 449.4	\$ 394.5
Picuris	276	\$ 436.2	\$ 354.8
Pojoaque	556	\$ 443.3	\$ 376.1
San Felipe	736	\$ 447.8	\$ 389.7
San Ildefonso	311	\$ 437.1	\$ 357.5
Sandia	883	\$ 451.6	\$ 400.9
Santa Ana	157	\$ 433.2	\$ 345.8
Santa Clara	1,756	\$ 473.7	\$ 467.2
Santo Domingo	546	\$ 443.0	\$ 375.3
Taos	597	\$ 444.3	\$ 379.2
Tesuque	179	\$ 433.8	\$ 347.4
Zia	266	\$ 436.0	\$ 354.0
Zuni	2,047	\$ 481.0	\$ 489.3
Total	41,448	\$ 10,492.0	\$ 10,492.0
1. Based on 90 percent equal allocations and 10 percent students served. 2. Based on 70 percent equal allocations and 30 percent students served.			

The HAFC Substitute for House Bill 2 includes \$14.9 million for the Indian education fund. This chart above reflects the distribution using the \$14.9 million appropriation, which would provide tribes \$10.5 million on an annual basis. The remaining \$4.5 million, or 30 percent, of the IEF distribution would be allocated based on PED priorities relating to implementation of the Indian Education Act.

The formula in this bill places substantial weight (90 percent in the first four years and 70 percent in subsequent years) on providing an even distribution of funds to each New Mexico tribe, pueblo, and nation. As such, differentiation in funding between each entity is minimal, aside from the allocation for the Navajo Nation, and may not be aligned to actual operational needs for medium-sized entities serving more students.

SIGNIFICANT ISSUES

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

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

Currently, PED makes IEF distributions based on priorities established by the PED secretary and assistant secretary of Indian education to implement the Indian Education Act. In FY21, the Legislature appropriated \$6 million to PED for IEF distributions. PED awarded \$2.2 million to all New Mexico tribes, nations, and pueblos, with amounts ranging from \$75 thousand to \$200 thousand (See Attachment 1). Additionally, PED allocated \$2.6 million to school districts and charter schools for: (1) college, career, and life readiness; (2) culturally and linguistically relevant education and social emotional learning; (3) culture and identity development; and (4) increasing access to Native American language programs. PED allocated appropriations to

school districts and charter schools enrolling a significant number of Native American students, with amounts ranging from \$25 thousand to \$90 thousand (See Attachment 2).

The remaining FY21 IEF awards included \$250.4 thousand to Diné College, \$75 thousand to Keres Children’s Learning Center, \$100 thousand to the Pueblo of Jemez, and \$267.5 thousand to the University of New Mexico. Provisions of this bill would require PED to allocate \$14 million directly to tribes each year but allow the department allocate the remaining \$6 million for existing grantees and agency priorities related to implementation of the Indian Education Act.

Provisions of this bill would allocate a portion of IEF distributions based on the total number of students served by TEDs. TEDs are federally and tribally funded executive branch agencies within sovereign tribal governments. The roles and responsibilities of TEDs vary according to each tribe’s government, laws, and resources. TEDs are not schools but are the primary contact for their tribal governments regarding education policy issues. TEDs may be involved in curriculum development, teacher training, grant administration, student support services, advocacy, or other education initiatives.

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

PERFORMANCE IMPLICATIONS

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

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

ADMINISTRATIVE IMPLICATIONS

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

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

CONFLICT, RELATIONSHIP

This bill conflicts with House Bill 88, which appropriates \$21.5 million to IEF and earmarks the IEF distribution for specific uses in subsequent years. Provisions of this bill would require 70 percent of all IEF distributions to be formula allocations to tribes, thus prohibiting the appropriation earmarks outlined in House Bill 88.

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

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

TECHNICAL ISSUES

The bill make references to tribal education departments (TED); however, the Indian Education Act does not define what constitutes a TED. The sponsor may want to consider defining a tribal education department in Section 22-23A-3 NMSA 1978.

The bill would allocate a percentage of the tribal IEF distribution to New Mexico tribes based on the total number of students served by the TED. Although this analysis assumes the students

served by the TED would only include students belonging to the respective New Mexico tribe, the bill does not specify if a student from a public, private, tribally-controlled, or Bureau of Indian Education (BIE) school would count toward the calculation of the tribal IEF distribution.

OTHER SUBSTANTIVE ISSUES

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

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

ALTERNATIVES

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

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

Attachments

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

SL/rl/al

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

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

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

Source: PED Sharepoint Files

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

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

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

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

Source: PED Sharepoint Files