

# Farmington Municipal Schools Native American Programs Public Hearing

Presented by Assistant Director of Native American Programs

January 10, 2024

4:00 p.m.

The Farmington Municipal Schools (FMS) updated the district-wide initiatives to meet and impact the educational needs of all students. The FMS Multicultural Services Office specifically focuses on supporting the unique educational needs and cultural identity of Native American students. The four critical commitments that make up the instructional infrastructure of the district are:

1. Safe, Supportive, and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed, Viable and Equitable Curriculum
4. Standards Referenced Reporting System

# District Demographics

Demographic	Data
Current School/District Enrolment (Count):	11,073
Native American Student (Count & Percentage)	5,155 or 42.6%
Navajo Students (Count & Percentage)	3,963
Total Native American Staff (Count)	All staff: 1,884 Native American Staff: 324

# School Demographics

Demographic	Data
Number of Native American Students Enrolled in Navajo language & Culture Courses:	1066
Number of Students enrolled in Diné Dual Language Courses:	58
Number of Teachers Certified to Teach Navajo Language & Culture Courses:	12
Number of Students Enrolled in Navajo History and Government Courses:	49

# All Certified Staff by Level

Levels	Data
Level I	19
Level I Alternative	149
Level I Provisional	80
Level II	780
Level III	597
Total	1,625

# Native American Student Enrollment by School

School	Total	School	Total
1. Farmington Preschool Academy East	45	12. Northeast Elementary School	316
2. Farmington Preschool Academy West	90	13. Heights Middle School	279
3. Animas Elementary School	249	14. Hermosa Middle School	242
4. Apache Elementary School	361	15. Mesa View Middle School	202
5. Bluffview Elementary School	180	16. Tibbets Middle School	461
6. Country Club Elementary School	110	17. Juvenile Service Center	5
7. Esperanza Elementary School	214	18. Farmington High School	947
8. Ladera Elementary School	148	19. Piedra Vista High School	617
9. McCormick Elementary School	241	20. Rocinante High School	50
10. Northeast Elementary School	217	21. San Juan College High School	75
11. Mesa Verde Elementary School	163	<b>Grand Total</b>	<b>5,203</b>

# Enrollment by Ethnicity

Tribe	#
Acoma	2
Agua Caliente Band of Cahuilla Indians	1
Alaskan Native	3
Blackfeet	4
Caddo Nation	3
Cherokee	13
Cheyenne and Arapaho Tribes of Oklahoma	1
Cheyenne River Sioux	1
Chickasaw	8
Chippewa	5
Choctaw	7
Citizen Potawatomi Nation	3
Colorado River Indian Tribes	1
Comanche	5
Eastern Shoshone	1
Fort Mojave Indian Tribe	1
Fort Sill Apache	1
Gila River Indian Community	3
Ho Chunk Nation	2
Hopi	11
Jicarilla Apache	63
Kaw	3
Kickapoo	1
Kiowa	2
Laguna	6
Little Traverse Bay Bands of Odawa Indians	2
Lower Brule Sioux Tribe	1
Lummi Nation	1

# Enrollment by Ethnicity continued

Miami Tribe of Oklahoma	1
Mississippi Choctaw	3
Muscogee	2
Navajo	3,963
Northern Arapaho	7
Oglala Sioux	5
Omaha	4
Oneida	1
Osage Nation	2
Other	963
Picuris	1
Pima	2
Potawatomi	3
Rosebud Sioux Tribe	8
Round Valley Indian Tribes	2
San Carlos Apache	1
San Felipe	3
San Juan Pueblo	1
San Juan Southern Paiute	4
Sault Ste Marie	2
Seminole	3

# Enrollment by Ethnicity continued

Shoshone	1
Shoshone-Bannock	4
Shoshone-Paiute	1
Sisseton Wahpeton Sioux	1
Southern Ute	6
Standing Rock Sioux	4
Taos	2
Three Affiliated Tribes	2
Tohono Oodham Nation	5
Turtle Mountain Band Of Chippewa	3
Upper Skagit Indian Tribe	3
Ute Mountain	9
White Mountain Apache	8
Yakama Nation	1
Zuni	5
Grand Total	5,191

# JOM Student Count

School	Pre	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Grand Total
Farmington Preschool Acad.East	12														12
Farmington Preschool Acad.West	39														39
Animas Elementary		8	20	27	26	33	26								140
Apache Elementary		29	34	31	36	41	51								222
Bluffview Elementary		14	17	15	17	28	22								113
Country Club Elementary		5	4	5	10	12	11								47
Esperanza Elementary		4	21	16	15	22	12								90
Ledara Elementary		8	9	12	18	9	16								72
McCormick Elementary		17	24	21	10	30	27								129
McKinley Elementary		10	11	10	22	22	31								106
Mesa Verde Elementary		17	13	9	17	14	20								90
Northeast Elementary		21	22	13	27	33	30								146
Heights Middle School								63	68	76					207
Hermosa Middle School								57	72	58					187
Tibbets Middle School								45	51	52					148
Mesa View Middle School								109	120	138					367
Farmington High School											183	221	200	203	807
Juvenile Service Center											1		4		5
Piedra Vista High School											142	128	135	122	527
Rocinante High School												10	9	27	46
San Juan College High School											23	13	14	12	62
<b>Grand Total</b>	<b>51</b>	<b>133</b>	<b>175</b>	<b>159</b>	<b>198</b>	<b>244</b>	<b>246</b>	<b>274</b>	<b>311</b>	<b>324</b>	<b>349</b>	<b>372</b>	<b>362</b>	<b>364</b>	<b>3562</b>

# Source Check

TRIBAL CERTIFICATION	
I certify that the students listed above resided on the trust or restricted parcels listed above on the survey date.	
Name of Tribal Certifier:	
Title of Certifier:	
Certifier Email Address:	
Certifier Phone Number:	
Certifier Signature:	

LEA ENROLLMENT CERTIFICATION	
3	I certify that the students listed above were enrolled in this school system on the survey date.
Name of LEA Certifier:	
Title of Certifier:	
Certifier Email Address:	
Certifier Phone Number:	
Certifier Signature:	

BIA/TRIBAL REALTY CERTIFICATION	
I certify that the parcels listed above were Trust or Restricted Indian Lands that are tax exempt due to federal law, agreement or policy on the survey date.	
Name of BIA/Tribal Certifier:	
Title of Certifier:	
Certifier Email Address:	
Certifier Phone Number:	
Certifier Signature:	

SPECIAL EDUCATION CERTIFICATION	
4	I certify that the students listed above with an IEP date had an active IEP as of the survey date.
Name of Special Education Certifier:	
Title of Certifier:	
Certifier Email Address:	
Certifier Phone Number:	
Certifier Signature:	

**Category C - Source Check LEA Instructions**

**When to Use This Form**

Use this form for children who reside on property that is held in trust for a Native American tribe or individual (trust land), or has restrictions on encumbrances and alienation (restricted Indian lands).

**How to Use This Form**

Enter in cell 8 the name of the federal property, such as "Specific Trust Properties Cheyenne Reservation - Eagle Butte" or Specific Restricted Parcels - Eek Village". Enter the address, legal description or other location identification information for the land claimed. Legal descriptions must include at a minimum, Section, Township and Range. In Alaska, the BIA requires legal descriptions to certify. In column 8, enter the Individualized Educational Program (IEP) date for any child that had an IEP in place as of the survey date. Do not list a date for students who have an IEP for being gifted.

**Certifications**

Provide this form with student data and certifier instructions to the Native Village Council or Tribal Official to review and certify in Box 1. Provide this form with student data and certifier instructions to the Bureau of Indian Affairs or Tribal Realty Office for certification in Box 2. You must use legal descriptions for BIA land status verification. The LEA certifies in Box 3 that all children listed were enrolled in the LEA on the survey date. The LEA's special education coordinator certifies in Box 4 that all children with a date in column 8 had an active IEP in place as of the survey date.

**Category C - Trust and Restricted Source Check Certifier Instructions**

Thank you for assisting your Local Educational Agency (LEA) with verifying its count of students living on Federal land. The LEA will use this information to apply for an Impact Aid grant from the U.S. Department of Education. The grant provides general aid to LEAs whose local tax revenues are negatively impacted by the presence of Federal property. Your efforts could result in funding for the LEA.

**Land Status Certification**

If this form contains no parent/student information, contact the Impact Aid Program at 202-260-3858 or email [Impact.Aid@ed.gov](mailto:Impact.Aid@ed.gov) and ask to speak with a supervisor. Please verify that all of the parcels on the form are trust or restricted parcels. If a parcel is not trust or restricted, please strike through the entire row for that parent and student. Once all of the names have been verified, sign the form in Box 2. You may use a digital signature with a CAC or PIV card. Provide your name, title, email address and phone number in the event we have any questions.

**Tribal Residential Certification**

If you are presented a form that contains no parent/student information, please contact the Impact Aid Program at 202-260-3858 or email [Impact.Aid@ed.gov](mailto:Impact.Aid@ed.gov) and ask to speak with a supervisor. Please verify that all of the students listed on the form resided with a parent or guardian on this federal property on the survey date on the top of the form. If a parent/student who did NOT reside on this property on the survey date is listed, strike through the entire row for that parent and student. Once all of the names have been verified, sign the form in Box 1. You may use a digital signature with a CAC or PIV card. Provide your name, title, email address and phone number in the event we have any questions.

# Farmington Municipal Schools (FMS) Indian Policies and Procedures

Farmington Municipal Schools adopts these procedures to ensure meaningful input from the FMS Indian Education Committee (IEC), Navajo Nation Chapter House representatives(s), Department of Diné Education, and parents.

1. Public IEC meetings are held quarterly;
2. Documentation (source check forms & IPP) are sent electronically to all Chapter Houses;
3. A public hearing is held for parents where funding applications, evaluations, program plans, and other information is specifically described;
4. FMS and the Navajo Nation Department of Diné Education engage in a meaningful consultation; and
5. FMS IEC, Chapter House representatives, Department of Diné Education, and parents are provided an opportunity to provide input on the needs of Native American children.

# Indian Policies and Procedures (IPP)

- **POLICY 1:** The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Native American children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]
- **POLICY (2):** The Farmington Municipal School District will provide an opportunity for the Navajo Tribe and parents of Native American children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)] As a part of this requirement, the LEA will: Notify tribes and the parents of Native American children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and (ii) Modify the method of and time for soliciting Native American views, if necessary, to ensure the maximum participation of tribes and parents of Native American children. PROCEDURES: A public hearing is held during the school year to disseminate information to families of Native American FMS students.  
2.1 The LEA will make the following opportunities available for parents of Native American Children and tribes to provide input on the educational program and activities: • Public hearing to disseminate information on educational programs and activities, • Review funding programs that support programs and services, and • Survey to collect information on current programs and services and feedback/recommendations

# Indian Policies and Procedures (IPP)

- **POLICY (3):** The Farmington Municipal School District will, at least annually, assess the extent to which Native American children participate on an equal basis with non-Native American children in the District's education program and activities. [34CFR222.94(a)(3)] As part of this requirement, the LEA will: Share relevant information related to Native American children's participation in the LEA's education program and activities with tribes and parents of Native American children; and (ii) Allow tribes and parents of Native American children the opportunity and time to review and comment on whether Native American children participate on an equal basis with non-Native American children.
- **POLICY (4):** The Farmington Municipal School District will modify the IPPs, if necessary, based upon the results of any assessment or input described in this document. [34CFR222.94(a)(4)] PROCEDURES: 4.1 The Farmington Municipal School Board will schedule a meeting in October to discuss the content of the IPPs, equal participation, and educational program and activities. Parents of Native American children and tribes will be notified via mass email, robocalls, notice on the FMS website regarding these meetings and their ability to submit comments. 4.2 The Farmington Municipal School Board and/or The Indian Education Committee will evaluate all recommendations for changes to these IPPs. 4.3 The Farmington Municipal School Board and/or The Indian Education Committee will decide on all recommended revisions to these IPPs. 4.4 Any changes by the Farmington Municipal School Board will become effective immediately upon adoption and approval. 4.5 The Farmington Municipal School District will disseminate copies of the revised IPPs to the tribe and parents of Native American children by electronic email within 30 days of adoption by the Farmington Municipal School Board.

# Indian Policies and Procedures (IPP)

- **POLICY (5):** The Farmington Municipal School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Native American children, and disseminate the responses to the tribe and parents of Native American children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)] Procedure 5: The Farmington Municipal School District will annually keep track of and assemble all comments and suggestions received through the various consultation processes by using a Google spreadsheet and data charts. The Farmington Municipal School District will at least annually respond in writing to comments and recommendations made by tribes, or parents of Native American children, and disseminate the responses to all parties in a Public Hearing, Indian Education Committee, and electronic communication with Chapter Houses prior to the submission of the IPPs by the District.
- **POLICY (6):** The Farmington Municipal School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)] PROCEDURES: The Farmington Municipal School District will annually provide a copy of the current Indian Policies and Procedures to the Navajo Tribe email, posting on the FMS website prior to submitting the Impact Aid Application.

# Tribal Consultation

- Tribal Consultation was conducted on November 14, 2023 with the Navajo Nation Tribal Leader at Kirtland Administration building.
- **Feedback:** Continue to collect tribal membership documentation (CIBs, etc.) and 506 forms to increase services for Native American Students.
- **Ask:** Update the MOU, provide more technical support onsite and request resources for Hogan proposal.

# Public Hearing

- FMS IEC, Chapter House representatives, Department of Diné Education, and parents are provided an opportunity to provide input on the needs of Native American children.
- Notification of the Impact funding application for SY2025
- Data collection and evaluations are being conducted
- Each grant supports the Education Plan
- Each grant has an initiative

# Data Collected

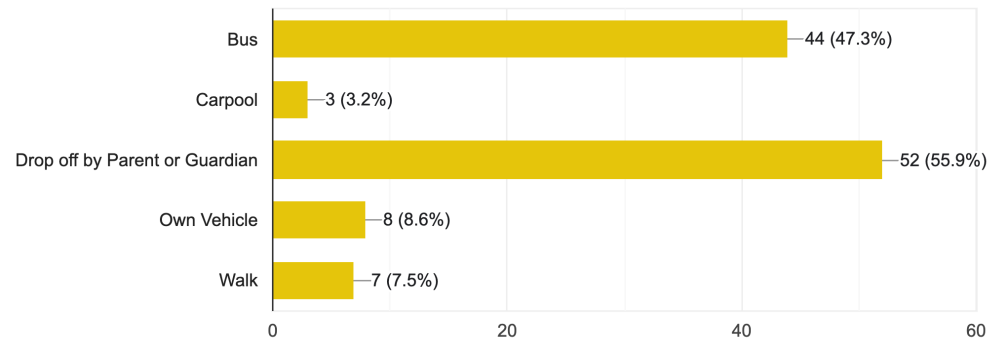
- Student/Parent needs assessment
- Teacher/Administrator needs assessment
- ELA,MTH,SCI scores w/aggregated scores
- Attendance, Drop outs, and Graduation rates
- Grant reports
- Focus Group, Interviews, observation

# 2023-2024 Needs Assessment

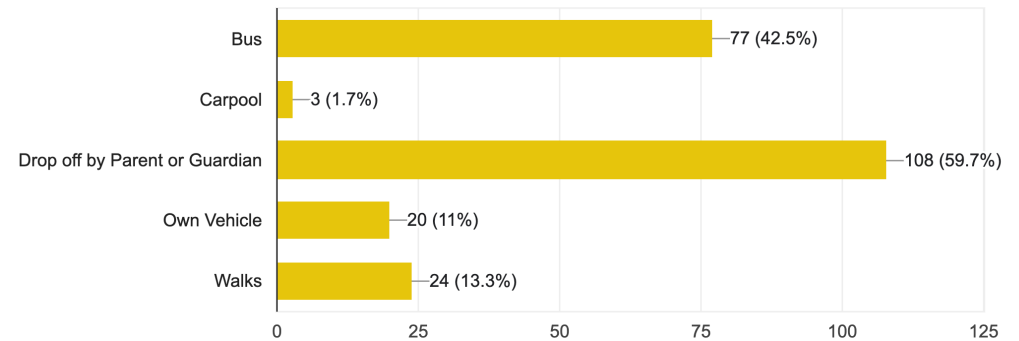
## Students=N93

## Parents=N181

3. I get to school by  
93 responses



3. My student(s) get to school by  
181 responses

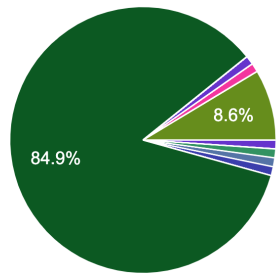


# Tribal Enrollment

Students=N93

Parents

4. I am tribally enrolled with  
93 responses

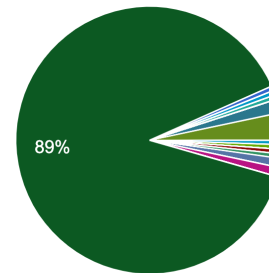


Tribe.

- Acoma
- Agua Caliente Band of Cahuilla Indians
- Alaskan Native
- Blackfeet
- Caddo Nation
- Cherokee
- Cheyenne and Arapaho Tribes of Okla...
- Chickasaw

▲ 1/8 ▼

5. My student is a tribal member of  
181 responses



Tribe.

- Acoma
- Agua Caliente Band of Cahuilla Indians
- Alaskan Native
- Blackfeet
- Caddo Nation
- Cherokee
- Cheyenne and Arapaho Tribes of Okla...
- Chickasaw

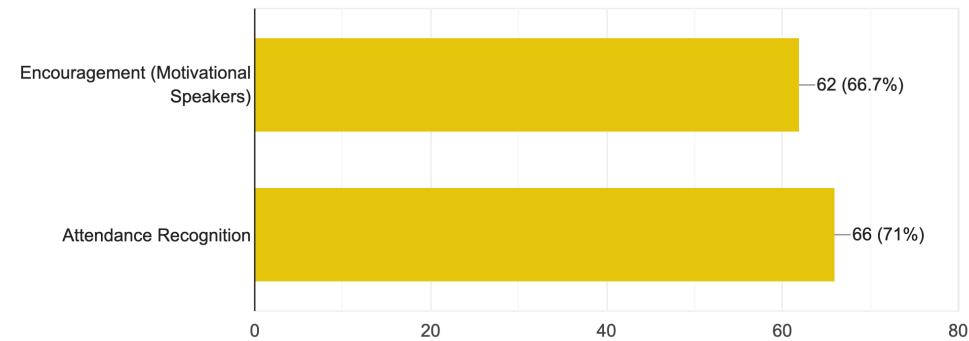
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# Attendance

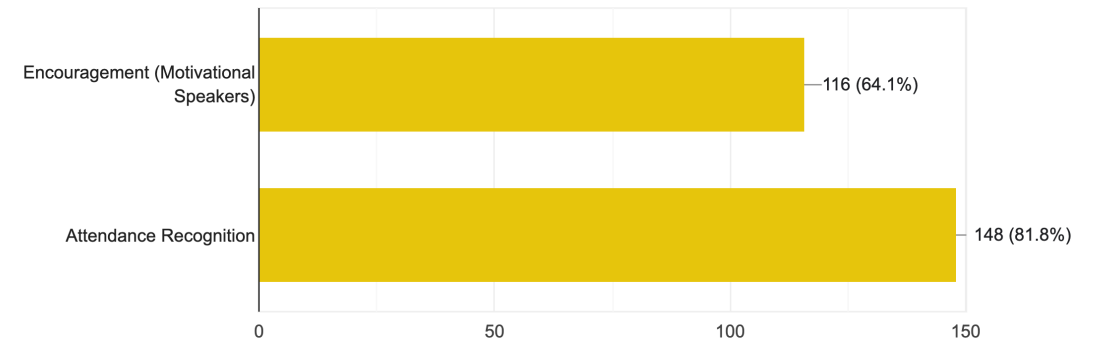
**Students=N93**

**Parents**

6. FMS Native American Programs can assist me with my attendance by  
93 responses



4. FMS Native American Programs can assist with my student's attendance by  
181 responses

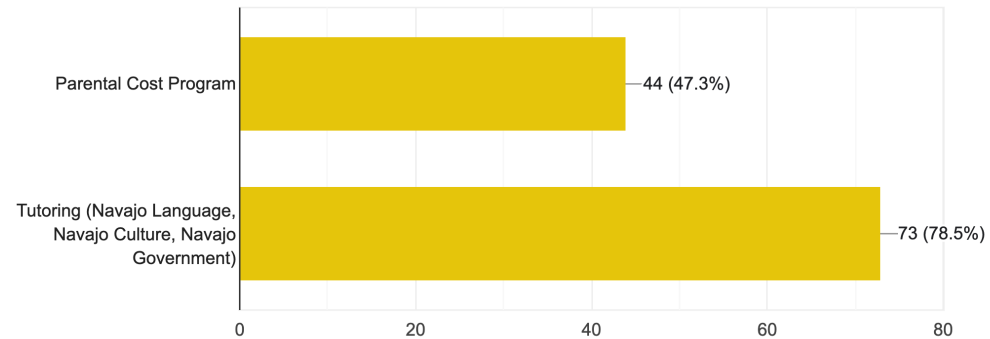


# Academic Support

## Students

7. How can FMS Native American Programs support my academic path towards graduation.

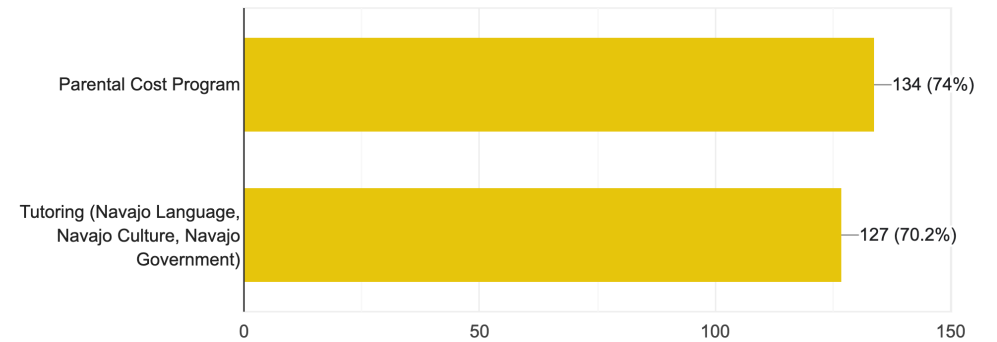
93 responses



## Parents

7. How can FMS Native American Programs support student academic path towards graduation.

181 responses

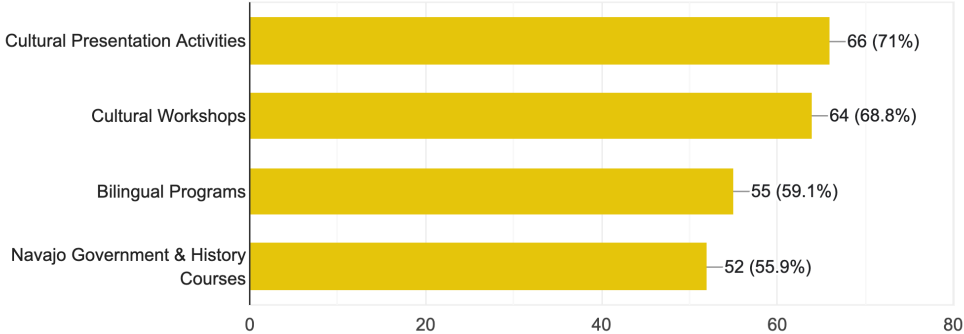


# Culture identity and preservation of language

## Students

8. Ways that FMS Native American Programs can support my knowledge of cultural identity and preservation of language.

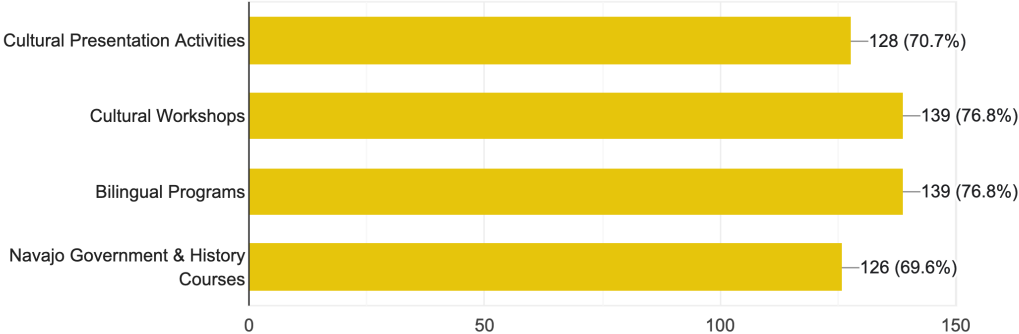
93 responses



## Parents

8. Ways that FMS Native American Programs can support my students knowledge of cultural identity and preservation of language.

181 responses



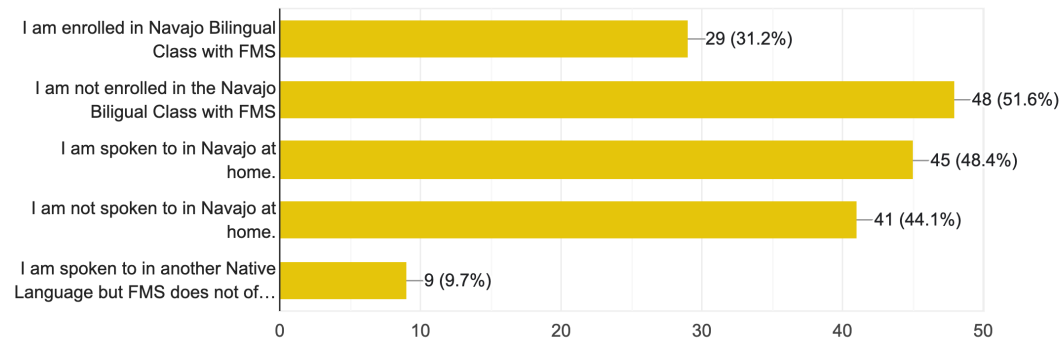
# Native Language

## Students

## Parents

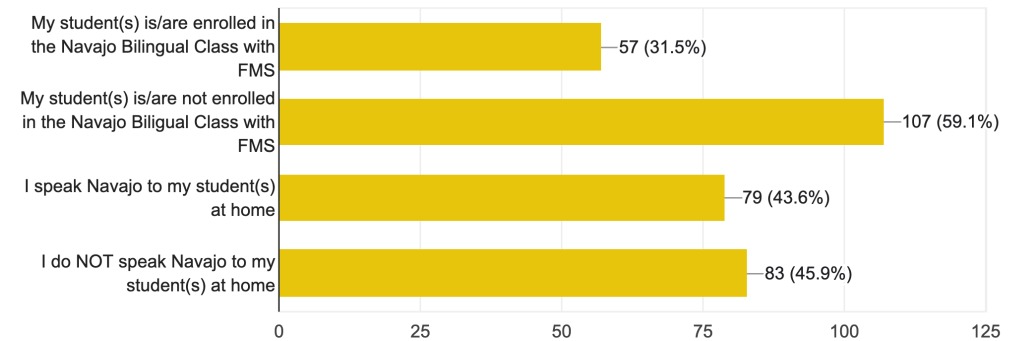
### 9. Native Language (check all that apply)

93 responses



### 9. Native Language (check all that apply)

181 responses



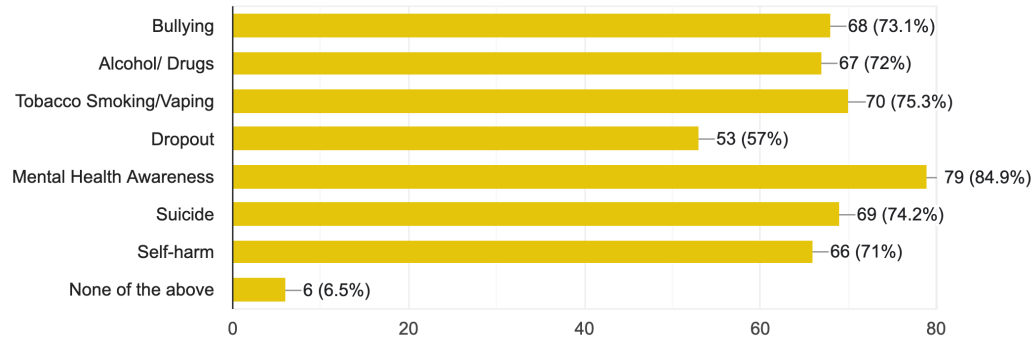
# Prevention Services Support

## Students

## Parents

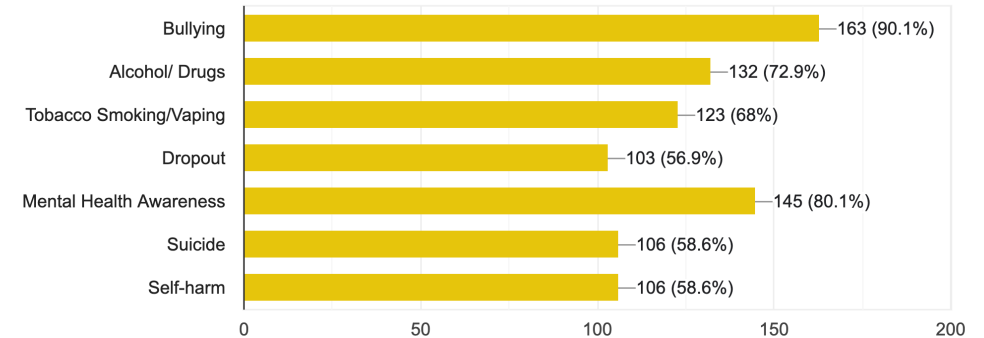
11. It is important for the following Prevention Services to be offered at my school? Select all that apply.

93 responses



12. It is important for the following Prevention Services to be offered at my student's school? Select all that apply.

181 responses

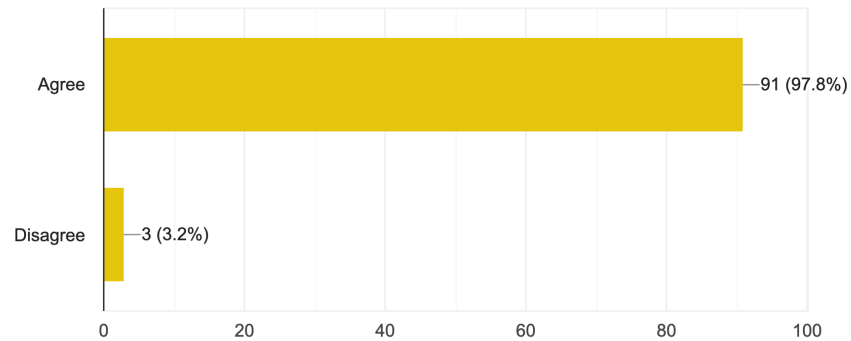


# Career Exploration

## Students

13. It is important that I receive College Readiness to gain the skills, knowledge to be successful while studying at an institution of higher learning.

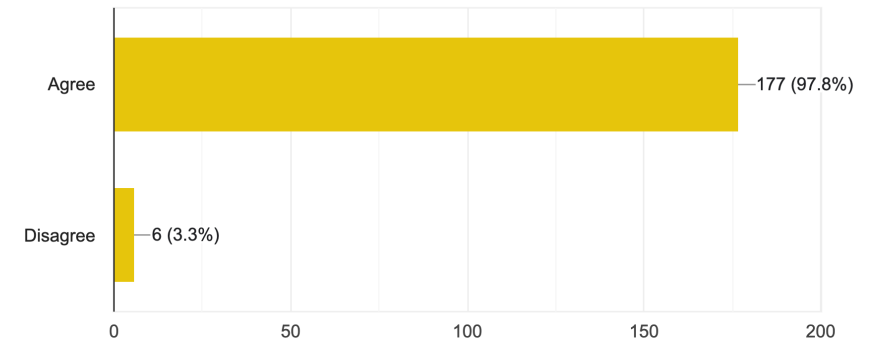
93 responses



## Parents

14. It is important that my student(s) receive(s) College Readiness to gain the skills, knowledge to be successful while studying at an institution of higher learning.

181 responses



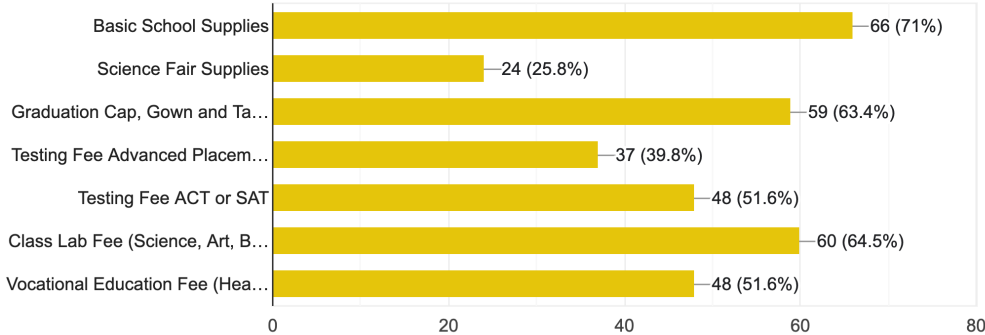
# Parental Cost

## Students

## Parents

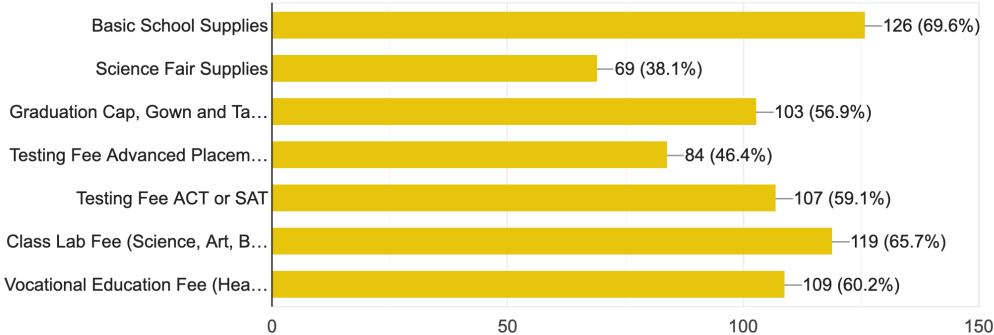
14. Which of the following Parental Cost expenses will help your academic success? Select all that apply.

93 responses



15. Which of the following Parental Cost expenses will help with your student's academic success? Select all that apply.

181 responses

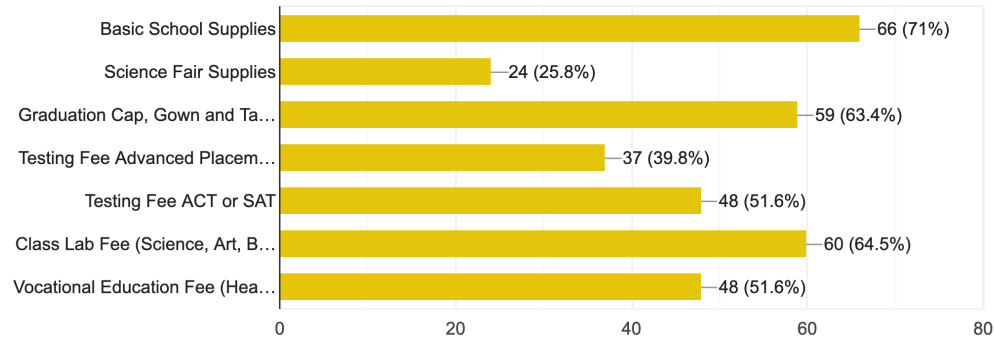


# Parent Engagement

## Students

14. Which of the following Parental Cost expenses will help your academic success? Select all that apply.

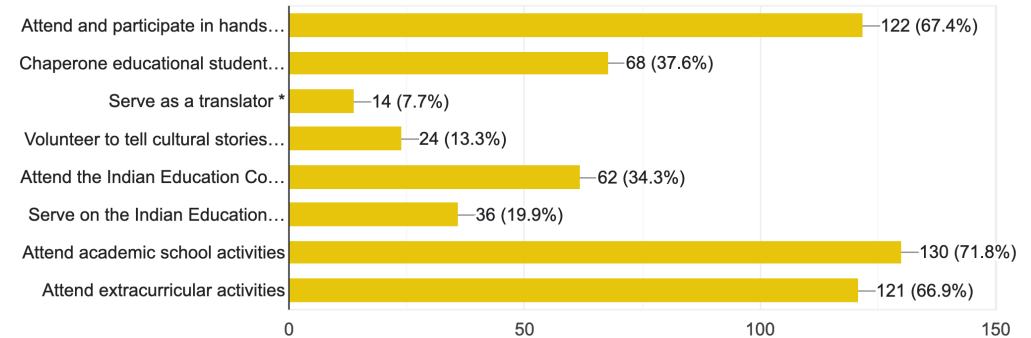
93 responses



## Parents

16. Which of the following will increase your parent engagement with your student's academic success? Select all that apply (\* require a background check).

181 responses



# ELA & Math Achievement Data for All Students MSSA/ASR, Farmington Municipal Schools - 065, 2022-2023, Spring

**Achievement Summary:** MSSA/ASR, Farmington Municipal Schools-065, 2022-2023, Spring

Group	Admin	Grade	Language Arts					Mathematics				
			Number Tested	Novice	Nearing Proficiency	Proficient	Advanced	Number Tested	Novice	Nearing Proficiency	Proficient	Advanced
				%	%	%	%		%	%	%	%
Farmington Municipal Schools-065	2022-2023	Grade 03	765	24	41	16	18	764	45	32	20	3
Farmington Municipal Schools-065	2022-2023	Grade 04	782	27	33	21	19	783	43	31	22	4
Farmington Municipal Schools-065	2022-2023	Grade 05	777	36	29	23	12	778	40	22	23	14
Farmington Municipal Schools-065	2022-2023	Grade 06	778	20	44	22	14	777	48	26	22	5
Farmington Municipal Schools-065	2022-2023	Grade 07	789	20	44	24	12	788	53	24	14	9
Farmington Municipal Schools-065	2022-2023	Grade 08	854	32	34	19	15	855	49	36	12	2

# ELA & MATH Achievement Data for Native American Students MSSA/ASR, Farmington Municipal Schools - 065, 2022-2023, Spring

**Achievement Summary:** MSSA/ASR, Farmington Municipal Schools-065, 2022-2023, Spring

Group	Admin	Grade	Language Arts					Mathematics				
			Number Tested	Novice	Nearing Proficiency	Proficient	Advanced	Number Tested	Novice	Nearing Proficiency	Proficient	Advanced
				%	%	%	%		%	%	%	%
American Indian/Alaskan Native	2022-2023	Grade 03	325	32	45	13	10	324	55	33	12	0
American Indian/Alaskan Native	2022-2023	Grade 04	327	36	40	16	9	327	53	32	14	1
American Indian/Alaskan Native	2022-2023	Grade 05	297	47	30	16	7	297	48	26	18	8
American Indian/Alaskan Native	2022-2023	Grade 06	306	28	50	18	5	306	60	25	14	1
American Indian/Alaskan Native	2022-2023	Grade 07	321	26	53	16	5	320	63	25	9	3
American Indian/Alaskan Native	2022-2023	Grade 08	338	37	39	17	7	336	58	35	6	0
American Indian/Alaskan Native	2022-2023	Grade 11	333	29	33	38	0					

# Attendance and Truancy Data

- 2022-2023 YTD Attendance rate is 59.3%, 2023-
- 2022-2023 YTD Absences are 40.7%, 2023-
- 2023-2024 YTD Truancy is 26.7% (Missed 10% or more of the school year)

Farmington Municipal Schools													
4-Year Graduation Rate 2020-2022													
Four Year Graduation	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Farmington District 4 yr	67.40%	65.90%	70.50%	67.50%	69.50%	71.70%	71.0%	66.20%	74.70%	79.8%	77.4% <sup>a</sup>	78.70%	
Farmington High 4 yr	71.4	66.1	70.4	64.6	74.3	73.6	72	67.89	83.6	87.6	83.6	81.5	82
Piedra Vista High 4 yr	70.9	72.5	76.4	78.8	70.3	80.2	80	75.05	79.8	85.3	87.1	86.2	83
Rocinante High 4 yr	38.6	32	43.7	36.1	25.6	35.1	48	38.54	48.1	45.6	41.4	40.6	54
SJCHS													>80
New Mexico Virtual Academy 4yr	NA	NA	NA	NA	37.5	38.6	43	39.64	38.9	48.9	32.6	30.6	
Farmington District 4yr	67.4	65.9	70.5	67.5	69.8	71.7	68.2	74.7	79.8	79.8	77.4	78.42%	82%
State 4yr	67.3	63	70.4	70.3	89.3	68.6	71	71.1	73.9	74.8	76.9	76.80%	
Five Year Graduation	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Farmington High 5 yr	73.5	70.4	74.8	64.6	74.4	79	76.37	73.8	87.4	89.8	84.8		
Piedra Vista High 5yr	72.8	76.3	81	78.9	76.3	82	83.34	85.5	86.5	82.5	90.8		
Rocinante High 5 yr	48.9	40.7	54.9	64.2	25.6	49	60.18	50.2	58.3	55.4	52.6		
SJCHS													
New Mexico Virtual Academy 5yr	NA	NA	NA	NA	43.6	48	49	45.1	43.1	52.1	>95		
Farmington District 5 yr					69.8	76	75.17	73.9	79.8	82.5	37.7		
State 5yr					70.5	75	75.9	76.4	78.3	78.3	80.5		
											81.7		
Sixth Year Graduation	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Farmington High 6 yr	74.3	71.8	74.8	64.6	83	80.1	79.1	74.7	88.1	90.2	NA		
Piedra Vista High 6 yr	73.8	77.5	81	78.9	82	84.14	86.3	86.2	87.7	88.4	NA		
Rocinante High 6 yr	51.7	42.3	54.9	36.1	49	53.8	63.2	53.7	60.5	60.2	NA		
New Mexico Virtual Academy 6 yr	NA	NA	NA	NA	43	52.45	53.5	50.4	45.1	53.9	NA		
Farmington District 6 yr	71.2	71.6	75.3	67.6	77	77.84	78.1	75.3	80.9	83.5	NA		
State 6 yr	71.6	73.5	74.4	71.8	79	76.9	77.9	78.1	80.5	100	NA		

# Focus Group, Interviews, Observation

Type of Data	Group	Feedback
Focus Group	Native American Youth Advisors	Review Needs Assessment
Interviews	School Site Principals	Improve Communication, shared goals, Continue Family, Parent and School Engagement
Observations	Native American Youth Staff	Review Surveys Collected

# Budget

Grant	Purpose	Award	Expenditures
Title VI	Funding supports Native American Student Attendance by monitoring of attendance and contacting parents, Academics: monitoring of grades, contacting parents, collaborating with teachers, and provide Cultural Activities/Events. I.e. Personnel (7), Professional Development, Supplies	\$799,286.00	67%
Title VII- Impact Aid	School supplies for all students in Pre K - 12th grade, Professional development, Culturally relevant field trips and activities, and Support for Native American students with IEPs i.e. Personnel (1), Professional Development, Supplies	\$229,564.28	72%
NNJOM	Used to supplement existing student support services afforded to all eligible Native American students, support the unique and specialized needs for eligible Native American students in grades PreK – 12 <sup>th</sup> , support the Indian Education Committee and support the online Navajo Government class for all FMS students. i.e. IEC, Gov't & History, Professional Development, Student Travel, Supplies for Support, Student Supplies	\$478,554.19	6%
NMPED IED	Support Native American Students Paid Internship. I.e. Personnel (2) Student Internship Program	\$393,651.00	74%
	<b>Total</b>	<b>\$1,901,055.47</b>	<b>54.75%</b>

# Native American Programs

- **Personnel:** Assistant Director of Native American Programs, 2-Administrative Assistants-Financial & Data book keeping, 7-Native American Youth Advisors at Secondary School Sites
- **Program Initiatives based on 2022/23 Parent Needs Assessment:**

JOM Rank Needs Assessment	Fall 2023 Activities/Events	Spring 2024 Activities/Events
Academic Support 98.2%	Pumpkin Patch, Book Talk, School Supplies	Navajo Skies and Constellation, Native American STEM Festival, NASA Field Trip (Tibbets)
Career Exploration 98%	Paid Internship	Paid Internship
College Readiness 95.9%	UNM Senior Day Field Trip	College Field Trip
Cultural Enrichment Presentations 93.1%	Northern Navajo Fair Booth, Field Trip, Parade, Fashion Show, Festival Day and Evening Event	String Games/Astronomy, NAP Talent Show
Learn Diné Language 89.1%	Curriculum revision	Curriculum Revision
Mental Health Awareness 82%	Motivation Speaker at Event	Youth Wellness Motivational Speaker at FHS
Parental Cost 71.6%	NAP Book Fair, School Supplies, Extra Curricular Fee, School Fees, Cap and Gown	NAP Book Fair, School Supplies, Extra Curricular Fee, School Fees, Cap and Gown

# Student/Parent Needs Assessment

Needs Assessment	Response	Communication mechanism
Parent Survey	184	Google form, email, mass text
Students Survey	159	Google form, email, mass text, Native American Youth Advisors
Administrator Survey	2	Google form, email, reminders
Teacher Survey	45	Google form, email, reminders

# Feedback

- Continue to focus on Navajo Language/Culture - Revitalization, Graduation/College/Career Readiness to begin at the 8th Grade level and Attendance concern/issue/recognition
- Continue one-on-one student meetings
- Need for NAP Grants Program Coordinator
- Reach out to all Native American Programs
- Focus on Celebrations
- Need for more Mental Wellness activities
- Family/Parent Engagement is important

# Discussion

- Do you have additional feedback?
- What areas should the NAP focus on?
- Are there any other comments?