



Indian Education Act Funding



School Name	CUBA INDEPENDENT SCHOOLS
District Code	062
School Year	2021-2022

Program Demographics

Anticipated number of American Indian Students to be served	Business Manager Name	District American Indian Enrollment	Number of Schools to be Served	Principal Name	Total District Enrollment Use SY 2020 -2021 80D	Total Number of Schools in District
426	Rhiannon Chavez	426	3	Judy Atencio - Elementary School Principal	605	3
				Arsenio Jacquez - Mid School Principal		
				Bruce Hatch - High School Principal		

Program Narrative

Priority	Priority 1 - College, Career and Life Readiness
Detail Narrative	<p>The Cuba Independent School District (CISD) continues to serve several at-risk communities, which include the Village of Cuba, and three Navajo Nation Chapters: Counselor, Ojo Encino, and Torreon. The communities are struggling with economic development due to the fact that mining, logging and other economic entities have left the area due to various reasons. This is a snowball effect leaving the most vulnerable, who are not able to relocate for better economic opportunities, to struggle with the situation at hand.</p> <p>Specific indicators include: a) Communities have a 20.5% unemployment rate (2010 Census); b) High poverty is the norm as evidenced by 100% of students qualifying for free and reduced lunch; c) CISD has the highest At-Risk Index rating of all districts in New Mexico; d) High rates of student mobility from school to school, within and outside of the district, impact student development and achievement;</p> <p>Based on an extensive needs assessment, in SY 2020-2021, the Cuba Independent School District (CISD) gained input from parents, staff, community members, and students. Collaboration on student and family needs was also conducted with the Navajo Nation, Counselor Chapter, Ojo Encino Chapter, Torreon Chapter, Indian Education Committee, faith based groups, and local businesses. Through the qualitative and quantitative data collected and analyzed, many areas of need arose for the Native American students and their family groups such as support in Reading, Math, technology access and utilization, transportation, and clearer learning expectations. Another major element of need is the school support and partnership with regards to native language acquisition and cultural understanding for students.</p>

District Demographics

The following data is based on the SY 2020-2021 80th-Day Count.

Total District Enrollment = 605

Category	Percent
SPED	15.90%
ELL	40%
Free / Reduced Lunch	100%
Asian	0.50%
Black	0.30%
Caucasian	3.60%
Hispanic	24.80%
Native American	70.70%
Title I	100%
Immigrant	0.20%
Homeless	20.50%
Gifted	1.20%

Native American Academic Performance

The Cuba Independent School District (CISD) is ranked 89th out of 89 school districts for at-risk students in NM. CISD students are considered most at-risk within the state. Native American students across the district are struggling in many areas including academic performance. In SY 2018-2019, only 11.6% of all Native American students were proficient or above in reading, as compared to the NM state average of 32.7%. In SY 2018-2019, only 3.1% of all Native American students were proficient or above in math as compared to the NM state average of 20.3%. Native American students struggle to perform academically and due to other factors this issue is compounded.

Native American Graduation Rates

There is an area that seems to be making an impact for Native American students at CISD, graduation rates. For the 2018-2019 SY the Native American student graduation rate was 81.7% this is an increase of 2.5 percentage points from 2017-2018 SY. The CISD staff and community members attribute the increase in graduation rate is the holistic collaboration of high school staff plus efforts of the district Family Center and the Family Center Liaison, who was funded in 2019-2020 SY by the Indian Education Act Fund.

Native American Student Well Being

Although in SY 2019-2020, Native Americans comprised 69.6% of the student population, student infraction data for 2019-2020 indicates that 63.70% of all student infractions were committed by Native American students. Of these infractions, 8% were drug/alcohol, 1% gang, 2% serious injury, 2% weapon, 2% violence/robbery, and 56% disorderly conduct related.

Students struggle with self-esteem, self-worth, and self-identity along with family and cultural support at home. Although CISD has begun to focus in these areas to support students, there still is a gap in what students need to have healthy development and growth. The CISD staff and community members feel that students need supplemental support addressing self-esteem, self-worth and self-identity through the learning and use of Navajo language and culture. Staff and community have expressed the need to partner with each other to help support students in growing in these areas.

CISD has taken some critical structural steps in supporting students by providing several opportunities for learning about the Navajo culture and language including the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan will be to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

The district is seeking to streamline the implementation of student and parent supports, resources, programs, communication, and relationship building with respect to cultural identity, language acquisition, self identity, self worth, self esteem, academic success, and student opportunities and access. This will allow a systematic approach to meet the needs of struggling Native American students to allow for healthy growth and development that fits their specific needs.

Program Alignment with the District Strategic Plan

In SY 2020-2021, the CISD's NM DASH focus areas to improve ELA and math are as follows:

Cuba Elementary School:

- Tier II (SAT) process
- School culture
- School leadership and systems

Cuba Middle School:

- Differentiated Support and Accountability

Cuba High School:

- Tier I (Core) instruction
- School Culture

The four goals listed in the 2021-2023 CISD strategic plan are:

1. 100% of students to increase reading levels (move toward proficiency, but supported by growth model);
2. Create school culture and learning that represents the diversity of the students attending CISD;
3. Strong partnership with surrounding community entities (economic and all feeder schools; and
4. 100% of students will be college and career ready (pipeline from PreK through 12th grade;

Building on the first year of this initiative funded by Indian Education Act Funds, CISD received \$90,000 for SY 2019-2020 through the Indian Education Act and expanded the Cuba High School Family Center into a district-wide Family Center. The Family Center Liaison evolved into a year-round, full-time district-wide coordinator position focused on the following CISD district goals:

Since SY 2019-2020, the CISD has offered a Social-Emotional Learning (SEL) program throughout the district, known as *Cuba Cares*, with a specific focus on high school students. Because Native American families constitute approximately 70% of the children who are in grades K-12, the Cuba Cares Director and staff do extensive outreach work with students and families, particularly those who reside on Indian lands. Cuba Cares is essential in that the staff connects families who live on the Navajo Nation with social support systems within the Nation and in the surrounding communities of Cuba.

Another major goal of the CISD since SY 2019-2020 has been to improve graduation rates at Cuba High School by engaging students through academic and social/emotional learning. The district has taken great care to develop high school curricula and programs that are culturally and linguistically responsive and aligned with college and career success while helping students to improve their capacity to manage challenges in and out of school.

For SY 2020-2021, CISD received \$90,000 through the Indian Education Act and further unified the services provided to Native American students and their families by transforming the CISD district-wide Family Center into the CISD Native American Student Support Program.

The Native American Student Support Program (NASSP), in partnership with students, parents, community organization, and local tribes, further developed and provided support and resources for Native American students at Cuba Elementary School, Cuba Middle

School, and Cuba High School.

The goal of the program is to continue supporting the cultural identities of all CISD Native American students while providing resources so that they can meet NMPED education standards and CISD goals for all students as related to the Indian Education Act Priority Areas.

To accomplish this goal, the Native American Student Support Program (NASSP) Director will continue to be housed in the CISD Central Administration Building and will continue to administer the program to ensure a cohesive district wide support system exists for all Native American students enrolled in Cuba Elementary School, Cuba Middle School, and Cuba High School.

The NASSP Director will implement the following district wide components:

1. Support the coordination of all Native American grant applications and implementation;
2. Support district wide Native American initiatives and implementation;
3. Support the coordination of parent outreach efforts;
4. Collaboration with tribal leaders, CISD Indian Education Committees, parents, communities;
5. Collaboration with Diné Language Teachers;
6. Support the coordination of staff development as related to meeting the needs of Native American students;
7. Support the coordination of consultants and volunteers that address self-esteem, self-worth and self-identity through the use of Native American language and culture;
8. Support the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team

Planned Activities, Timeline, and Project Partners

Activity/Timeline/Partners

1. Each school will work with the NASSP Director to support students, parents, and families and collaborate with community members and leaders.

August, 2021 - June, 2022

CISD Superintendent; Elementary, Mid and High School Staff;

2. Support families and students with staff outreach to assess situations, improve communication, connect families with resources that meet their needs, etc.

August, 2021 - June, 2022

Weekly at Leadership and Case Management team meetings (CISD Superintendent, Principals, counselors, "At-risk" staff, supporting staff)

At least 8 times a year with CISD Indian Education Committee;

Regularly with State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations; Charities; Community Organizations; etc.

3. Support staff, students, and families with information through various media on programs and services available to students and families as well as school and/or district activities and procedures;

August, 2021 - June, 2022

Weekly

CISD Staff

CISD Indian Education Committee;

CISD Superintendent

State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations, Charities; Community Organizations; etc.

4. Support processes to refer/connect students and their families to outside agencies that meet their needs;

August, 2021 - June, 2022

Weekly

CISD Staff

CISD Indian Education Committee;

CISD Superintendent;

State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations; Charities; Community Organizations; etc.

5. Collaborate support efforts with the CISD Indian Education Committee (IEC), CISD, and CISD Superintendent;

August, 2021 - June, 2022

Monthly IEC Meetings (at least 8 times a year)

	<p>CISD Staff CISD Indian Education Committee; CISD Superintendent; State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations; Charities; Community Organizations; etc.</p> <p>6. Collaborate with CISD Diné Language and Culture teachers; August, 2021 - June, 2022</p> <p>Monthly Professional Learning Community (PLC) Meetings</p> <p>CISD Diné Language and Culture teachers; Bilingual Team Collaborate with the Navajo Nation Tri-Chapter Council Collaborate with Curriculum & Instruction Team</p> <p>7. Monthly Tri-Chapter Meetings August, 2021 - June, 2022</p> <p>Tri-Chapter Council Presidents; CISD Superintendent CISD District-level Staff</p>
<p>Describe how the proposed program meets the goals of the IEA</p>	<p>The proposed program will meet Priority 1 - "College, Career and Life Readiness by improving educational opportunities for American Indian students to keep them engaged in school" as follows.</p> <p>The Native American Student Support Program will continue to support efforts in supplemental assistance for students, parents and families in preparing them for the transition to post-secondary institutions and/or entering the workforce, described in the Priority 1 "Detail Narrative" Section. The NASSP will continue to support school personnel to connect students, parents and families with opportunities available for scholarships, colleges, college tours, college and professional guest speakers, job shadowing opportunities, internship and work study opportunities, both in-person and virtually. All of the above opportunities will continue to support classroom instruction and the relevance of learning day to day content.</p>
<p>Describe the extent to which the District serves Native American students</p>	<p>Based on the SY 2020-2021 80th Day Count, Native American students comprised 70.70% of the CISD student population. The specific needs of the CISD Native American students are described in the Priority 1 "Detail Narrative" Section. CISD currently provides for Native American students through the District's Strategic Plan and NMDASH. This support includes:</p>

	<ol style="list-style-type: none"> 1. The NASSP will continue to support the connection of Native American grant initiatives to the needs of Native American students, parents and families; 2. The NASSP will continue to support facilitation of parents in outreach efforts to understand and meet their child's needs; 3. The NASSP will continue to help develop and sustain partnership with tribal leaders, CISD Indian Education Committees, parents, communities to support student needs; 4. The NASSP will continue to support Diné Language Teachers to build Native American student cultural knowledge and Diné language acquisition; 5. The NASSP will continue to support cultural and linguistically relevant classroom instruction for Native American students; 6. The NASSP will continue to provide support in the attainment of the Navajo Nation Bilingual Seal and the NMPED Biliteracy Language Seal in the Navajo language; 7. The NASSP will continue to provide students with virtual opportunities for credit recovery, dual credit, and career & life readiness opportunities and fairs;
<p>Indicate whether the program will serve low income students</p>	<p>The program will continue to serve all Native American students enrolled in the CISD, including low income Native American students, Native American students with disabilities and Native American ELL students.</p>

Priority	Priority 2 - Culturally and Linguistically Relevant Education and Social and Emotional Learning
Detail Narrative	Please refer to this section under Priority 1 - "College, Career and Life Readiness."
Describe how the proposed program meets the goals of the IEA	<p>The proposed program will meet Priority 2 - Culturally and Linguistically Relevant Education and Social and Emotional Learning as follows.</p> <p>The Native American Student Support Program will continue to address this priority via collaborative work with the students, parents, guardians, and extended families as described in Priority 1 "Detail Narrative" Section. Specific emphasis will continue to be to work with school personnel, local leaders, IEC members, families and community members on the Navajo Nation Reservation in the Chapters of Counselor, Ojo Encino and Torreon to ensure that CISD's work is aligned with the culture and language of the students in the classroom. The NASSP will continue to support and add to the relevance of culture and language while supporting the growth of each Native American student in their social emotional learning needs. This will be done by continuing to connect teachers and students to project based learning resources that reflect the Native American culture and language such as guest speakers, elders, artists, authors, books, cultural perspectives and practices and other Native American resources.</p>
Describe the extent to which the District serves Native American students	Please refer to this section under Priority 1 - "College, Career and Life Readiness."
Indicate whether the program will serve low income students	Please refer to this section under Priority 1 - "College, Career and Life Readiness."

Project Outcomes and Measurement Plan

Provide the intended short term and long term outcomes of the program

Priority 1 - College, Career and Life Readiness by improving educational opportunities for American Indian students to keep them engaged in school;

Long Term Outcome #1.1

Improve 4-Year Native American Cohort Graduation Rate to 95%

- **Short Term Outcome #1.1.1**

Improve 4-Year Native American Cohort Graduation Rate by 5% points to 86.7%

Long Term Outcome #1.2

Improve Native American academic performance in reading and math to a level equal to or greater than NM State Average

- **Short Term Outcome #1.2.1**

Improve Native American student academic performance in reading and math by 10 percentage points, from 11.6% to 21.6% and 3.1% to 13.1%, respectively.

Priority 2 - Culturally and Linguistically Relevant Education and Social Emotional Learning

Long Term Outcome #2.1

Improve 4-Year Native American Cohort Graduation Rate to 95%

- **Short Term Outcome #2.1.1**

Improve 4-Year Native American Cohort Graduation Rate by 5% points to 86.7%

Long Term Outcome #2.2

Improve Native American academic performance in reading and math to a level equal to or greater than NM State Average

- **Short Term Outcome #2.2.1**

Improve Native American student academic performance in reading and math by 10 percentage points, from 11.6% to 21.6% and 3.1% to 13.1%, respectively.

<p>Provide measurable objectives</p>	<p>Measurable Objective for Long Term Goal #1.1 and Short Term Goal #1.1.1 Graduation Rate Improvement</p> <p>For SY 2021-2022, Cuba High School Graduation rates for Native American students will increase by 5% points as measured by the number of senior class students who graduate.</p> <p>Measurable Objective for Long Term Goal #1.2 and Short Term Goal #1.2.1 Increase Academic Achievement</p> <p>For SY 2021-2022, academic performance for Native American students will increase by 10 percentage points in reading and math as measured by state standardized testing scores.</p> <p>Measurable Objective for Long Term Goal #2.1 and Short Term Goal #2.1.1 Graduation Rate Improvement</p> <p>For SY 2021-2022, Cuba High School Graduation rates for Native American students will increase by 5% points as measured by the number of senior class students who graduate.</p> <p>Measurable Objective for Long Term Goal #2.2 and Short Term Goal #2.2.1 Increase Academic Achievement</p> <p>For SY 2021-2022, academic performance for Native American students will increase by 10 percentage points in reading and math as measured by state standardized testing scores.</p>
<p>Provide number of students served under the proposed program</p>	<p>426</p>
<p>Provide a plan to measure the success of the program</p>	<p>The plan to measure the success of the program will include both formative and summative quantitative and qualitative data and will focus on factors that impact the short and long term goals and measurable objectives for graduation rate improvement, participation in college, career, and life readiness opportunities, increased academic achievement, increased cultural and linguistic relevant instruction, and increased culture and identity of students.</p> <p>Formative data will be gathered and analyzed weekly and monthly to allow for on-going modifications as needed. Summative data will be collected at the end of each semester. The</p>

NASSP Director will distribute a final report to CISD staff, parents, tribal leaders, NMPED Indian Education Department and all other stakeholders.

The NASSP Director will coordinate the collection, disaggregation, analysis and synthesizing the following data:

- 1) The number of collaborations with staff, instructors, principals, program educators, parents, Chapter Houses, and superintendent and a summary of discussions held;
- 2) The number and type of collaborative support meetings conducted with Cuba Schools staff;
- 3) The number and type of professional development provided for district educators, administrators, and community stakeholders;
- 4) The number and type of out of district College, career, and life readiness opportunities students attended;
- 5) Description of outreach and advocacy provided during academic year to support the number of students and families served;
- 6) The number and type of virtual College, career, and life readiness opportunities provided to students at all grade levels;

Specific quantitative and qualitative tools include:

- teacher, student and parent survey results;
- sign-in sheets;
- agendas;
- group meeting minutes;
- needs assessments results;
- calendar and timelines;
- academic assessment data;
- graduation data;
- STARS data;

Project Budget Totals

Total Personnel	Total Educational Retirement	Total Retiree Health	Total FICA	Total Medicare	Total WC Insurance	Total Health Medical Premiums	Total General Supplies Instructional Materials	Total Travel and Training	Total Travel and training for Student and or Non Employee	Total Contractual Services	Total Other purchase Services	Total
72800	10174	1456	4514	1056								90000

Project Budget Justification

Budget Codes	Budget Amount	Description
51100 - Personnel: Salaries	72800	Salary for Native American Student Support Director
52111 - Educational Retirement	10174	Educational Retirement for the NASSP Director
52112 - ERA - Retiree Health	1456	Retiree Health for NASSP Director
52210 - FICA Payments	4514	FICA Payments for NASSP Director
52220 - Medicare Payments	1056	Medicare Payments for NASSP Director



**INDIAN EDUCATION DISTRICT AND CULTURAL INCLUSION SUPPORT
DISTRICT ASSURANCES**

Required signatures include the contact person and district superintendent in which funds will be utilized. The application will not be considered complete without the required signatures.

The undersigned assures that:

1. The information included in the enclosed Request for Application (RFA) is true and accurate.
2. The monies received as a result of this RFA will be utilized for FY 2022 Indian Education Act funding.
3. The funding received as a result of this RFA is intended to be **liquidated by June 30, 2022**.
4. The intent of this funding is for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act during the 2021-2022 school year.

Dr. Donna Navarrete

Executive Director of Data & Accountability/ Federal Programs

Contact Name

Title

Dr. Donna Navarrete

5/5/2021

Signature

Date

R.A.B.

Signature - Superintendent/Administrator

If tribe, nation or pueblo is collaborating with a public school district, complete the section below.

Tribes, Pueblo and/or Nation: _____

Tribal Signature

Date



DEPARTMENT OF DINÉ EDUCATION THE NAVAJO NATION

P.O. Box 670 · Window Rock, Arizona 86515
PHONE (928) 871 – 7475 · FAX (928) 871 – 7474



Jonathan Nez
President

Myron Lizer
Vice President

To whom it may concern:

This letter is in support of the Indian Education District Initiative (IEDI) at Cuba Independent School District (CISD). Many of the students in our communities of Torreon, Ojo Encino, and Counselor, are served by CISD in grades PreK-12th. With a majority of students being Native American, and most of those students being Navajo, it is our responsibility to ensure that our students are being supported in their educational endeavors by CISD, to the best of their ability.

We recognize the importance of native language and cultural revitalization and its importance in successfully supporting student academics and any personal endeavors. We also recognize many obstacles can hinder a students' academic success, including but not limited to, social, emotional, behavioral, and physical factors. It is important to us that our communities and our schools work together to address these issues to promote the best lives and futures for our children.

The Indian Education District Initiative offered by New Mexico Public Education Department supports and emphasizes student success through Native American language and culture. CISD has applied for this initiative with intentions to meet its expectations. In continuing with their work and goals of promoting Native American culture and language, they intend to fund personnel who will continue to support the academic success of our children in the classroom, as well as promote health and wellness at home.

If funded, CISD intends to continue modification to the district-wide Family Center into a CISD Native American Student Support Program (NASSP). All new positions (liaisons, directors, etc.) will further develop and provide support for Native American students. Specifically, the NASSP Director will ensure that resources will provide support to the cultural identities of all Native American students and a cohesive district-wide support system for our students. More specifically, the director will offer support in the following: Native American grant application and implementation; district-wide Native American initiatives and implementation; coordination of parent outreach efforts; collaboration with tribal leaders, Indian Education Parent Committee members, parents, communities, and Diné Language teachers; coordination of staff development related to Native American students' needs; coordination of consultants and volunteers who support Native American language and culture; and coordination and support of the CISD Bilingual Seal of Language Achievement. Additionally, the director will work to support our Native American students in achieving academic success as well as offering support at home to those in need.

Lastly, CISD has made many strides in employing members of the local community, as well as Navajo speaking employees to work in various positions, focusing on the success of our Native American children by working with the students, staff, parents, community, and the chapters that support these communities. Through continued collaboration between all parties and with the help of various sources, including the IEDI, we believe that CISD can help our children achieve academic success through promotion of Navajo culture and language, and we offer our full support.

Patricia Gonnie, Acting Superintendent of Schools
THE NAVAJO NATION

NAVAJO NATION BOARD OF EDUCATION

*Priscilla Manuelito, **President** · Spencer W. Willie, **Vice President** · Dr. Victoria Yazzie, **Secretary**
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Patricia Gonnie, Acting Superintendent of Schools*



24th Navajo Nation Council

Daniel E. Tso

(Baca/Prewitt, Casamero Lake, Counselors, Littlewater, Ojo Encino, Pueblo Pintado, Torreon/Starlake and Whitehorse Lake)

May 11, 2021

New Mexico Public Education Department:

This letter is in support of the Indian Education District Initiative at Cuba Independent School District (CISD). I represent the Navajo communities Counselors, Ojo Encino and Torreon/Starlake communities whose children constitute the large majority of students enrolled in the CISD. I recognize of CISD's position that the State of New Mexico has not yet meet all the requirements in the *Yazzie-Martinez* case ruling. I feel it is our collective responsibility to ensure our students' primary and secondary education is fully supported in their educational endeavors by CISD.

I also recognize the importance of native language and cultural revitalization for our children in supporting them to succeed in school, and in life. I know the vast socio-economic-behavioral obstacles that our children may face can hinder their academic success, but it is important that our communities and our schools work together in addressing these issues to promote the best lives and futures for our children.

The Indian Education District Initiative offered by New Mexico Public Education Department supports and emphasizes student success through Native American language and culture and CISD has specified that they will use Native American language and culture to achieve student success. In continuing with their work and goals of promoting Native American culture and language, CISD intend to fund personnel who will continue to support the academic success of our children in the classroom, as well as promote health and wellness at home.

If funded, CISD intends to modify the district-wide Family Center into the CISD Native American Student Support Program (NASSP). The Family Center Liaison position will be developed into the Native American Student Support Program Director, who will further develop and provide support for the Native American students at CISD. The NASSP Director will ensure that resources will be provided to support the cultural identities of all Native American students and a cohesive district-wide support system for our students.

More specifically, the NASSP Director will offer support in the following: Native American grant application and implementation; district-wide Native American initiatives and implementation; coordination of parent outreach efforts; collaboration with my fellow tribal leaders, Indian Education Parent Committee members, parents, communities, and Diné Language teachers; coordination of staff development related to Native American students' needs; coordination of consultants and volunteers who support Native American language and culture; and coordination and support of the CISD Bilingual Seal of Language Achievement. With these listed duties, the NASSP Director will work to support Native American students in achieving academic success as well as offering support at home to those in need.

Lastly, CISD has made great strides in employing members of the local community, as well as Navajo speaking employees to work in various positions, focusing on the success of our Native American children by working with the students, staff, parents, community, and the chapters that support these communities. Through continued collaboration between all parties and with the help of various sources, including the Indian Education District Initiative, we believe that CISD can help our children achieve academic success through promotion of Navajo culture and language, and I offer my full support.



24th Navajo Nation Council

Daniel E. Tso

(Baca/Prewitt, Casamero Lake, Counselors, Littlewater, Ojo Encino, Pueblo Pintado, Torreon/Starlake and Whitehorse Lake)

Most Sincerely,

A handwritten signature in black ink that reads "Daniel E. Tso". The signature is written in a cursive style with a large, stylized "D" and "T".

Daniel E. Tso, Chairman
Health, Education and Human Services
24th Navajo Nation Council

cc:

Karen Sanchez-Greigo, Cuba Independent Schools Superintendent
FILE