

# Indian Education Semi-Annual Government-to-Government Summit

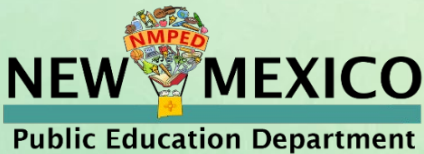
August 5, 2021



NEW MEXICO

**Early Childhood**

Education & Care Department



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Our commitment to New Mexicans is to create a cohesive, equitable, and responsive prenatal to five early childhood system that supports families, strengthens communities, and enhances child health, development, education, and well-being.

## The Early Childhood Education and Care Department (ECECD)

The Early Childhood Education and Care Department (ECECD) values the rich heritage, history, cultures, and languages of New Mexico’s Pueblo, Apache and Navajo people, and is committed to working in a spirit of respect, collaboration, and partnership with communities to support the cultural ways of learning. ECECD is currently laying the groundwork for these ongoing relationships by arranging government-to-government consultations with leaders and representatives from the 23 sovereign Pueblos, Tribes, and Nations to seek guidance on how we can best support the educational, cultural, and linguistic needs of their youngest learners.

### 2021 Government-to-Government Consultation/Orientations to Date

- Pueblo of Tesuque
- Pueblo of Santa Clara
- Pueblo de San Ildefonso
- Pueblo of Picuris
- Pueblo of Nambé
- Pueblo of Acoma
- Pueblo of Zuni
- Pueblo of Isleta
- Pueblo of Kewa
- Navajo Nation

Early Childhood Education and Care Department Signed into Law

Governor Lujan Grisham Appoints the Nations First Assistant Secretary for Native American Early Education and Care.



Senate Confirms Elizabeth Groginsky, ECECD Cabinet Secretary

Launch of ECECD

### Vision

All New Mexican families and young children are thriving.

### Mission

Optimize the health, development, education, and well-being of babies, toddlers, and preschoolers through a family driven, equitable, community-based system of high quality prenatal and early childhood programs and services.

### Core Values

- Family Driven
- Organizational Excellence
- Integrity
- Teamwork and collaboration
- Partnership

## Supporting the Early Years in New Mexico

The earliest years of life—and those from prenatal to age three, in particular—represent a unique development window during which the fundamental architecture of the brain is wired—largely in response to relationships and interactions with family members, the connection to language and culture, and responsive early childhood teachers. With consistent exposure to safe and nurturing environments and loving, supportive adults, young children develop robust networks of neural connectivity that will undergird their academic and life success for decades to come. *(NM ECECD Transition Committee Final Report and 18-Month Action Plan)*

Under the leadership of Governor Michelle Lujan Grisham and her Children’s Cabinet, the Early Childhood Education and Care Act, which created the Early Childhood Education and Care Department (ECECD) was signed into law in 2019. The Act created an Assistant Secretary for Native American Early Education and Care and required ECECD to prepare and update a four-year finance plan with recommendations for financing the ECEC system. In 2020, Governor Lujan Grisham enacted, with bipartisan legislative support, the Early Childhood Trust Fund (ECTF) that distributes funds annually to ECECD. In 2021, the NM Legislature approved House Joint Resolution 1, allowing voters to decide whether a portion of the state’s Permanent Land Grant can fund ECECD. These activities represent New Mexico’s intentions to address the fractured governance and limited funding for programming for families and young children.

The creation of ECECD brought together programs that previously resided within other agencies of state government. As of July 1, 2020, the NM ECECD administers child care assistance and regulatory oversight; child and adult care food program; Families FIRST, a perinatal case management program; Part C of the Individuals with Disabilities Education Act; Head Start State Collaboration; federal and state home visiting; NM PreK (public and private); quality initiatives; and early childhood workforce development. The

ECECD strategic plan outlines its commitment to New Mexicans to create a cohesive, equitable, and effective prenatal to five early childhood system that supports families, strengthens communities, and enhances child health, development, education, and wellbeing.



## House Bill 2 - General Appropriation Act of 2021

the Early Childhood Education and Care Department (ECECD) constitutes a recognition by our state that one of the most important investments we can make for our future is in our children. Amid a global pandemic and an economic downturn, New Mexico must ensure that all families and young children have access to early childhood programs and services and support the early childhood professionals who provide these indispensable services. The figures below include a distribution of \$20 million from the Early Childhood Trust Fund to enhance and expand early childhood services and programs statewide. **In alignment with ECECD’s 2021 Strategic Priorities, our budgets include the following:**

### Grow Investments

- \$191.5 million from the General Fund to continue the rollout of early childhood education and care investments.
- \$1.8 million for information technology services for development of a highly responsive, reliable, efficient, and scalable technological infrastructure for the agency.
- **House Joint Resolution 1 (HJR1) Permanent Fund for Early Childhood:** If approved by voters, LGPF funding for early childhood education is estimated at \$127 million annually.



## Advance a Diverse, Well-Compensated, and Credentialed Workforce

- \$3 million to address workforce pay equity for at least 200 private sector PreK teachers statewide who possess equivalent credentials to teachers employed by public schools.
- \$7 million special appropriation to build the capacity of state and tribal colleges and universities to recruit and support bilingual and Indigenous educators, as well as develop clear pathways to accelerated credentials and degrees.

## Increase Quality and Access (inclusive of tribal families)

- \$3 million to increase access for families to evidence-based home visiting services.
- \$1 million to provide prenatal case management services to New Mexico families through the Families FIRST program.
- \$1.4 million to enhance provider rates for the Family Infant Toddler program.

## Achieve Equity

- \$7.7 million for additional slots in EarlyPreK and Mixed Age PreK in the private sector and tribal communities.
- \$2.8 million for PreK in public schools

## Building Back Better- Federal Relief

Early childhood education and care providers, including those in tribal communities, continue to feel the impact of the COVID-19 public health emergency. In April, ECECD released new [Health and Safety Requirements](#) to guide child care centers as they return to regular group sizes and ratios. The American Rescue Plan is helping the national early childhood industry recover and build back better through the allocation of \$24 billion in emergency funds to stabilize the child care industry and a further \$15 billion for the Child Care Development Block Grant (CCDBG) with \$1.1 billion going directly to Tribes<sup>1</sup> who operate their own CCDBG funds. In addition, Head Start programs across the nation will receive \$1 billion, with \$8 million allocated to New Mexico Head Start grantees. **The table below outlines the federal relief funds assigned to ECECD via the American Rescue Plan:**

FEDERAL FUNDING	TOTAL FUNDING	OBLIGATION DEADLINE	LIQUIDATION DEADLINE
CARES Act from the Child Care and Development Block Grant (CCDBG)	\$29.4 million	Sept. 30, 2022	Sept. 2023
Governor's Emergency Education Relief Fund (GEER)	\$4.6 million	May 20, 2020	May 20, 2021
Governor's Emergency Education Relief Fund II (GEER II)	\$2,090,000	Jan. 1, 2022	Sept. 30 2023
Coronavirus Response & Relief Supplemental Appropriations (CRRSA)	\$82 million	Sept. 30, 2022	Sept. 30, 2023
American Rescue Plan - CCDBG	\$123 million	Sept. 30 2023	Sept. 30 2024
American Rescue Plan Child Care Stabilization	\$197 million	Sept. 30, 2022	Sept. 30, 2023
Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV)	\$368,324	Sept. 30 2023	Dec. 30 2023
Early Intervention Program for Infants and Toddlers (Part C)	\$1,199,346	Sept. 30, 2023	Jan. 28, 2024

## ECECD's FY22 Budget

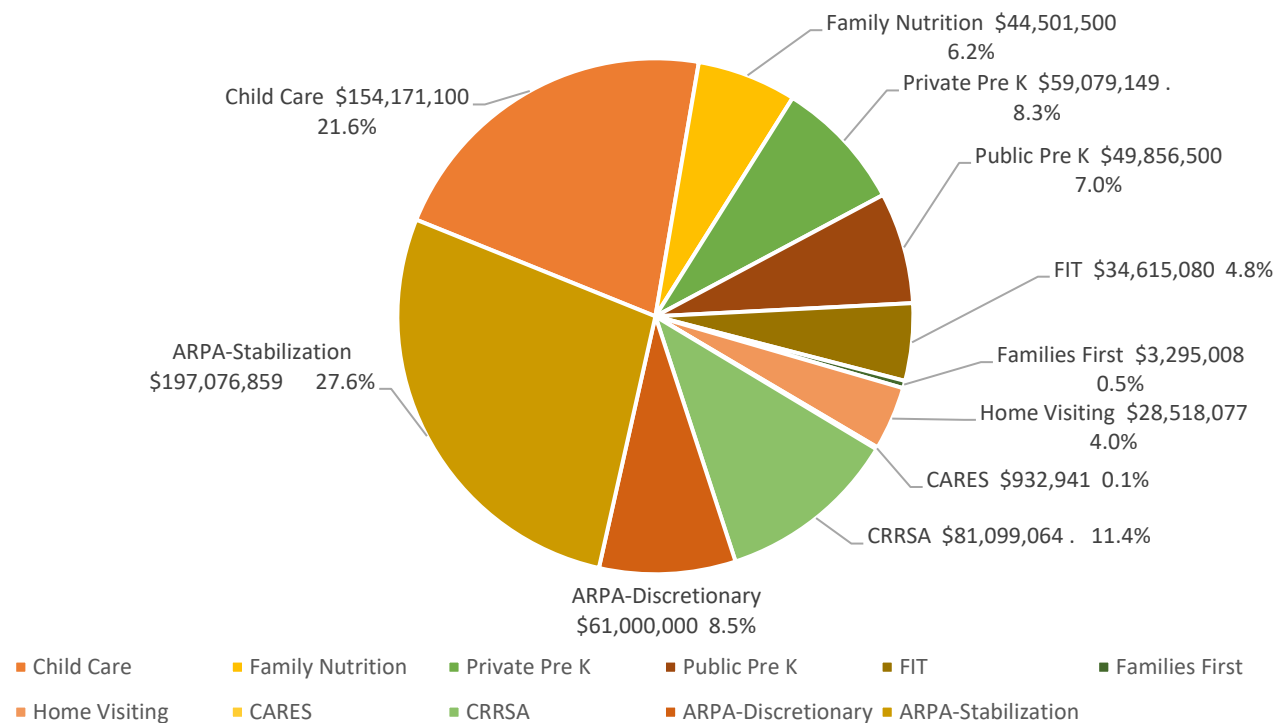
ECECD remains a committed partner in increasing quality and access of early childhood services prenatal to five to the infants, toddler and families in New Mexico. Since the last 2020 Fall Government -to-Government Summit, the department has worked to ensure there is authentic collaboration by providing:

- Tribal Bi-Weekly Communications
- On-Going Professional Development Opportunities
- Dedicated Tribal Programing and Funding
- Nine Tribal Liaisons within the department
- Investment into Local Indigenous Knowledge Systems
- ECECD Staff Professional Development Of New Mexico Tribes.
- Cohort with The Southwestern Indian Polytechnic Institute
- ECECD Sowing Seeds: Growing Curricular Capacity in Early Childhood Education

ECECD will work closely with tribal leadership in government-to-government consultations to seek guidance and consultation on:

- Improving the Integration of Health and Early Childhood Programs
- Supporting the Social and Emotional Well-Being of Children
- Supporting Family Leadership and Engagement
- Advancing Early Childhood Workforce Development
- Expanding and Enhancing Early Care and Education Learning Environments

FY22 Budget for Specific ECECD Departments



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## ECECD Resources:

1. [FACT SHEET: Biden-Harris Administration Announces American Rescue Plan Funding to Rescue the Child Care Industry so the Economy Can Recover | The White House](#)
2. [2020 CARES Act CCDBG Supplemental Funding Allocations For Tribes | The Administration for Children and Families \(hhs.gov\)](#)
3. [2021 Coronavirus Response and Relief Supplemental Appropriations Act \(CRRSA\) 60 Day Reports for Tribes | The Administration for Children and Families \(hhs.gov\)](#)
4. [ARPA Supplemental Stabilization and CCDF Discretionary Funding Allocation Tables – Tribes | The Administration for Children and Families \(hhs.gov\)](#)
5. [HJR1-Release-3.16.21.pdf \(nmeccd.org\)](#)
6. [Early-Childhood-Higher-Education-Departments-Aim-to-Recruit-Bilingual-and-Multicultural-Educators-.pdf \(nmeccd.org\)](#)
7. [2021 Coronavirus Response and Relief Supplemental Appropriations Act \(CRRSA\) 60 Day Reports for Tribes | The Administration for Children and Families \(hhs.gov\)](#)



# Public Education Department (PED)

## Martinez-Yazzie Consolidated Lawsuit – Technology Motion

On April 30, 2021, the First Judicial Court issued a ruling ordering the state to provide digital devices and highspeed internet access for at-risk students who lack these tools necessary to access remote learning.

The New Mexico Public Education Department (NMPED) believes it is incumbent upon the state to provide the support and resources to these students and ensure a quality education for all New Mexico children. Further, the NMPED is committed to respecting tribal sovereignty and to working with all Tribes, Pueblos, and Nations to ensure the health and safety of Native American communities.

The NMPED, in conjunction with school districts and other state and federal agencies, has already completed a significant amount of work to address technology gaps across the state, including ensuring districts and charter schools have the funds they need to provide digital devices and internet access. We recognize that there is still work to be accomplished to do what’s right by our students.

### Community Outreach

- CTC has reached out to all 23 Tribes and Nations to inform them of the ECF and EBB projects and funding – Tribal Leaders and Educational Leaders
  - CTC has provided the ECF Guidelines and documentation necessary to apply for the reimbursements under the ECF and EBB programs.
  - CTC has mapped tribal affiliated students within the 23 Focus Districts and are working with those Districts to address device, connectivity unmet needs, those that are unconnected on Tribal lands.
  - CTC has identified the Unserved student (on tribal land) and mapped these locations – Note: those with PO Boxes have created a big challenge in locating these students’ exact locations, however, we can determine a proximity map to help us serve those on tribal lands.
  - Next Steps will be to address BIE and Tribal controlled schools, identifying those students, once NDA’s are signed with BIE and the Tribes.
- Obtained Tribal Affiliation number of students within each Focus District
  - Analysis and Certification of Tribal affiliated students within the 23 Districts responses
2. Conduct Data analysis and Certification with the 23 Focus Districts (including Tribal Affiliated students)
    - Student level data collection
    - Data Scrubbing and validation
    - Identify Districts below 90% data collection threshold
    - Distribution of Memo to those below threshold percentage
    - Data Analysis with below threshold percentage Districts
    - Certification and Validation of data
    - Additional data Collection: HSD, STARS, DoIT, PSFA
  3. Identify additional dataset for comparison analysis and inclusion
    - Developed dataset to identify “At Risk” students: Native American, Early Language Learners (ELL), Low-Income & Economically Disadvantaged
    - Coordinated with Charter School Association, request assistance with Charters
    - Combined Charter School enrollments with associated Charters

### Data Analysis and Certifications

1. Identified the number of students with Tribal Affiliation within all Districts, validated if covered within the 23 focus Districts



Year 1  
Designing (2020)

Year 2  
Piloting (2021)

Year 3  
Relaunching (2022)

## Indigenous Education Initiatives

In the Spring of 2020, TNTP launched our Indigenous Education Initiative grant work with four districts across the state of New Mexico. Alongside NMPED, TNTP designed a custom arc of learning and coaching support for participants to redesign their district, school, or programming to better serve indigenous students and communities through three phases – Designing, Piloting, and Relaunching. As part of each step in the process, community input and feedback was embedded to ensure consistency.

The second year of the grant saw an acceleration across each of the IEI schools, as each began to realize their vision more fully for implementation. Despite ongoing challenges with COVID related limitations, schools were able to leverage their IEI teams to make important investments in their Native students during a time when connections to students and families were very difficult to maintain. **One of the key investments of the IEI teams this year was in the work of indigenizing local curriculum to provide a culturally and linguistically inclusive experience for students.**

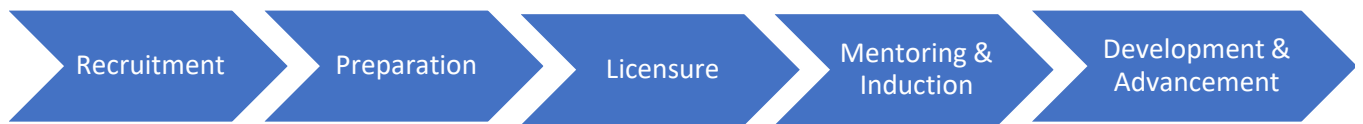
All this work is leading up to the final phase (beginning in July 2021) which will represent the “relaunch” of each IEI school, capturing their newly designed structures and vision as their new mode of operation. TNTP will continue to support each of these schools in the development of their respective plans and provide technical assistance along the way.



### Project Highlights

- Monthly Convenings were organized by TNTP to build collaboration across the IEI teams and to connect IEI schools with innovators and best practices across the state and nation.
- Curriculum Design Trainings were developed and implemented to increase the ability of teachers to write curriculum and map state standards to local indigenous language and culture.
- Bi-weekly Support Calls were facilitated by TNTP with each IEI school to develop plans, build materials, and co-design implementation strategies.
- Curriculum Design is underway at each IEI site to build and pilot culturally and linguistically responsive lesson units.
- Parent Navigators roles were designed and implemented to build deeper connections with the families of Native students and bridge connections to local culture, history, and language.
- Alternative Licensure Pathways are being developed to provide IEI schools (and potentially schools across the state) more options for growing (and fully licensing) talent from within our indigenous communities.

## Teacher Recruitment and Retention



Grow Your Own Programs	Educator Preparation Programs	Basic Skills Exams	Funding	Professional Development
<b>Educators Rising</b>	Residency Programs / Student Teaching	Specialization i.e. Bilingual, STEM & SPED	Retention	Salary Schedules
<b>Professional Salaries</b>	Scholarships, Need Based Aid, Loan for Service	520 and 800 License (language and vocational)	Online Professional Learning Communities	3 Tiered Licensure
<b>Native American and Hispanic Representation</b>	Multilingual and Multicultural Framework	Cut Scores / Standards/ Alternative Demonstration of Competency	Content/Pedagogy/ Curriculum	Micro Credentials

### Teacher Recruitment: Educator Fellows

**Objective:** To create a temporary workforce, or job corps, of **Educator Fellows** that support teachers in their classrooms and provide an experiential entree into the education profession with funding and established, clear pathways for advancement

- Educational assistants are vital to student success
- More adults are able to better serve students with:
  - just-in-time remediation
  - targeted small-group instruction

### Educator Fellows: Process

#### Phase 1

Outreach, Collaboration with LEAs, Grants, and Initial Training

- Issue grants for participating LEAs to provide salary for each fellow
- Organize recruitment for the job corps
- Initial induction-- establish a summer boot camp for the fellows with a partner organization that focuses on foundational elements of pedagogy, educator support

systems, and the basic tenets of accelerated learning

- Initiate ongoing PD for collaborating teachers that will be partnering with the educator fellows
- Hire a project manager

#### Phase 2

Partnerships with Institutions of Higher Education

- Establish partnerships with institutions of higher education to provide course work and programs of study that align with one of the following:
  - **Associates in Education**
  - **Bachelors in Education**
  - **Alternative Licensure in Education**
- Hire part-time coaches to support the cohort
- Ensure fellows have secured licensure and background checks
- Establish a partnership with a vendor for program evaluation and research
- Maintain and track on-going PD via Project ECHO

### Phase 3

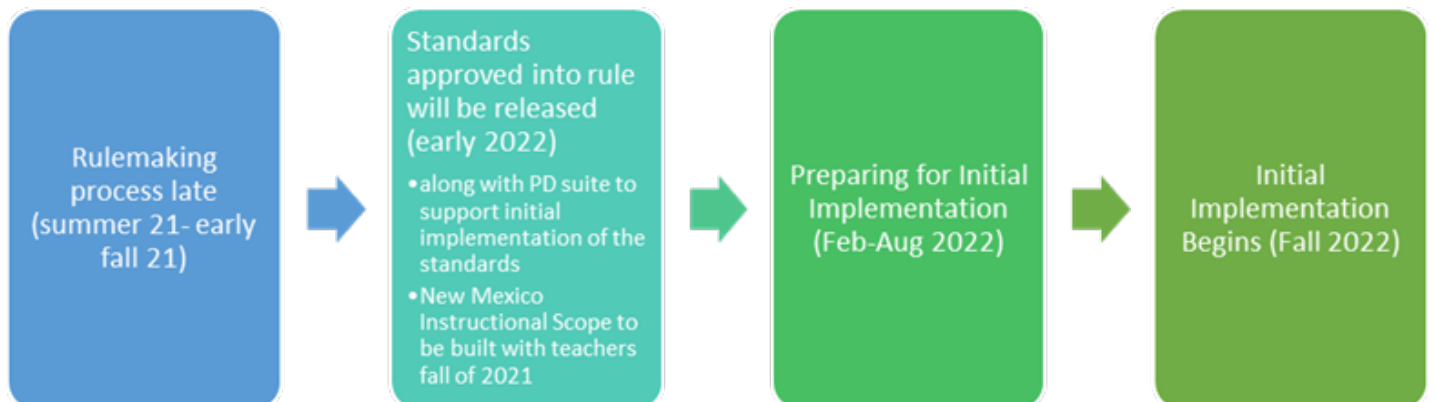
#### Functioning Job Corps and Defined Pathways into the Profession

- Ongoing program coordination
  - **As the 2021-2022 school year progresses, project coordination and management will address:**
  - Continuing course work
  - Sustaining in-school support structures and professional learning
  - Reviewing program evaluation
  - Ensuring fellows and teachers are well-suited to facilitate accelerated instructional strategies including how to partner to implement high-dosage tutoring



### Social Studies Standards

The New Mexico Public Education Department (NMPED) is in the process of re-developing its Social Studies standards as described in the NIGP Commodity Code 91839 “Re-development of the K-12 NMPED Social Studies Standards.” The social studies standards and sample content/concepts will be provided to tribes, nations, pueblos on the progress. NMPED will focus on the language in the standards but more importantly ideas for sample content and concepts that we could add or adjust and ideas for resources to support implementation. Our goal is to assure all students are represented in the new standards.



## Indian Education Investments

A top priority of the Governor is improving education for New Mexico students, in particular the indigenous community. During the legislative session, PED advocated for \$30 million dollars that would be used for the tribal remedy framework. As a result, Senate Bill 377 included \$10.6 million for the following:

### SB377:

- \$4.5M for Tribal Education Departments – implement education blueprints and governance structures, engage in collaborations with school districts and plan and deliver community-based education programs and social support services for Native American students.
- \$1.6M for Native Language – Providing instruction in tribal language as curricular, or co-curricular Offerings: Language activities, including but not limited, to curriculum and material development; Assessment instruments that are culturally and linguistically appropriate for students, teachers, and programing. Recruiting, training, and certifying language teachers. Engagement in collaboration with school districts. Instructional delivery, and program evaluation.
- \$4.5M for Tribal Libraries – to develop and staff culturally and linguistically relevant after-school student services and community-based summer programs. PED entered an MOU with DCA to administer funds to tribal libraries. DCA is making these funds a priority to send out grant agreements as soon as the funds have been transferred.

## Tribal Consultation Guide

NM PED recognizes and respects Tribal consultation and the integral role it plays in addressing the unique needs of American Indian students through the development of appropriate curricula, the allocation of resources, and the intergovernmental coordination between NM PED, the state's school districts, and tribal partners.

The Tribal Consultation Guide will serve as a handbook for districts, charter schools and tribes. The handbook is intended to proactively address the unique educational needs of New Mexico's Native American students, their families, and communities, by working together in a spirit of cooperation and collaboration to ensure that Native American students receive an equitable education. The Tribal Consultation Guidance Handbook consists of what federal law requires, what is required statutorily, and regulatory. Some of the updated areas are the components of tribal consultation, opportunities for authentic consultation and collaboration; along with examples of a Tribal Consultation and Cultural Considerations Checklist and suggested tribal consultation meeting methods, data, etc. NM PED will engage stakeholders in the upcoming months to garner additional feedback.

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The New Mexico Higher Education Department's (NMHED) mission is to provide financial, academic, and policy oversight and support to New Mexico's public higher education institutions and our community partners for the purpose of promoting efficiency, accountability, and, most importantly, student success. The agency also provides programmatic support and technical assistance to Tribal colleges, higher education institutions, and adult education programs across New Mexico. By developing strategic educational partnerships to lead and guide higher education institutions in achieving full engagement with every Tribe in New Mexico, the NMHED seeks to broaden, deepen, and strengthen pathways and opportunities for Native American students. The benefit of greater integration with Tribes and higher education is the ability to expand access to colleges, universities, and adult education programs and promote social and economic transformation within Tribal communities and for their citizens.

## New Mexico Higher Education Department

Over 11,000 Native American students are served in New Mexico's higher education system. There are four Tribal colleges in the State of New Mexico: Diné College, Institute of American Indian Arts (IAIA), Navajo Technical University (NTU), and Southwest Indian Polytechnic Institute (SIPI). The purpose of these colleges and universities is to serve and prepare Native American students through the incorporation of language, culture, and traditions within higher education curricula. Including the four Tribal colleges and universities, New Mexico is also home to 27 Minority Serving Institutions (MSIs) in which Native American students are enrolled.

### Enrollment includes:

- 2,412 Native American students enrolled at Tribal colleges;
- 7,366 Native American students enrolled at public colleges and universities;
- 677 Native American students enrolled at private postsecondary institutions and vocational programs; and
- 953 Native American students enrolled in adult education programs.



### Legislative Outcomes

#### Student Services

- \$1 million will go to the NMHED to support the development and enhancement of mental and behavioral health services for college students at public and Tribal colleges and universities.
- \$100,000 will go to the NMHED toward alleviating student hunger on college campuses. Food insecurity can impact academic success and student health and wellbeing. Food insecurity is associated with lower grades and a greater likelihood of students withdrawing or otherwise deferring or suspending their studies.

#### Adult Education and Literacy

- New Mexico's adult education programs will receive \$6.5 million to provide adults with education services, materials, and access to high school equivalency tests.
- \$680,400 will go toward programs to increase adult literacy across New Mexico.

## Workforce Development and Cradle to Career Education

- \$401,000 will go to the NMHED for the development of a longitudinal data system that will combine information from sister education agencies and workforce data to identify areas of improvement for education policy and funding and improve student outcomes.
- \$7 million will go to the Early Childhood Education and Care Department (ECECD) to create endowed early childhood education positions at New Mexico public and Tribal colleges and universities in bilingual and Indigenous language education.
- \$216,000 for Navajo Technical University's nursing pathways program.
- \$263,900 will be allocated to Tribal college dual-credit programs. Navajo Technical University has one of the largest dual-credit programs in the state.

## Capital Outlay for Tribal Colleges

\$53.9 million has been approved to fund critical infrastructure upgrades at public and Tribal colleges and universities and special schools statewide. This funding will address critical health and safety issues, provide for ADA and code compliance upgrades, and much needed facility renovations and modernization at our college and university campuses. Capital funding to Tribal colleges and universities totaled \$3,735,536.

- \$960,536 for infrastructure improvements to Building 105 at Southwestern Indian Polytechnic Institute
- \$400,000 for ventilation and HVAC improvements to classrooms at Navajo Technical University
- \$325,000 for HVAC improvements at Dine College
- \$1,100,000 for a new agricultural multipurpose center at Dine College
- \$700,000 for the construction of a new Fire Truck access lane at Dine College
- \$250,000 for the renovation and expansion of the research center to advance contemporary native arts and museum studies department at the Institute of American Indian Arts

## Research and Public Service Projects at Public Colleges and Universities

- \$182,400 to the Native American Studies Program at the University of New Mexico.
- \$188,400 for the Southwest Indian Law Clinic at the University of New Mexico
- \$88,100 for Native American suicide prevention at the University of New Mexico Health Sciences Center.
- \$240,500 to the Native American Health Center at the University of New Mexico Health Sciences Center.
- \$159,900 to the Native American Social Work Institute at New Mexico Highlands University
- Other items totaling \$1,174,900 for minority student services:
  - \$644,300 to minority student services at the University of New Mexico including American Indian Student Services; and
  - \$483,800 to minority student services at New Mexico Highlands University.

## Financial Aid

The Financial Aid Division is dedicated to helping students access the fiscal resources needed to attend college in New Mexico. The Division oversees nearly \$200 million dollars in state financial aid each year for students in New Mexico through a wide variety of programs to meet the needs of our state's student population. The Financial Aid Division aims to:

- inform students in New Mexico that college is attainable and affordable;
- provide students and their families with the consumer information needed to make informed decisions about financing an education;
- make information about our financial aid programs accessible to all who qualify;
- provide funding to pay for educational expenses for as many New Mexican students as possible;
- collaborate with New Mexico's public colleges and universities, ensuring regulatory compliance, and good stewardship of State and Federal funds; and
- facilitate the student financial aid application process and keep it as simple as possible.

**During the 55<sup>th</sup> Legislature**, the NMHED held state financial aid programs harmless from budget cuts while also making significant gains for the **New Mexico Opportunity Scholarship and New Mexico Legislative Lottery Scholarship**. The Opportunity Scholarship received funding for two years totaling \$28 million (\$10 million in Fiscal Year 2021 and \$18 million in Fiscal Year 2022). This scholarship program accommodates student circumstances by allowing part-time students to qualify for support with a six credit hour course load. By increasing eligibility through reducing the minimum credit hour requirement, the pathway to higher education is more accessible. Additionally, students may receive full coverage of certificate, associate, and bachelor degree programs. The agency worked collaboratively with Tribal communities to voice support for this transformational scholarship program.

For the first time since 2015, **the Legislative Lottery Scholarship will cover 100 percent of tuition for all eligible students**. The support from increased ticket sales combined with a significant budget appropriation of \$15.5 million made this a reality. The scholarship will be funded at \$63.5 million for Fiscal Year 2022, over a 30 percent increase from last year's funding of \$43 million. The Lottery Scholarship paid full tuition for students between 1996 and 2015, but was reduced to cover between 60 to 75 percent in 2018 following the expiration of liquor excise tax revenue. At the end of this year, the *New Mexico Legislative Lottery Report* will integrate Tribal colleges into the report for the first time due to legislation in during the 53<sup>rd</sup> Legislature to expand the benefit to students enrolled at those higher education institutions.

There is over **\$194 million in state scholarships and grants available to New Mexicans** for the upcoming school year, with millions more in federal financial aid available. The Grow Your Own Teachers and the Teacher Preparation Affordability scholarships were established by the Legislature in 2019 to defray costs for students of teacher education programs leading to licensure at state public colleges and universities. Both scholarships consider student need, and can award up to \$6,000 per academic year to cover tuition, fees, books, and other educational costs.

Nearly 150 Grow Your Own Teachers Scholarships and 677 Teacher Preparation Affordability Scholarships have been awarded since 2019. In the 2019-2020 school year, 50 Native American students were awarded the Grow Your Own Teachers or the Teacher Prep Affordability Scholarship. More than 530 current and aspiring educators have benefitted from the Teacher Loan Repayment program since 2019, which pays up to \$6,000 at the end of each school year with a two-year minimum teaching commitment.



**Beginning in the Fall 2019 semester, Tribal college students became eligible for the New Mexico Legislative Lottery Scholarship.** Qualifying students at Tribal colleges receive the same tuition support as students at New Mexico's public four-year colleges and universities. For the 2022 academic year, the scholarship will pay 100 percent of tuition at each qualifying institution. The agency estimates this will benefit at least 200 more students per year enrolled at Tribal colleges in New Mexico.

**Over 3,200 Native American students across New Mexico's public higher education system received state financial aid in the 2019-2020 academic year.** Each year, approximately \$1.6 million in state financial aid is distributed to over 800 students attending Tribal colleges. This aid includes need-based grants such as the College Affordability Grant and the State Student Incentive Grant; merit-based grants such as Competitive Scholarships and the Legislative Endowment Scholarship; and State Work Study funds. **The Financial Aid Division also tracks financial aid from Tribes, which totaled \$2.3 million and supported 744 students in 2018, which is the most recent year available.**

Additionally, approximately \$15 million is distributed annually to Native American students in New Mexico through federal Pell Grants. In 2021, the U.S. Department of Education awarded \$207 million to New Mexico public and Tribal colleges and universities under the American Rescue Plan through Higher Education Emergency Relief Funds (HEERF); half must go directly to students in the form of emergency relief grants, such as scholarships and stipends. American students in New Mexico through federal Pell Grants. In 2021, the U.S. Department of Education awarded \$207 million to New Mexico public and Tribal colleges and universities under the American Rescue Plan through Higher Education Emergency Relief Funds (HEERF); half must go directly to students in the form of emergency relief grants, such as scholarships and stipends.

**Table 1:** State Financial Aid and Pell Grant Information for Native American Students Enrolled at Public, Non-Tribal Colleges and Universities in New Mexico

Name of Financial Aid Program	Student Count	Award Amount
Athletic Scholarships	21	\$98,228
Legislative Endowment	9	\$9,670
3% Scholarship	315	\$331,521
Lottery Success Scholarship	558	\$1,233,576
Student Incentive Grant (SSIG)	1,326	\$1,039,186
Graduate Scholarships	4	\$28,800
State Work-Study	139	\$360,751
Nursing Loan	3	\$33,218
College Affordability Grant	242	\$268,944
Lottery Disability	2	\$7,698
Grow Your Own Teachers	3	\$9,146
Teacher Preparation Affordability Scholarship	35	\$144,407
Other State Aid (i.e. DVR)	19	\$52,975
Pell Grants	4,121	\$15,166,130
<b>TOTAL</b>	<b>6,797</b>	<b>\$18,784,250</b>

**Table 2:** Financial Aid and Pell Grant Information for Native American Students Enrolled at Tribal Colleges and Universities in New Mexico

Name of Financial Aid Program	Student Count	Award Amount
Athletic Scholarships	8	\$5,000
Legislative Endowment	4	\$4,461
Lottery Success Scholarship	11	\$20,254
Student Incentive Grant (SSIG)	407	\$621,859
State Work-Study	25	\$33,246
College Affordability Grant	55	\$48,949
Teacher Preparation Affordability Scholarship	12	\$31,873
Other State Aid (i.e. DVR)	5	\$5,252
Pell Grants	1,738	\$7,959,723
<b>TOTAL</b>	<b>2,265</b>	<b>\$8,730,617</b>





## Workforce Development and Cradle to Career Initiatives

**Ready New Mexico** ([Ready.NM.gov](https://www.ready.nm.gov)) is a new partnership between the NMHED, Department of Workforce Solutions, and New Mexico Workforce Connection that aims to provide easy, consolidated access for both individuals and businesses across New Mexico to the training, education, and employment resources they need as our economy recovers. The training and education opportunities at our Tribal colleges support the local workforce and Tribal communities. In recognizing that, the Indian Education Division is ensuring their degree offerings and career and technical education (CTE) programs are incorporated in this new initiative this summer.

The agency will invest millions of dollars over the next few years to create and sustain a Statewide Longitudinal Data System (SLDS) to monitor student success from birth to career. The New Mexico Longitudinal Data System (NMLDS) will help educators and policymakers identify student challenges early on, make targeted interventions and investments, and determine what educational practices, programs, and policies drive student success from the early years into the workforce. **This system will have a public interface that will centralize relevant data from the state's Early Childhood Education and Care Department (ECECD), Public Education Department (PED), NMHED, and DWS.**

**A key goal for Fiscal Year 2021 was to create new opportunities for Native American students to utilize their education degrees into careers in their home communities.** Through multiple meetings and follow-up discussions, the NMHED has entered into an agreement with Taos Pueblo to pilot the first "**Tribal Community Profile**" in the state. The project develops opportunity maps that are intended for students and Tribal members to connect their educational accomplishments to careers and occupations within their own community. This work will help develop Tribal capacity and workforce initiatives. Additionally, this initiative is designed to be flexible and accommodating to reflect each community's specific and unique opportunities. The outreach and discussions continue with other potential pilot sites within New Mexico.

The New Mexico Higher Education Department and ECECD are working together to increase the number of bilingual and Indigenous language educators at early childhood programs across the state. **During the 55<sup>th</sup> Legislature, \$7 million was allocated to the ECECD to build capacity at New Mexico public colleges and universities to train, recruit, and support early childhood educators from diverse ethnic and linguistic backgrounds.** The partnership is the first of its kind between early childhood and higher education to create a pathway of talent to support New Mexico's cradle-to-career system of education. The funds can be used to set up endowments, hire additional staff, add courses focused on multicultural early childhood education, and implement teacher recruitment strategies to increase diversity. It is crucial that Tribal consultation with Tribal leaders take place in order to discuss and receive feedback on Indigenous early childhood education looks like for individual Tribal communities throughout New Mexico.

In the spirit of collaboration, the NMHED submitted a Research and Public Service Project (RPSP) in partnership with Navajo Technical University to establish an associate degree program in nursing that aims to enroll 24 students each year. This RPSP provides a career pathway for Native American students while serving the health care needs of Northwestern New Mexico.


## GEAR UP

**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** is a seven-year initiative funded by the U.S. Department of Education at \$31.4 million. GEAR UP New Mexico (GUNM), a division of the NMHED, is established at nine local education agencies (LEAs) in New Mexico. The LEAs include Albuquerque Talent Development Academy, Bernalillo Public Schools, Christine Duncan Heritage Academy (Albuquerque), Española Public Schools, Los Puentes Charter School (Albuquerque), Mountainair Public Schools, Santa Fe Public Schools, Socorro Public Schools, and Taos Municipal Schools. GUNM serves over 6,800 students in seventh grade through the first year at a college or university. The college and career readiness program currently serves sixteen middle and high schools that have been historically underserved in higher education.

**Four of the districts have a significant Native American population, including:** Taos High School, Española High School, Capital High School (Santa Fe), and Bernalillo High School. Of the total student population that GUNM served in the 2021 school year, 783, or 8.7 percent, self-identify as Native American.

### Students have high success rates in the GUNM program:

- Students who passed pre-algebra by the end of the 8th grade rose from 75 percent in 2012 to 96 percent in 2019.
- The percent of students who passed algebra by the end of the 9<sup>th</sup> grade increased from 25 percent in 2012 to 56 percent in 2019.
- The four-year cohort high school graduation rate rose from 63 percent in 2012 to 76.3 percent in 2019.
- The percent of students who enrolled in college immediately following high school increased from 42 percent in 2012 to 63 percent in 2019.
- From 2016 to 2019, students posted a 12.1 percent increase in college enrollment rates while the whole student population in the state remained stagnant.



GUNM provides a range of services to students and their families, including rigorous coursework, dual credit, tutoring, credit recovery, supplemental math instruction, mentoring by college students, college visits, student leadership opportunities, college entrance test preparation, and financial aid advising and counseling, including submission of the Free Application for Federal Student Aid (FAFSA). These services are implemented in various ways responsive to local needs in the four Native American school districts served by GUNM. For example, student leadership is carried out primarily by developing GEAR UP College Engagement Organizations (CEOs) comprised of middle and high school students who serve as peer leaders to encourage other students to take advantage of college readiness opportunities. CEOs reflect the values of each local community. In addition to peer support, each district's CEO brainstorms and implements a series of school- and community-based advocacy projects to address an identified need in each of their communities.

GUNM also funds Advancement via Self Determination (AVID) in each of its partner districts. **AVID is a comprehensive college and career readiness curriculum designed to increase the rigor of instruction, teach “soft skills” to students, and enhance academic expectations.** Ultimately, AVID helps students develop a college-going mindset and prepares them for college and career success. All GUNM districts support math intervention classes to increase math proficiency levels starting in the seventh grade. The program also provides increased supports in math by providing tutoring to increase Algebra 1 readiness and successes in addition to credit recovery classes to ensure students stay on track to graduate.

While COVID-19 prevented college visits in 2020 and most of 2021, during the agency's last grant cycle prior to the pandemic, GUNM districts took students on tours to Tribal colleges and other higher education institutions, including but not limited to San Juan College (Farmington), Diné College (Shiprock), Institute of American Indian Arts (Santa Fe), Southwestern Indian Polytechnic Institute (Albuquerque), and Navajo Technical University (Crownpoint). GUNM staff is looking forward to resuming these college visits once it is safe to do so.

### **In addition to college visits, this program also provides each student a wealth of information through GUNM's suite of College Readiness Campaigns, which include:**

- College Application Week, which is dedicated to teaching students about the college application process;
- FAFSA and scholarship workshops focused on showing students how to apply for financial aid;
- ACT test preparation and an ACT test day; and
- College Signing Day, a ceremony that recognizes and celebrates a student's decisions to pursue college.

## **Adult Education**

**The Adult Education Division provides free educational and career development services for all qualifying New Mexico adults.** Adult education is vital to our state because it strengthens core academic skills, helps adults earn a higher school equivalency (HSE) credential, learn English as a second language and civics, and strengthens workplace readiness and soft skills. In order to qualify for adult education services, participants must be at least 16 years of age; not enrolled or required to be enrolled in school; and must fall below postsecondary skill levels on at least one National Reporting System-approved assessment.

**Under the umbrella of the Adult Education and Literacy Act, commonly referenced as Title II of the Workforce Innovation and Opportunity Act (WIOA), the Adult Education Division works in partnership with community stakeholders to assist adults:**

- in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency;
- in gaining the education and skills necessary to become full partners in the educational development of their children, families, and/or communities and also lead to sustainable improvements in economic opportunities;
- in attaining a high school equivalency (HSE) credential and in the transition to postsecondary education and training; and
- in assisting individuals who are English language learners (ELL) in their efforts to improve reading, writing, speaking, and comprehension skills in English, and/or in improving numeracy skills and civics education.

**In the 2019-2020 program year, the Adult Education Division served a total of 9,520 adults; of these, 953, or 10 percent, were Native American.** The division oversees a total of 26 adult education programs around the state. Two of these programs serve an entirely Native American population: Diné College located on the Navajo Nation, and Southwest Indian Polytechnic Institute (SIPI) in Albuquerque. Six of the adult education programs also maintain remote sites on or adjacent to Tribal communities, which include the University of New Mexico branch campuses in Gallup and Los Alamos, New Mexico State University branch campuses in Grants and Alamogordo, Eastern New Mexico University – Ruidoso, and Catholic Charities. The University of New Mexico – Los Alamos also offers programs at San Ildefonso, Jemez, and Zia Pueblos.





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**Adult education programs guide students into higher education, career training, and the workforce.** Native American adults who participated in adult education in the 2019-2020 program year made strides in their academic goals, with nearly 40 percent making a measurable skill gain and 75 percent earning their high school equivalency. In 2019, 79 percent of all students gained employment and 15 percent of students continued into higher education programs upon the completion of their adult education programs. Students exiting these programs earned a total of \$23.1 million in wages compared to the \$6 million state investment in adult education programs.

Many programs on or near Tribal communities provide outreach to the nearby Pueblos and Tribal nations. These programs have established collaborative relationships with social services and local employment operated by Tribal governments. **The Adult Education Division works with the Indian Education Division to encourage the development of best practices for student success within Indigenous populations as well as in the development and use of culturally-sensitive curricula.**





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