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2022 AGENCY REPORT

STATE TRIBAL COLLABORATION ACT ANNUAL REPORT

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NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career

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EXECUTIVE SUMMARY

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, Tribal Colleges and our formal community partners for the purpose of promoting efficiency, accountability, and, most importantly, student success. The agency also provides programmatic support and technical assistance to post-secondary institutions and adult education programs aimed at serving Native American students. By developing strategic educational partnerships to lead and guide higher education institutions in achieving full potential to reach every Tribe in New Mexico, the NMHED seeks to broaden, deepen, and strengthen pathways to opportunity for Native American students. The benefit of greater integration with Tribes and higher education is the ability to expand access to higher education and adult education programs while promoting social and economic transformation for Tribal communities and their citizens.

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 curriculum. Including the four Tribal colleges and universities, New Mexico is home to 28 Minority-Serving Institutions (MSIs) in which Native American students are enrolled. The total number of Native American students served in higher education, adult education, and dual credit programs is 13,622. This includes:

- 2,529 Native American students enrolled at Tribal Colleges
- 7,555 Native American students enrolled at public colleges and universities
- 842 Native American students enrolled at private postsecondary institutions and vocational programs
- 696 Native American students enrolled in adult education programs
- 2,000 Native American students enrolled in the Dual Credit Program

13,622
Native American
students enrolled
in colleges and
universities

During the 55th Legislature, a priority of Governor Michelle Lujan Grisham and the New Mexico Higher Education Department was passing the New Mexico Opportunity Scholarship Act into law. An outpour of support from Tribal Leaders in New Mexico helped push this piece of legislation past the finish line. This fall, eligible students will be able to pursue higher education tuition-free. Thanks to a \$75 million dollar investment, the Opportunity Scholarship will support part-time and full-time students that enroll in a college or university in New Mexico, including Tribal college. Additionally, the Lottery Scholarship received an infusion of \$130 million that will ensure sustainability of the program for the next four years for more than 10,000 recent high school graduates every year. With Lottery and Opportunity Scholarships available, New Mexicans can surely qualify for a new tuition-free package right here at home.

With the Opportunity Scholarship becoming law, it becomes New Mexico's newest tuition-free scholarship program that allows flexibility for all students toward their postsecondary credentials. The program:

- Covers 100% of tuition and fees covered at any New Mexico public community college or university (29 public higher education institutions in New Mexico)
- Accepts students pursuing certificate, associate, and bachelor's degree programs
- Allows students to attend part time (minimum of six credit hours) or full time
- Does not require a lengthy application; students simply apply and enroll at any public college or university in New Mexico and the aid is automatically applied once a student registers for classes

For further ease of understanding the Opportunity and Lottery Scholarships, the New Mexico Higher Education Department also launched a new online resource this year: ReachHigherNM.com. The website assists students, prospective students, and their families build understanding of the scholarship programs, apply to schools, and understand eligibility. Additionally, the agency has been providing information directly to Tribal communities and Tribal education departments through in-person visits and monthly update meetings online.

The New Mexico Higher Education Department 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 will help state-cabinet agencies, state leaders, policymakers, and educators 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 Department of Workforce Solutions (DWS). This year, the agencies launched a public informational website: Rise.NM.gov.

A critical component of data collection and representation for Tribal members and communities is capturing Tribal affiliation data. Too often, data systems lack this key data to disaggregate trends and information. Tribal leaders have requested information about Tribal affiliation data in relation to the data the agency has available and collects. The New Mexico Higher Education Department is actively working to develop methods that will not only collect this information but display and share accurate data, all while being cognizant of Tribal data sovereignty. We are also ensuring that the NMLDS is not only aware of this need, but proactively working to make this information a part of the system.

The agency spearheaded 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. Tribal colleges have also been awarded \$11.22 million in state funding for capital projects in fiscal year 2022. The Capital Projects Division supports our Tribal colleges through the Capital Outlay processes. Below are the projects that will be taking place at our Tribal College campuses:

- Diné College: \$5 million dollars for the design and construction of a student services facility.
- Diné College: \$120,000 for enhancements at the Math and Sciences Building.
- Navajo Technical University: \$4 million dollars for construction of a trades building for vocational education.
- Southwestern Indian Polytechnic Institute: \$2.1 million for infrastructure improvements campus wide.

**\$11.2
MILLION**

A total of \$11.2 million of Capital Outlay funding went directly to Tribal Colleges in New Mexico in FY22.

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a federal college readiness program deployed in eligible states, will invest \$31.4 million in federal funding over the next seven years toward activities, mentoring, and advisement for middle and high school students at seven local education agencies (LEAs) throughout the state, including schools with large Native American student populations in Taos, Bernalillo, and the Española Valley. Activities include tutoring, mentoring, college visits, test preparation, and instructional support. Between 2012 and 2019, GEAR UP served 3,000 Native American students statewide.

Through the passage and signing of House Bill 2 this past legislative session, approximately \$20.4 million will be invested in programs and capital projects supporting Native American students and faculty at colleges and universities across New Mexico. That is over a \$15 million increase from fiscal year 2022. The agency recognizes that this is due to the advocacy and support of Tribal leaders, Tribal education departments, and communities to secure investments for Native American students and families to prosper. Additionally, funding higher education programs, initiatives, and support systems will ensure we are filling the needs of our economy and workforce in New Mexico through a cradle-to-career lens.

AGENCY MISSION, PURPOSE, & OVERVIEW

MISSION STATEMENT

To provide financial, academic, and policy oversight, and support to New Mexico's public higher education institutions and community partners for the purpose of promoting efficiency, accountability, and student success.

PURPOSE

The New Mexico Higher Education Department fosters and guides a system of higher education that best meets the needs of New Mexicans. This is accomplished by providing financing to, oversight of, and support for all of the state's public universities, colleges, and state-sponsored adult education programs in addition to regulating the state's private, for-profit institutions of higher education, and by offering academic and economic programs in which both public and private institutions may participate.

AGENCY OVERVIEW

In 2005, the New Mexico Higher Education Department (NMHED) was established as a cabinet agency in the executive branch as a single, unified department to administer laws and exercise functions formerly administered and exercised by the commission on higher education. The agency includes the following public-facing divisions: Academic Affairs and Policy, Adult Education, Capital Projects, Financial Aid, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Indian Education, Private Post-Secondary Schools, and Planning and Research. In coordination with our divisions, the agency works in tandem with our public higher education institutions and community partners to prioritize accessibility and ensure college and career readiness are at the forefront of our services.

INDIAN EDUCATION DIVISION

MISSION STATEMENT

The Indian Education Division is responsible for building, ensuring, and maintaining effective two-way communication between the New Mexico Higher Education Department (NMHED) and Tribal communities across New Mexico.

GOALS

The Indian Education Division aims to:

- Strengthen, maintain, and improve the relationships between the agency and Tribes, Nations, and Pueblos in New Mexico;
- Communicate with Tribal communities regularly and seek consultation with Tribal Leaders when appropriate;
- Develop new and improve current agency support services for Native American students; and
- Explore partnerships with Tribes, Nations, Pueblos, and other agencies or organizations to address innovative ideas or topics of mutual concern.
- Support Native American students, Tribal education departments and Tribal communities

MISSION STATEMENT

The Indian Education Division is responsible for building, ensuring, and maintaining effective two-way communication between the New Mexico Higher Education Department (NMHED) and Tribal communities across New Mexico.

PURPOSE

Reinstated by Governor Michelle Lujan Grisham and the New Mexico Higher Education Department in 2020, the Indian Education Division (IED) builds and maintains effective two-way communication among the agency, Tribal colleges, Tribal education departments, Tribal leaders, and Tribal communities throughout New Mexico. The IED is committed to working with Tribes, Nations, and Pueblos in the state for the best interests of Native American students in our higher education and adult education systems. The division works to promote and share constituent service support and agency resources available to Native American students. The division works with Tribes, Nations, and Pueblos to understand the needs and challenges, and works to address them promptly and accordingly. The IED is also responsible for upholding the provisions of the State Tribal Collaboration Act (STCA) and the agency's STCA Policy.

COMMUNICATION, COLLABORATION, AND CONSULTATION WITH TRIBES, PUEBLOS, AND NATIONS

STATE AND TRIBAL SUPPORT ON KEY LEGISLATION

During the 2022 legislative session, a key initiative for the New Mexico Higher Education Department and Governor Michelle Lujan Grisham was the New Mexico Opportunity Scholarship. The Opportunity Scholarship Act places in statute a scholarship programs that funds the full coverage of tuition and fees at any of the 29 public and Tribal higher education institutions in New Mexico. The IED worked closely with Tribal leaders and Tribal education directors across New Mexico to garner support of this priority. These conversations often surrounded key details such as eligibility, coverage, and where students can enroll. Miscellaneous questions were also addressed through the IED and the Financial Aid Division at the New Mexico Higher Education Department.

As the legislative session progressed, the Opportunity Scholarship Act experienced some changes throughout the process. The IED communicated changes to Tribal leaders and their legislative teams in addition to answering any questions. As a result of the close partnership and regular communication, Tribal leaders across New Mexico voiced their support for the Opportunity Scholarship Act.

SUPPORTING BILINGUAL AND INDIGENOUS EDUCATORS

Addressing New Mexico's teacher shortage is a priority for the New Mexico Higher Education Department and the IED in coordination with the New Mexico Public Education Department. Since 2016, the University of New Mexico has partnered with the states education agencies, other colleges, universities, and organizations to address the critical need for educators that are prepared to teach Hispanic and Native American children in urban, rural, and Tribal communities across the state.

The university's partners include New Mexico Highlands University (NMHU), Eastern New Mexico University (ENMU), New Mexico State University (NMSU), Western New Mexico University (WNMU), and two professional development organizations — Dual Language Education of New Mexico (DLENM) and the Center for the Education of Diverse Populations (CESDP). Through this work, led by Dr. Rebecca Blum-Martinez and Dr. Christine Sims at UNM, and partnerships at other higher education institutions, over 120 bilingual educators have been prepared to enter the classroom. At UNM alone, over 130 Indigenous language teachers representing the following language groups: Keres, Tiwa, Towa, Navajo, and Apache through the Native American Language Teacher's Institute (NALTI).

The New Mexico Higher Education Department and Early Childhood and Care Department (ECECD) are working together to increase the number of bilingual and Indigenous language educators at early childhood programs across the state. During the past legislative session, \$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.

Both agencies offer financial assistance to cover the cost of accelerated credentials and degrees in early childhood education. The ECECD offers scholarships to students enrolling in New Mexico's early childhood education degree or certification programs. The New Mexico Higher Education Department provides funding to New Mexico public colleges and universities for Grow Your Own Teachers and Teacher Preparation Affordability Scholarships, which pay up to \$6,000 per year toward the cost of tuition, books, and fees. To date, approximately 180 Grow Your Own Teachers Scholarship awards have been distributed to students totaling \$1,004,000 in addition to 3,615 Teacher Preparation Affordability Scholarship awards at a total of \$7,673,305. The agency also administers the Teacher Loan Repayment and Teacher Loan for Service programs, which offer up to 100% loan repayment or forgiveness. In 2021, the New Mexico Higher Education Department increased the number of awardees by 56%, with 604 awardees at 66 school districts across the state. The agency is committed to supporting these critical pathways to ensure students are in classrooms with bilingual and Indigenous educators. Having educators representative of the students and communities they serve improves student outcomes, builds student confidence, and creates a sense of familiarity within the classrooms.

Per the passage of House Memorial 18 in 2021, the New Mexico Higher Education Department and the New Mexico Public Education Department have been working together over several months to host and convene a Teacher Workforce Task Force. Comprised of education experts from across New Mexico, the goal of the task force is to develop a study and list of recommendations to increase the number and types of teachers in the classroom to create a diverse educator workforce to meet the needs of Native American students, English Language Learners, students with disabilities, and low-income students. There are nine critical areas that task force members have been researching ranging from teacher recruitment and retention to teacher preparation, special education, bilingual education, and teacher credentials and licensing.

With professionals and experts ranging from Tribal communities, school districts, and higher education institutions, the task force has been structured to create three different subcommittees, which include:

1. Teacher Preparation for General Education and Special Education
2. Bilingual Education, Dual Language, Native Languages, TESOL, and Professional Development; and
3. Recruitment, Licensure, Retainment and Compensation

Through these subcommittees, taskforce members will focus on developing recommendations for Governor Michelle Lujan Grisham, state cabinet agencies, legislators, school districts, higher education institutions, school boards, and higher education governing boards.

AGENCY DIVISION COLLABORATION

Since its reestablishment in January 2020, the IED has worked and continues to work collaboratively with the agency's public facing divisions to develop and discuss ever-evolving ways to serve Tribal communities. In the spirit of coordination and collaboration, all ideas and plans are not exclusive to the agency. Feedback, ideas and suggestions from Tribal leaders and communities are essential in this continuous work. The agency understands the importance of working with Tribal communities. Whether it's regular meetings and communication with Tribal education directors, Tribal college presidents, or weekly meetings with the agency's division directors, the conversations surrounding the education of Native American students are continuous. We look forward to reciprocal relationship building, whether that is through virtual or in-person means.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) collaborates with the IED to discuss and identify ways in which program coordinators at the district and school level can collaborate and partner with nearby Tribal communities. In June 2021, the IED met with the program coordinators at the participating districts and schools to discuss ideas and recommendations regarding ways to meaningfully serve Tribal communities and Native American students. This engagement is critical to improving appropriate recruitment, planning, and partnership strategies.

The Adult Education Division works collaboratively with the IED to increase awareness of the division's work and the existing service sites, while partnering with Tribal communities in meaningful and impactful ways. The Adult Education Division presented at the 2022 Government-to-Government Indian Education Summit breakout session for Tribal leaders and Tribal education directors, and provided information about the division as a whole in addition to an exciting, new adult education diploma pathway. The National External Diploma Program (NEDP) has been authorized as an adult diploma pathway in New Mexico. It is a competency-based pathway, different that the standardized tests used for GED and HiSET completion. Reading, writing, math, digital literacy, and workforce readiness skills of participants are assessed through a series of tasks, to earn a high school diploma or equivalent. This new program will be available at 10 programs around the state. Online access will be available as well.

CURRENT AND PLANNED PROGRAMS AND SERVICES FOR NATIVE AMERICAN STUDENTS

ACADEMIC AFFAIRS

Completions

In the 2020-2021 academic year, a total of 27,958 credentials were awarded by public higher education institutions in New Mexico. More than 1,672, or 6%, were awarded to Native American students. The types of credentials earned by Native American students are listed in the table below.

Total Credentials Awarded to Native American Students Academic Year 2020-2021						
Certificates <1 year	Certificates 1-2 years	Associate Degree	Certificates 2-4 years	Bachelor's Degree	Master's Degree	Professional Degree
162	443	658	10	356	100	16
Total Credentials						1,672

**Data for post master's certificates, graduate certification, education specialist, and doctoral degrees were removed because fewer than 10 students earned them. NMHED redacts data less than 10 to protect students' FERPA rights.*

Articulation and Transfer

To improve transfer, articulation, and graduation between public higher education institutions in the state, the New Mexico Higher Education Department (NMHED) and the state's public and Tribal colleges and universities implemented common course numbering, a new skills-focused general education, and degree maps. We understand that an intentional curriculum in addition to collaboration amongst higher education institutions eases student process, which saves time and money toward a degree, and the NMHED is pleased to announce that all general education courses will transfer within the state.

To attain either a two-year or four-year degree, students must complete coursework in six approved general education areas of study, including math, science, social and behavioral science, humanities, communications, and creative and fine arts. The new general education curriculum includes skills considered essential for student success in the workforce and in life, including communication, critical thinking, digital literacy, and personal and social responsibility.

With the coordination of all public higher education institutions and Tribal colleges, all general education courses will transfer to any of our 29 schools in New Mexico. Gone are the days when students would have to retake a lower level course when they transferred from a two-year college to a four-year university. The New Mexico Higher Education Department has successfully streamlined the basic curriculum framework thanks to the commitment of professors from across all public and Tribal higher education institutions in the state. Additionally, the agency hosted its first Transfer Summit with over 250 participants on April 30, 2022. The administration is dedicated to identifying and implementing solutions that improve transfer with all higher education partners.

Dual Credit

Students can earn credit at both their high school and a local college or university through the Dual Credit Program. The program allows high school students to enroll in college-level academic or career-technical courses offered by a public or Tribal higher education institution. Currently, 27 public colleges and universities across New Mexico participate in the dual credit program, three of which are Tribal colleges: Diné College, Institute of American Indian Arts (IAIA), and Navajo Technical University (NTU). During the 2020-2021 school year, 16,587 students participated in the state's dual credit program, and 12% of students (2,000) enrolled in the program were Native American. The four higher education institutions that serve the majority of dual credit students include Central New Mexico Community College (Albuquerque), San Juan College (Farmington), the University of New Mexico – Valencia (Los Lunas), and Santa Fe Community College. Of the three participating Tribal colleges, participation was the highest at NTU.

Tribal College Dual Credit Enrollment School Year 2020-2021

Navajo Technical University	Institute of American Indian Arts	Diné College	Southwestern Indian Polytechnic Institute
493	502	9	*

**Due to their school's mission, the Southwestern Indian Polytechnic Institute (SIPI) does not participate in dual credit. A total of 996 Native American students were enrolled in dual credit programs at other public colleges and universities*

New Mexico is one of fourteen states that funds dual credit course work. Higher education institutions waive tuition, and local school districts purchase textbooks and instructional materials that would otherwise be encumbered by students. Public colleges and universities receive a portion of funding in the higher education funding formula, also known as Instructional and General (I&G) funding, for providing dual credit. Tribal colleges receive compensation for dual credit courses through the Tribal College Dual Credit Program Fund, which receives annual appropriations from the Legislature and the funds are administered by the New Mexico Higher Education Department. For fiscal year 2023, the fund received an appropriation of \$263,900. For fiscal year 2024, the agency will be working with our Tribal College Partners to increase the fund to support their campuses increasing dual credit enrollment. Tribal colleges are also eligible for \$4 million in funding from last legislative session for dual credit completion at all public colleges and universities in New Mexico.

FINANCIAL AID

Purpose

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.

Goals

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;
- 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.

Financial Aid Legislative Outcomes

In the 2022 legislative session, the New Mexico Opportunity Scholarship Act passed the legislature with bipartisan support and became the most inclusive and comprehensive tuition-free college program in the nation. A priority of Governor Michelle Lujan Grisham and her administration, the Opportunity Scholarship Act expands the option of tuition-free college to New Mexicans pursuing high-demand, high-need career training certificates, associate degrees, and bachelor's degrees at New Mexico's public or Tribal colleges and universities. It is the first state scholarship program in New Mexico to consider students pursuing career training certificates. Thanks to a \$75 million investment, the Opportunity Scholarship will support part-time and full-time students, whether they are a returning adult learner, a working parent, a recent high-school graduate, or someone who started college but did not finish. Offering support for part-time students is a key component to the flexibility and accessibility of the scholarship.

To date, over 10,000 Opportunity Scholarships have been administered to students across the state. With the infusion of \$75 million this year, we are looking to triple that number. In the very first year of implementation in the Fall 2019 semester, the oldest participant was 74 years old, the youngest person receiving the scholarship was 19 years old, and the average age of participants was 25 years old. Additionally, 60% of students identified as Hispanic and 12% Native American.

The Legislative Lottery Scholarship is another path to tuition-free college for recent high school graduates and honorably discharged veterans. The program will be sustained for the next four years with an infusion of \$130 million. The Lottery Scholarship paid full tuition for students between 1996 and 2015, but was reduced to cover between 60% to 75% 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 53rd Legislature to expand the benefit to those higher education institutions.

In 2022, over \$194 million in state scholarships and grants was 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 benefited 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.

Tribal College Support

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. The agency estimates this will benefit at least 200 more students per year enrolled at New Mexico Tribal colleges.

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.

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 New Mexico Higher Education Department, 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 7,000 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 2020-2021 school year, 844, or 12%, self-identify as Native American. Students who participate in GUNM have high success rates in the program:

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



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 decision 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 2021-2022 program year, the Adult Education Division served a total of 11,669 students; of these, 1,615, or 13.8%, 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 Jemez Pueblo and in Torreon for members of the Navajo Nation.

In 2022, the New Mexico Public Education Department authorized the National External Diploma Program (NEDP) in New Mexico, joining the GED and HiSET tests as a third pathway to a diploma. In contrast high school equivalency examinations, the NEDP is an adult diploma (not an equivalency) and is competency-based, providing an alternative to the use of standardized tests for those with learning differences or those who prefer a more hands-on demonstration of their knowledge. The NEDP will be offered in 10 programs across the state in 2022-2023, including an all-online “hub” that will prioritize serving Native American adults who may live in rural areas and parents of young children.

Adult education programs guide students into higher education, career training, and the workforce. Native American adults who participated in adult education in the 2021-2022 program year made strides in their academic goals, with nearly 40% of Native American participants making a measurable skill gain and 11.3% earning their high school equivalency.

1,615

Native American students served
by adult education programs in
New Mexico.

CAPITAL OUTLAY

The New Mexico Higher Education Department, through its Capital Projects Division, has a statutory responsibility to provide an equitable process for reviewing and recommending capital outlay funding for public colleges and universities each year. The agency understands the importance of maintaining and supporting the campus infrastructure of all publicly-funded higher education institutions in New Mexico. This includes the Tribal colleges and universities located within the state.

In keeping with the commitments as outlined in House Memorial 94 by the New Mexico Legislature during the 2013 Legislative session, the New Mexico Higher Education Department has actively collaborated with the four New Mexico Tribal colleges and universities. This includes establishing clear guidance through annual capital project trainings, streamlining of processes for the submittal of capital outlay funding requests during the summer hearings, project approvals for funded projects, and draw-down requests. These trainings and process improvements have given all of New Mexico's publicly-funded colleges and universities, including the Tribal colleges, a more efficient and well-defined process for managing capital outlay funding.

Tribal colleges and universities have been appropriated funding through the New Mexico Higher Education Department since the 2015 legislative session. To date, approximately \$36.22 million has been provided. The following charts outline the appropriations by higher education institution and by funding type.

Capital Outlay Appropriations to Tribal Colleges & Universities 2015-2021		
Institution	Project	Amount
Southwest Indian Polytechnic Institute	Fire Alarm Improvements	\$500,000
	Library & Buildings Renovation	\$2,000,000
	Sewer Infrastructure Replacement & Upgrades	\$650,000
	Water Infrastructure Replacement & Upgrades	\$140,459
	Infrastructure Improvements	\$797,760
	Building 105 infrastructure improvements	\$960,536
	Infrastructure Improvements	\$1,000,000
	Infrastructure Improvements	\$2,100,000
Diné College	Access Lanes & Sidewalks	\$700,000
	Shiprock Campus Roadway Improvements	\$500,000
	Math & Science Building Phase One	\$5,000,000
	Agriculture Multipurpose Center	\$400,000
	Agriculture Multipurpose Center	\$1,300,000
	Shiprock Campus Gym HVAC Replacement	\$325,000
	Fire Lane Construction	\$700,000
	Student Services Facility Design & Construction	\$5,000,000
Navajo Technical University	Math and Sciences Building Enhancement	\$120,000
	Health, Security, & Safety Infrastructure Improvements	\$535,000
	Learning Innovation Center	\$850,000
	Electronic Access Control	\$200,000
	Trades Program Facility Expansion	\$750,000
	Science & Trades Building Renovation	\$1,400,000
	Classroom HVAC Improvements	\$400,000
	Trades Building Construction for Vocational Education	\$4,000,000
Institute of American Indian Arts	Academic Building Roof & Cooling Unites	\$800,000
	Multipurpose Fitness & Performing Arts Center	\$2,000,000
	Academic Building HVAC & Accessibility Improvements	\$800,000
	Campus Infrastructure Upgrades	\$275,000
	Academic & Museum Collection Facility Renovation	\$700,000
	Contemporary Native Arts Research Center Expansion	\$200,000
	Facility Renovation	\$50,000
TOTAL		\$35,153,755

The New Mexico Higher Education Department (NMHED) remains committed to providing support to Tribal colleges and universities in their mission of providing sustainable, safe, and state-of-the-art learning facilities for their students. As an example, the agency worked closely with NTU and SIPI to ensure funding which was set to revert on June 30, 2021 was encumbered, keeping the funding available for the projects, and we will continue to assist Tribal colleges with capital project funding. Capital projects within higher education institutions support infrastructure and new construction, which in turn benefits students and staff, the local economy, the workforce, and the communities served in New Mexico.

PRIVATE POSTSECONDARY SCHOOLS DIVISION

The Private Post-Secondary School Division (PPSD) provides oversight and regulation of private colleges, universities, and career institution in New Mexico, as required by the Post-Secondary Educational Institution Act and the Interstate Distance Education Act. The division also provides prospective and current students consumer protection when a private postsecondary institution ceases its operations or fails to meet standards of quality set by the New Mexico Higher Education Department. During the 2020-2021 academic year, 842 Native American students were attending 61 private non-profit and for-profit higher education institutions in New Mexico. These schools offer a variety of certificates, diplomas, and degrees, such as associate, bachelor, master, and doctorate degrees.

Distance Education

Beginning in December of 2018, private schools that only offer supervised field experiences to ten students or less in New Mexico but otherwise have no physical presence in the state, have the opportunity to file for an exemption under the Public and Private Post- Secondary Institutions Operating Under the Interstate Distance Education Act (5.99.1 NMAC), which addresses regulation of public and private postsecondary institutions offering distance education to students in New Mexico and any New Mexico higher education institutions offering distance education in other states.

New Mexico joined the National Council for State Authorization Reciprocity Agreements (NC-SARA) in 2015. NC-SARA is an agreement among member states, districts, and territories that sets national standards for interstate offering of post-secondary distance education courses and programs. Institutions participating in NC-SARA are exempt from obtaining Distance Education Authorization in New Mexico. In 2017, Navajo Technical University (NTU) became the first Tribal college in the United States to become a NC-SARA member institution. In May of 2020, NTU was renewed for another year of institutional participation in the NC-SARA initiative. As of June 1, 2019, 49 states (all but California), the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of NC-SARA and more than 2,000 institutions participate across the nation. In New Mexico, 17 public higher education institutions and six private postsecondary schools are NC-SARA members.

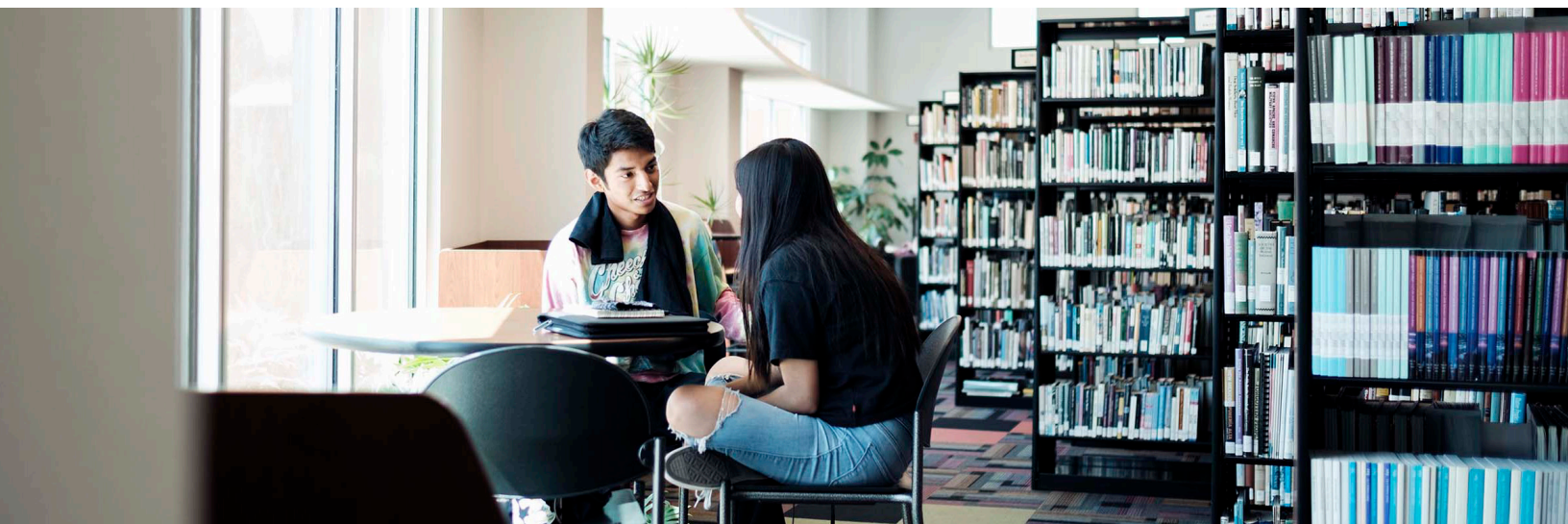


Photo courtesy of the Institute of American Indian Arts

55th Legislative Session (2022)

FUNDING OUTCOMES

Through the passage and signage of House Bill 2 this past legislative session, approximately \$20.4 million will be invested in programs and capital projects supporting Native American students and faculty at colleges and universities across New Mexico. That is over a \$15 million increase from fiscal year 2022. Below is a table noting the changes from fiscal year 22 (FY22) and fiscal year 2023 (FY23):

Description	School	FY22	FY23	Differential
Tribal College Dual Credit Fund	Navajo Technical University, Institute of American Indian Arts, and Diné College	\$263,900	\$263,900	---
Southwest Indian Law Clinic	University of New Mexico	\$185,400	\$182,800	-\$2,600
Navajo Technical University Nursing Program	Navajo Technical University	\$216,000	\$216,000	---
Native American Studies Program	University of New Mexico	\$209,100	\$252,900	\$43,800
English Language Learner, Bilingual Education Teacher Prep.	University of New Mexico	\$84,500	\$84,500	---
Native American Social Work Institute	New Mexico Highlands University	\$164,500	\$216,500	\$52,000
Center for Native American Health	University of New Mexico Health Sciences Center	\$240,500	\$252,100	\$11,600
Native American Suicide Prevention	University of New Mexico Health Sciences Center	\$88,100	\$90,200	\$2,100
American Indian Summer Bridge Program	University of New Mexico	\$100,000	\$250,000	\$150,000
Minority Student Services	University of New Mexico	\$811,100	\$1,111,100	\$300,000
Native American Student Resources Development	New Mexico State University	\$253,400	\$265,900	\$12,500
Indigenous Planning and Design	University of New Mexico	N/A	\$130,000	\$130,000
Tribal Education Initiatives	New Mexico Highlands University	N/A	\$200,000	\$200,000
Native American Health Student Success Program	University of New Mexico Health Sciences Center	N/A	\$60,000	\$60,000
Tribal Education Initiatives	New Mexico State University	N/A	\$200,000	\$200,000
Tribal Education Initiatives	New Mexico State University – Grants	N/A	\$100,000	\$100,000
Native American Student Center	Northern New Mexico College	N/A	\$150,000	\$150,000
Indigenous Student Support Program	Western New Mexico University	N/A	\$50,000	\$50,000
Tribal Education Initiatives	San Juan College	N/A	\$100,000	\$100,000
Native American Studies Program Endowment	University of New Mexico	N/A	\$5,000,000	\$5,000,000
GEER Funds	Navajo Technical University Southwestern Indian Polytechnic Institute Diné College Institute of American Indian Arts	\$140,000	N/A (federal funding awarded to states during COVID-19 peak)	-\$140,000
Capital Outlay Funding	Navajo Technical University Southwestern Indian Polytechnic Institute Diné College	\$2,460,536	\$11,220,000	\$8,759,464
TOTAL		\$5,308,736	\$20,395,900	+\$15,087,164

GOALS

2021-2022 GOALS

Looking ahead, there are additional goals to accomplish on behalf of Tribal communities, and coordination and collaboration with Tribes is key. Our goals include:

From the previous annual report, the agency goals were as follows:

1. Improving the collection of data to better represent Native American students across our higher education and adult education systems.
2. Fully develop Taos Pueblo's Community Profile and increase number of pilot sites for the Community Profile Project.
3. Partnership with the Early Childhood Education and Care Department (ECECD)

With the leadership of the IED, there has been progress on all three goals. Data collection methods have been revised for the private post-secondary institutions to request data broken down by ethnicity. Taos Pueblo's profile continues its development and is nearly ready for its first presentation to Governor Clyde M. Romero Sr. Last, the partnership with ECECD continues to develop and partnerships have been formally established since the last State Tribal Collaboration Act Annual Report.

Additionally, the agency's leadership has been meeting regularly with Tribal colleges regularly to share updates and engage in conversations about ideas, concerns, and solutions. This has been key in mitigating COVID-19 outbreaks, capital outlay challenges, assisting with test kit allocations, campus reopening protocols, and ensuring Tribal college awareness and representation in state initiatives.

Exploring partnerships in a pandemic environment requires flexibility and fluidity. The IED is truly appreciative of the cooperation and communication with Tribes via virtual means. During Summer 2021, the IED partnered with the assistant secretaries of Indian Education at ECECD and the New Mexico Public Education Department to embark on in-person visits to Tribal communities where allowable, while accommodating virtual meetings as well. The purpose of these meetings were to share updates related to the August 2021 Government-to-Government Indian Education Summit. The unity across the three divisions has been key in propelling initiatives and action items collaboratively. The IED and the New Mexico Higher Education Department looks forward to continued work with our sister agencies as we collectively provide services and support to Tribes, Pueblos, and Nations.

2022-2023 GOALS

Looking ahead, there are additional goals to accomplish on behalf of Tribal communities, and coordination and collaboration with Tribes is key. Our goals include:

1. Continue visits and meetings with Tribal leaders and Tribal education directors in-person to learn about their higher education priorities
2. Facilitate and foster understanding and support of the Lottery and Opportunity Scholarships among Tribal communities and Native American students
 - a. As part of the Opportunity Scholarship roll out, the agency will be working to launch a campaign to build understanding of the scholarship and answer questions from stakeholders and constituents.
3. Bridge communication and build direct relationships between Tribal education departments and public higher education institutions for Native American student success
 - a. Through meetings with Tribal leaders, a common theme that's been mentioned is the desire to increase direct communication between Tribes and all higher education institutions in New Mexico. The agency will connect these groups so Native American students and communities will be connected with colleges and universities throughout the state.

STATE TRIBAL COLLABORATION ACT (STCA) TRAINING AND CERTIFICATION

Agency colleagues recently attended and completed “The Building Cultural Equity Training” offered through the State Personnel Office in conjunction with the Indian Affairs Department. In the 2020 State Tribal Collaboration Act (STCA) Annual Report, it was mentioned that each employee would complete the training in the fall of 2020. Unfortunately, this goal was not met due to the high demand of this course and limited spots available. However, the New Mexico Higher Education Department and the IED has requested that this training be made available to ensure the agency has a 100% participation and completion rate. This is a step towards continuous improvement of culturally-responsive services and engagement with Tribal communities.

POINT OF CONTACT

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Photo courtesy of Navajo Technical University