

Government-to-Government Collaboration on Indian Education

2020 Report



Early Childhood Education



Introduction

The New Mexico Early Childhood Education and Care Department (ECECD) was created through Senate Bill 22 and signed into law in March, 2019 by Governor Michelle Lujan Grisham.

ECECD works to ensure that all New Mexican families and young children have equitable access to high-quality early childhood experiences and opportunities. The Department is one of just four cabinet-level early childhood agencies in the nation, an expression of New Mexico's commitment to improving child well-being outcomes and strengthening family support services through continuous quality improvement.

ECECD administers the following early childhood programs:

- Head Start Collaboration Office
- Home Visiting
- Family Infant Toddler (FIT) Early Intervention
- Families FIRST
- Family nutrition
- Child care services
- Community PreK



On July 1, 2020, ECECD became an official department—and quickly began working to expand universal PreK and quality home visiting while ensuring that our most vulnerable children have access to positive early learning experiences.

Research supports the Department's approach. Dollars spent on quality early childhood programs yield significant savings: fewer teen pregnancies, better graduation rates, lower health care and incarceration costs, and overall improved well-being for children and families.

Partnering with New Mexico's Tribal Communities

ECECD's partnership efforts with New Mexico's tribal communities are led by Jovanna Archuleta, Assistant Secretary for Native American Early Childhood Education and Care. Since her appointment, Asst. Sec. Archuleta has focused on two primary tasks: deepening government-to-government relationships, and leading pandemic-related support efforts for New Mexico's Pueblos, Tribes, and Nation.

These latter efforts have included resources for infants—food, diapers, wipes and other much-needed items. Additional support comes through the Meals 2 You program, which delivers shelf-stable food boxes across the state. ECECD also continues to distribute personal protective equipment (PPE) and thermometers to ensure children and early childhood staff remain safe during the health emergency.

ECECD looks forward to further strengthening government-to-government relationships via regular (virtual) meetings. Additionally, tribal liaisons have



been identified within each of ECECD divisions to support services and enhance communication within tribes.

Early Childhood Education and Care

Positive early childhood experiences prepare children for success in school and throughout their journey to become lifelong learners from cradle to career.



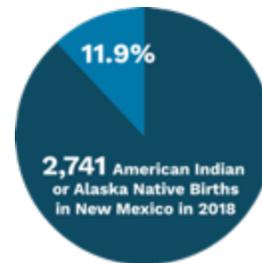
Positive early childhood experiences include:

- Ongoing interaction and conversation in our native languages.
- Nurture and love from a child’s home culture.
- Boundaries and safe environments, as well as support for exploration.
- Parents and communities that are balanced emotionally and spiritually.
- Connections that support brain development—studies have shown that 90% of brain growth happens by age five.¹

Programs like Family Infant Toddler (FIT), Head Start, PreK, home visiting and high-quality child care provide critical services that support the health, development, education and wellbeing of families and young children.

Landscape of Early Childhood Programs

All NM Births, 2018² **23,038**
 American Indian or Alaska Native births 2,741
AI/AN births represented 11.9% of the statewide total in 2018.



NM Births, 2019 (Provisional Resident)³ **22,964**
 American Indian or Alaska Native Births 2,765
In 2019, AI/AN births increased to 12% of the statewide total.



NM Children 0–4 years old, 2018⁴ **124,693**
 American Indian or Alaska Native children 12,873
AI/AN children make up 10.3% of the statewide total.



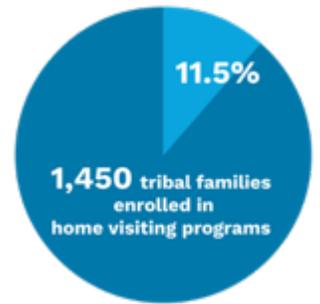
¹ [Brain Development Resources](#)

² NM Vital Records, accessed via NM Indicator Based Information System.

³ NM Vital Records, accessed via NM Indicator Based Information System.

⁴ University of New Mexico, Geospatial and Population Studies (GPS) Program. <http://gps.unm.edu>

- **State home visiting programs:** 12,642 families were enrolled in FY20 (11.5% are tribal families).
- **PreK:** ECECD supports three state-funded PreK programs in tribal communities.
- **Meals 2 You:** 423,354 food boxes have been delivered since March throughout the state.
- **Early Intervention:** In FY20, 1,247 children supported with FIT services (speech or occupational therapy).
- **Head Start:** In FY20, 18 tribal Head Start programs served 1,832, 3 4-year-olds and nine Early Head Start programs served 422 children 0-3 years old⁵.
- **State child care:** Families can click on the [Am I Eligible](#) link to qualify for child care assistance. Families are eligible up to 200 percent of the federal poverty level (\$52,400 for a family of four).
- **Families FIRST:** A perinatal case management program that connects families across New Mexico to outcome-based interventions- 122 tribal families were assessed in FY20.

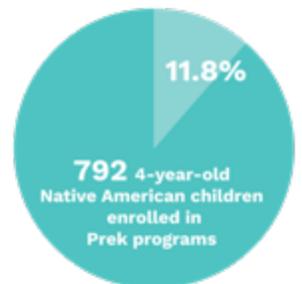


Educational Equity

By creating ECECD (2019) and the Early Childhood Trust Fund (2020), the state has made extraordinary commitments to ensuring high-quality early childhood experiences for all children. Equity and inclusion are at the heart of the Department’s mission. Additional supports include Waterford UPSTART, WIDA Early Years, increased scholarships funds for teacher licensing, and expansion of PreK services.

In FY20, PED PreK served 792 four-year-old Native American children (11.78% of all children enrolled in public school PreK).

ECECD is also working to expand teacher training and credentialing opportunities—including supporting two cohorts of Native students as they pursue their Child Development Certificates based in cultural knowledge.



Legislative Priorities

- Sustain and build on current investments
- Enhance the early childhood workforce
- Expand access to PreK and evidence-based home visiting

⁵ [Head Start Needs Assessment](#)

Agency Partnerships

Partnerships with individual tribes, tribal leaders, tribal educators and state agencies are key to our collective success—and to delivering the services that our families and children deserve.

- Bureau of Indian Education (BIE) FACE
- Children’s Cabinet
- Department of Health
- Indian Affairs Department
- University of New Mexico
- Indian Child Welfare Act (ICWA) Court
- Indian Education Advisory Council
- New Mexico Early Childhood Development Partnership
- New Mexico Public Education Department
- New Mexico Higher Education Department
- Southwestern Indian Polytechnic Institute (SIPI)
- University of New Mexico

Together, New Mexico’s tribal communities and ECECD can ensure that our state’s young children and families are healthy, supported, and well-prepared for the next stages of their lives.



NEW MEXICO
Early Childhood
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K–12 Education

Martinez/Yazzie Lawsuit

The New Mexico Education Department (NMPED) is pursuing a four-part strategy that will create an effective and equitable system of supports of all students focused on root-cause analysis, equity-focused leadership, and continuous improvement, and culturally and linguistically responsive curriculum and pedagogy. To help achieve the goals listed above, districts and charter schools must initially concentrate on the development of the following:

1. Establishment of local equity councils;
2. Completion of Martinez/Yazzie Readiness Assessment to support schools;
3. Implementation of a culturally and linguistically responsive framework for every school; and
4. Submission and implementation of a 90-day plan through the NM data, accountability, sustainability, and high achievement tool (NM Dash) with specific focus on economically disadvantaged students, Native American Students, English learners, and students with disabilities.

In addition to the four-part strategy above, the Martinez/Yazzie lawsuit will be addressed using the four pillars in the NM PED’s strategic plan:

1. Educator Ecosystem Strategies and Outcomes
 - Develop robust educator pipelines
 - Support early career teachers
 - Recruitment, retention, and evaluation
 - Leadership development for principals, superintendents and school boards
2. Opportunity Gap Strategies and Outcomes
 - Evidence-based community schools and extended learning opportunities
 - Multilayered systems of supports
 - End childhood hunger in New Mexico
 - State school resource officer coordinator
 - GRADS: support for parenting teens
3. Pathways and Profiles Strategies and Outcomes
 - Expand career and technical education and work-based learning
 - System STEAM initiatives at all levels
 - High school redesign and college and career pathways
 - Family, teacher and community engagement

4. Whole Child Strategies and Outcomes

- Indigenous education initiatives
- High quality bilingual and multicultural programs (BMEP)
- Inclusive supports for students with diverse abilities
- Early literacy development

The NMPED acknowledges the Court’s ruling that “no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed[.]” Similarly, the New Mexico Legislature found that the key to success is having a multicultural education system that:

1. Attracts and retains quality and diverse teachers to teach New Mexico’s multicultural student population;
2. Holds teachers, students, schools, districts, and the state accountable;
3. Integrates the cultural strengths of its diverse student population into the curriculum with high expectations for all students;
4. Recognizes that cultural diversity in the state presents special challenges for policymakers, administrators, teachers, and students;
5. Provides students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace; and
6. State Legislators express the importance of “Elevat[ing] the importance of public education in the state by clarifying the governance structure at different levels.”

No education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed.

Impact Aid

The NM Public Education Department remains committed to providing increased funding for Native American Students. Capital resources of \$52 million were secured for Impact Aid to districts over the last two years, but this is not enough. Executive and the legislature made several efforts to change the legislation but do not have the votes to pass the legislature. NMPED filed a motion to drop the appeal. NMPED submitted a revised set of FY21 calculations that **fully** complied with the Department of Education’s determination and included **SB9 state match**.

The U.S. Department of Education is currently reviewing the data submissions. The Department of Education’s Office of Hearings and Appeals has requested briefs from the parties, and a decision from the Department of Education is expected after December 3.

The Executive Branch remains committed to funding for Impact Aid districts. Regardless of Yazzie-Martinez or Impact Aid court decisions, this administration will continue to seek increased investment in Native American students and programs. We need to look more deeply at core funding issues, including a review of current funding streams.

As the appropriating body, the legislature must take the opportunity to develop and pass a permanent solution to the taking of impact aid credits. The Governor has communicated to legislators the urgent need for the legislature to present her with a solution.

Guiding Principles:

- As we address Yazzie-Martinez, it is clear that the solution must not pit impact aid districts against non-impact aid districts. Funding needs to be identified from another source so that it does not result in a decrease in funding to other schools.
- The state needs a permanent solution to the taking of impact aid credits.
- There needs to be strong language on tribal consultation on the expenditure of these funds.
- Impact aid funding must be used for the educational benefit and critical capital needs of the students living on the lands from which the impact aid revenue is generated.

Supporting American Indian Students during COVID-19

In alignment with the Indian Education Act (IEA), the following is guidance for districts and charter schools during remote or hybrid situations:

1. Ensure equitable and culturally relevant learning environments, educational opportunities, and instructional materials for American Indian (AI) students enrolled in public schools.

- Any form of educational services that are provided to students should include an equity lens for AI students. These educational services can include virtual, online, instructional calls, face-to-face, books, textbooks, workbooks, worksheets, email, television, laptops, or phones.
- Parent engagement via technology will be of utmost importance, along with support for access to the internet.
- Ensure that Tribes, Pueblos, and Nations are notified of all curricula development for their approval and support.

2. Ensure maintenance of Indigenous languages.

- The integration of language and culture-based instructional strategies, methods, and practices. To help support the learning of AI students along with their Indigenous language for their educational success.
- Native American Language and Culture (NALC-520 Certificate) Certified Staff shall continue to be utilized.

3. Continue Tribal consultation.

- Actively solicit input and participation from Tribes, Pueblos, and Nations.
- Encourage cooperation in reaching an agreement with Tribal representatives on the best possible decision for those involved.
- Allow for an open, timely, and free exchange of information among the parties to lead to a mutual understanding and comprehension.
- Whether or not consensus is reached, consider others' perspectives and concerns and honor tribal sovereignty.
- Develop an understanding of the true educational concerns of the Tribal communities.
- Most importantly, conclude consultations with documentation and shared agreements that seek and find solutions and alternatives as applicable.
- Prepare protocols for when Tribal communities are closed.
- Collaborate with Tribes to prioritize AI students for in-person instruction based on individual needs.



Tribal Collaboration: It is imperative to NMPED leadership that we honor the sovereignty of Tribes, Pueblos, and Nations. This includes the proper consultation with local Tribal and Pueblo leaders, and tribal education departments on how to best communicate and collaborate with their communities. We will utilize relevant, local data with and from Sovereign Nations and urban American Indian organizations when considering reentry and closure plans.

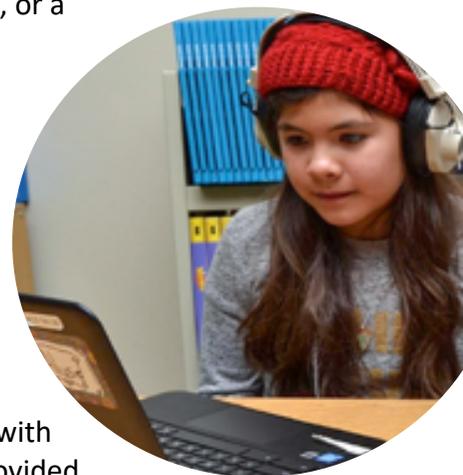
- Collaborate with Tribal governments to address school reopening or school closure decisions.
- Identify a point of contact for each Tribe, Pueblo, Nation, and urban tribal organization to share school information.
- Work with Tribal and Pueblo leaders on unique issues they are faced within their schools and communities.
- Collaborate with tribal education departments as resources to the education community.

Internet Access & Digital Support: Across the nation, the majority of constituents have internet access readily available. However, there is a digital divide, also known as connectivity deserts, in the rural and Tribal areas of New Mexico where access to the internet is limited or nonexistent. Internet services are available, it is just a matter of finding the right solution for each Tribal community. One size does not fit all when it comes to finding the specific solution. There is assistance available to support in this effort to get Tribal communities connected. It is crucial to determine the proper location and identify the internet provider for each community, as well as what equipment is needed. Moreover, the end-goal includes project management and adequate deployment planning, which means the short-term solutions are just as important as the long-term solutions. Once individuals on tribal land have access to stable internet, it is critical to include support to install equipment, applications, and furnish technical support through a phone number, email, or a virtual help desk per districts.

All districts and charter schools have been encouraged to invest federal and local funds to ensure that every student has a digital device and, if needed, a mobile hotspot or other support for internet connectivity. In addition, districts should provide internet-accessible areas, such as school parking lots or bus stops, to download information and assignments. Furthermore, printed learning materials should be offered when needed and appropriate. It is expected that during Hybrid and Remote modes of operation, districts are providing a full online program. In addition, full reentry programs are expected to have online options ready and available with quality assurances in the event that they need to close. The NMPED has provided guidance on a variety of remote and hybrid learning models. Local considerations may include logistics, daycare, prioritization of student groups, and more.

Internet Connectivity Update: The Indian Education Division purchased and distributed 700 residential hotspots, 101 CradlePoints and mobile hotspots (for teacherages, chapter houses, buildings, buses, and indoor antennas) and 6,282 Chromebooks for schools with significant American Indian student populations. Additionally, NMPED collaborated with the Santa Fe Indian School and the Information Technology Disaster Resource Center to install CradlePoints for the Navajo Nation, the Mescalero Apache Tribe, Jicarilla Apache Nation, and 18 Pueblos.

In October, an RFA developed for the GEER/ESSER was issued for Tribal Nations and Pueblos to apply. This RFA is to assist tribal communities with Internet access for students without access at home. This



can include access through fiber, DSL, cable, fixed wireless, wireless hotspots, and satellite, depending on service available at an individual address. The GEER funding amount is \$442,253 and the ESSER Reserve amount is \$548,061, both totaling \$990,314. NMPED utilized funds from FY20 to assist with bridging the digital divide.

Type of Technology	Amount
Chromebooks	\$1,564,218
T-Mobile (hotspots)	\$220,500
WAPs	\$332,503
Total	\$2,117,221

School Reentry Planning

The NMPED provided guidance to support the state’s districts, charter schools, and tribal communities in determining their plans and strategies for reopening schools in 2020–2021. We believe in prioritizing the health and safety of our students and staff by maximizing the amount of safe, in-person learning opportunities. These reopening decisions are based on science and data. Our approach is guided by the recommendations of the New Mexico School Reentry Task Force, New Mexico Medical Advisory Team, Centers for Disease Control (CDC), and other research.

Minimum requirements for reentry are:

- All districts and schools will be able to operate strictly according to hybrid guidelines. The Department of Health and Medical Advisory Team will regularly assess rates of the spread of COVID-19. Districts and schools will then follow the appropriate guidelines based on the designated safe reentry category.
- Schools must participate in a surveillance and rapid-response testing program for all staff.
- Schools must adhere to the social distancing requirements of their designated category.
- Schools should avoid large group gatherings.
- Face coverings are required for all students and staff except while eating, and drinking, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask.
- All staff must be screened on a daily basis, including a temperature check and review of potential symptoms. All sites must work with state and local health officials to have a plan for contact tracing. While not required, this is also recommended for students.
- For transportation, all staff and students must wear a face covering. In addition, based on the public health conditions, some schools may also limit bus seats to one student.
- Meals must be provided to students during in-person instruction and remote learning.

Reopening Attendance:

Children in Pre-K through 12th grade are required to attend school daily, and the attendance will be recorded on days in which students are physically (virtually and in-person) present. Schools will also track participation in their remote programs.

Social and Emotional Learning (SEL)

The NMPED prioritizes the safety and social emotional wellbeing of students, staff, and families. In order to engage in rigorous academics and reenter school with new protocols, social emotional wellness, behavioral health, and culturally responsive trauma-informed care need to be front and center and embedded across all of our work. When both students and staff are physically and psychologically safe, they are able to engage in formal, rigorous teaching and learning.

Districts should consider:

- Honoring identity and cultural nuances by communicating in multiple, appropriate languages, while including curricula that teaches students about diversity and antiracism.
- Creating and maintain healthy, caring relationships among and between students and staff by creating a sense of belonging and connection.
- Having teachers, educators, and other school staff set up video calls with students and families during remote learning to conduct interviews and/or do regular check-ins, as well as email students and families.
- Offering opportunities for students to share and process their emotions.
- Supporting students and staff in adapting to a new normal and in understanding change in traditional school structures.

There are a number of resources available to students and families as we return to school. The NMPED has included a list of social emotional learning resources in a guidance document and encourages schools to recognize and attend to trauma and grief that students, families, and educators may be facing.

Please visit the following website for more information:

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/behavioral-health/>

Elementary School Rapid Response

School districts and charter schools are to report all positive cases of COVID-19 to the NMPED Rapid Response Team within four-hours of notification. Any laboratory-confirmed case of COVID-19, staff or student, should be reported. If the case is a staff member, a report will also be made to New Mexico Environment Department within 4 hours of notification.

COVID-19 Surveillance Testing: In addition to meeting the above qualifications, reopening in a hybrid operating category also requires participation in surveillance testing. For eligible schools that choose to open, the NMPED has implemented a weekly 5% surveillance testing requirement for faculty and staff who are physically working at the schools. The intent of the 5% surveillance testing requirement is that all staff working in a school will be tested over the course of the year.

Air Filtration: The NMPED will be deploying the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommendation which states the target level for filtration in schools is minimum efficiency reporting value (MERV) 13 or higher. In instances where MERV 13 filters are not available or not compatible with existing HVAC systems, the NMPED will work with those districts and schools to identify the highest quality compatible filter.

Cultural and Linguistic Responsiveness (CLR)

Adopting CLR goes beyond celebrating students' cultural traditions once a year. Educators who practice CLR, set rigorous learning objectives for all of their students, and they continually build helpful bridges between what students need to learn and their heritage, lived realities, and the issues they care about.

Working with the NMPED Instructional Materials Bureau, the Indian Education Division was instrumental in the development of the cultural and linguistic instructional materials and curricula for American Indian students. We have provided guidance and criteria on the adoption of these standards through the NMAC instructional material rule. This rule governs the procedures for the adoption, purchase, and delivery of instructional material.

The NMPED will issue a request for applications (RFA) annually to solicit submissions of proposed new instructional materials. The RFA shall include review criteria, which shall include but is not limited to the following—alignment with state standards, grade-level appropriateness, and cultural and linguistic relevance. Beginning this year with ELA, we are now identifying the core instructional materials that score high in this CLR section.

Materials must be culturally relevant as outlined by the following:

- Informs culturally and linguistically responsive pedagogy;
- Reflects the cultural diversity represented within the community, state, and nation;
- Reflects the cultures, languages, and lived experiences of a multicultural society;
- Addresses multiple ethnic descriptions, interpretations, or perspectives of events and experiences.

The department shall ensure that collaboration occurs with Tribes, Pueblos, and designated tribal organizations, and shall ensure instructional materials for American Indian students enrolled in public schools are culturally relevant.

English Learners (EL) Work

On December 10, 2015 President Barack Obama signed Every Student Succeeds Act (ESSA) into law, which includes the new accountability for the English Learners (ELs). The Equal Educational Opportunities Act of 1974 requires that public schools take “appropriate action to overcome language barriers that impede equal participation by students in instructional programs.”

Districts must identify ELs in a timely manner, record online instruction so that students can review, ensure synchronous remote learning that includes explicit language practice for ELs, monitor and regularly assess the progress in both English language proficiency and content knowledge, and provide interventions when needed. In addition, support must be provided at the word, sentence, and discourse levels, and ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students. Communication in a language that families can understand is imperative.



Culturally & Linguistically Responsive Instruction (CLRI)

CLRI is a framework to develop culturally and linguistically responsive instruction for all students. It is our goal to ensure instructional practices foster academic conversations with American Indian ELs to build their academic language and vocabulary, and critical thinking, literacy and communication skills.

CRLI builds cultural awareness. It creates an instruction experience for students that validates, affirms, illuminates, inspires, and motivates them so that they are effective in multicultural society and prepares them for global education. This pedagogy recognizes language, ethnicity, social class, and other forms of social differences but also gives full recognition to tribal sovereignty. In addition, the tribal critical race theory premises to teach AI students how to combine Indigenous notions of culture, knowledge, and power with western/European conceptions in order to actively engage in survivance, self-determination, and tribal autonomy.

Social Studies Standards for Indigenous Communities

To reimagine Social Studies is to connect our rich home-place intelligence and regional knowledge with global events and conditions to prepare young people to live in an increasingly diverse and interconnected world. This project is focused on enlivening the knowledge that exists in our communities and empowering students to develop dignity and pride in their identity, history, culture, and region. The goal of Global Studies (formally Social Studies) is to cultivate critical

readers of social reality who can exercise agency throughout their lives equipped with the knowledge and skills to create a better future for New Mexico and the world. Our collective goal is to create a blueprint for curriculum that moves away from a singular cultural script to a robust, culturally responsive, and sustainable curriculum that provides teachers with the tools to teach students to recognize how power and oppression operate and to strive toward social justice, tribal sovereignty, and sustainable futures.

The guidelines we propose for teaching, learning, and holding ourselves accountable to community-based values, center on Indigenous perspectives, cultural diversity, and epistemic justice (truth and reconciliation/reparation), as guiding principles for developing a strong critical historical consciousness. The stories of the diverse peoples of New Mexico provide the foundation for understanding the broad diversity of human experience. Knowing ourselves, our community histories, the landscapes, places, and lifeways that made us and continue to sustain us, are the starting point for challenging systems and institutional structures that impede human flourishing. Global Studies cultivates active participants and inquiry learners who become active participants in society and our communities, cities, state, nation, and world.

State Seal of Bilingualism-Biliteracy (SSBB)

In the 21st century, the world economy is increasingly global and multicultural, which requires the workforce of the future to have linguistic and cultural competence. Thus, bilingualism and biliteracy enhance future employees' human capital by providing linguistic and cross-cultural skills in the global job market. The State Seal of Bilingualism-Biliteracy (SSBB) does not only prepare students to be



global citizens and meet local community needs, but more importantly, honors New Mexico’s heritage and the heritage languages of the state.

Tribal Language Certification Process:

- Tribe or Pueblo manages language proficiency criteria, process, and procedure.
- Students meet graduation requirements and those set by Tribes or Pueblo.
- District/schools receive proficiency certification.
- Students receive a SSBB on diploma noting proficiency and literacy.

The following districts or charter schools have an approved seal with the Language and Culture Division:

- Albuquerque Public Schools (Navajo)
- Bernalillo Public Schools (Keres)
- Central Consolidated Schools (Navajo)
- Española Public Schools (Tewa)
- Farmington Municipal Schools (Navajo)
- Gallup McKinley County Schools (Navajo)
- Taos Municipal Schools (Tiwa)
- Vista Grande High School (Tiwa)
- Zuni Public Schools (Navajo & Zuni)



Canvas Learning Management System (LMS)

The NMPED’s recent acquisition of the Canvas Learning Management System (LMS) is one way to support remote learning during these unprecedented times. The use of Canvas technology is one way to support remote learning, where the student is able to be provided a learning opportunity from an educator who may be in a different location.

The Canvas LMS is designed to be an all-inclusive platform that provides a space where:

- Teachers can create and organize content
- Students can access coursework and grades
- Parents can track assignments and student performance

Reporting, resource-sharing, discussion, feedback, grading, and content creation are teaching and learning activities supported by the LMS. However, the LMS is not a cure-all and it does not replace the teacher. A teacher must still create, deliver, and manage their content—just as they do in the physical classroom.

As NMPED embarks on the implementation of Canvas, a group of local experts has been called into action. The External LMS Advisory Team (ELMSAT) members recognize that there will be far too many ambitious demands and desires regarding the LMS and a limited amount of time and resources to do everything in the immediate now. The ELMSAT will help guide NMPED by putting forth a series of recommendations for successful statewide LMS implementation.

New Mexico Vistas

NM Vistas was created to help New Mexico schools provide an excellent education for students and to help families and others in our communities identify schools that are doing well in relation to their family and the community's values. This accountability system helps to identify schools that may need extra support. To achieve these goals, NM Vistas provides information on a variety of measures of school quality and success.

In addition to these measures, the system allows districts to describe some of the most important facts about their goals and their approach to achieving them. Together, this information tells a vivid story of how well our students are doing to prepare them for the future.

The framework for the NM Vistas system of accountability and support recognizes that school performance should be assessed within five overarching categories:

1. Academic achievement,
2. Academic progress,
3. English language proficiency,
4. Indicators of school quality that contribute to college and career readiness, and Graduation.

School Summary Score:

The summary score is based primarily on academic assessments in reading, math, and science, but it also includes measures of college and career readiness, graduation rates, regular attendance, and school climate. These factors are included because they make a meaningful difference in how students and their families feel about their school. These factors are combined to create the overall score, but they are also given their own score. Other areas that help define how well schools are doing include educator quality, discipline, and financial data.



Tribes, Pueblos, and Nations can access local data at [NewMexicoSchools.com](https://www.newmexicoschools.com).

Note: Most of the data presented on NM Vistas are from the 2016–2017, 2017–2018, and 2018–2019 school years. Except for the graduation rates and Career and College Readiness measures, which are lagged by one year, and the growth measures, which use all available data across the three years, the score for each measure, and the summary score, is based on data from the 2018–2019 school year.



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Higher Education

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 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 Tribal colleges, public higher education institutions, and adult education programs aimed at serving Native students by supporting college readiness, outlining career pathways, expanding opportunities in adult education and literacy, and renovating instructional facilities. Over the past two years, the NMHED supported legislation extending the New Mexico Lottery Scholarship benefit to students attending Tribal colleges and establishing an Indian Education Division. Students attending tribal colleges are also eligible to receive the New Mexico Opportunity Scholarship, established this year to benefit students enrolled in two-year programs.

The NMHED will invest \$3.4 Million over the next four years to create and sustain a longitudinal data system to monitor student success from birth to career. The data system will help educators and policymakers identify student challenges early on, make targeted interventions and investments, and determine what educational practices and programs drive student success from the early years into the workforce.

Other plans include developing career profiles to align Native students with pathways to careers in their home communities. The agency also spearheaded a research and public service project in partnership with Navajo Technical University to establish an associate degree in nursing program that aims to enroll 24 students each year to provide a career pathway and serve the healthcare needs of Northwestern New Mexico.

In FY21, approximately \$1.5 million was dedicated to tribal colleges for state financial aid programs. Additionally, the NMHED extended guidance for state financial aid eligibility such as the Lottery Scholarship, loan-for-service programs, and other state aid during the COVID-19 pandemic.

The agency recommended \$4.4 million in state funding via GO Bond C for capital projects in FY22 at New Mexico's four public tribal colleges. Diné College plans to strengthen the Navajo food system and access to locally-grown foods through renovating the Diné College Farm and the Shiprock Agriculture Multipurpose Center to provide information and resources for area farmers. Navajo Technical University proposes renovations to its Student Services Center and Science and Trades Buildings, the Institute of American Indian Arts plans to upgrade facilities for its Museum Studies



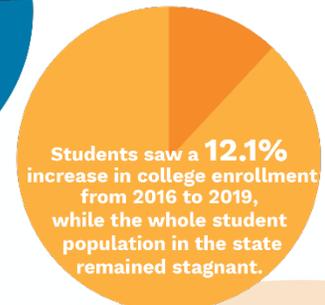
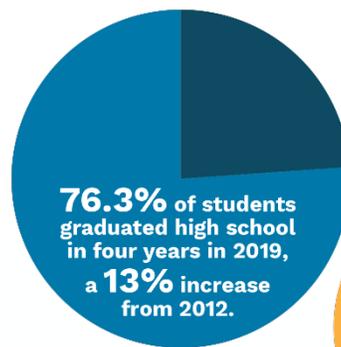
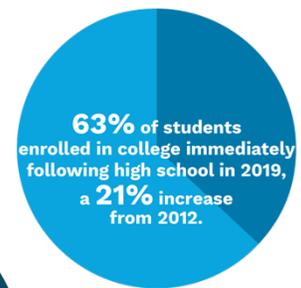
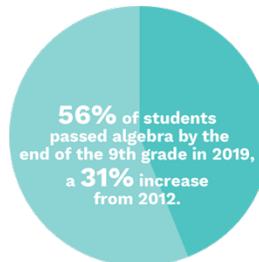
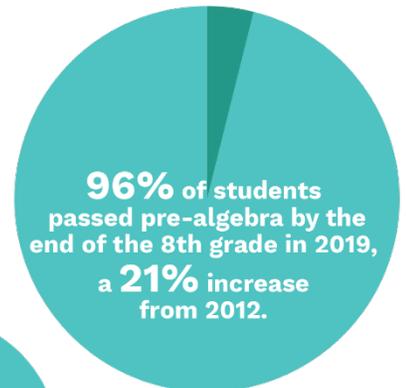
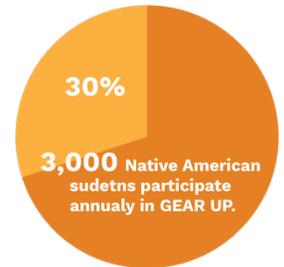
Photo by Jason S. Ordaz, IAIA, 2020

program, and Southwestern Indian Polytechnic Institute will invest in infrastructure improvements campus wide.

The GEAR UP college readiness program will invest \$4.5 Million in federal funding annually over the next seven years toward college readiness activities for middle and high school students throughout the state, including schools with large Native student populations in Taos, Bernalillo, and the Española Valley. Activities include tutoring, mentoring, college visits, test preparation, and instructional support. Between 2012 and 2020, the GEAR UP program served 3,000 Native students statewide.

Native American Student Success in GEAR UP

- From 2012 to 2020, GEAR UP annually served over 10,000 students, and approximately 3,000 of these students were Native American.
- Native American students have high success rates in the GEAR UP 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 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.



The NMHED has also worked to expand access to adult education courses and high school equivalency testing in remote areas within tribal communities by providing laptop computers to allow for remote instruction and test proctoring. Internet and technology access have challenged rural communities amid the COVID-19 pandemic, especially as adult education programs and testing have moved online. In addition, the agency provided vouchers, waving the cost of testing for New Mexico residents wishing to take the HiSET® or GED®, the two approved High School Equivalency tests in New Mexico. Normally, the tests can cost between \$50 and \$80 for all required subjects. Students can submit a voucher application through the NMHED Adult Education Division at any time throughout the year.

The agency in tandem with our Tribal partners seeks to prioritize accessibility, ensures college and career readiness are at the forefront of our services, and demonstrates a commitment to stronger communication between the Tribes, colleges, and universities.



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Photos by Jason S. Ordaz, IAIA, 2020

