



## 2023 Semi-Annual Government-to-Government Indian Education Summit

Hosted by the Public Education Department in partnership with the Early  
Childhood Education and Care Department and the Higher Education Department

# Moving Forward Together: Indian Education Initiatives, Accomplishments, and Vision



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# Welcome Letter

May 11, 2023

Dear Honorable Tribal Leaders:

It is our pleasure to provide you with a brief from the Fall 2022 Semi-Annual Indian Education Government-to-Government Summit and the 2023 outcomes from this past legislative session. This year, there has been continued investments in education specific to Native American students, educators, and programs. As a result, approximately \$51.6 million will be dedicated to Indian education from cradle to career in fiscal year 2024.

Under the leadership of Governor Michelle Lujan Grisham, funding to support Native American students starting from birth was sustained to continue investing in critical areas that promote equity in education. The Indian Education Fund has a steady investment of \$20 million, early childhood received additional funds for the Tribal Investment Strategy bringing the Early Childhood Education and Care Department's total to \$2.2 million, and New Mexicans will have continued access to tuition-free college through the Opportunity Scholarship. Additionally, the Tribal Education Technical Assistance Centers Act was passed with support from Tribal leaders this year. These centers will be charged with prioritizing Native American student success while providing support to Tribal entities, such as Tribal Education Departments and leaders, in addition to providing assistance to Bureau of Indian Education schools, school districts, and Tribal colleges. These accomplishments would not be possible without your commitment and advocacy for improving Indian education in New Mexico.

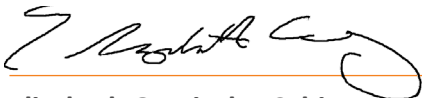
The three education agencies remain committed to deepening relationships with Tribal leaders and Tribal Education Departments (TEDs), and we will continue to collaborate with the Indian Affairs Department (IAD) on education matters. This interim, the three education agencies will continue to meet with Tribal leaders in their respective communities to discuss legislative priorities and build positive relationships to develop a mutual agenda.

This briefing document provides new and returning leadership with an overview of past investments and legislative outcomes as well as updates highlighting the collaboration amongst the three education agencies in consultation with the IAD and alignment between the state and Tribes on education efforts.

While we have made significant progress, we know there is more to be done. We stand ready and committed to work in partnership – hand in hand – honoring the Government-to-Government relationship between the State of New Mexico and the 23 sovereign nations.

In closing, we look forward to the new fiscal year and many opportunities to advance the success of students and their families, build positive momentum and infrastructure, and create a continuum of services starting at birth and stemming to workforce.

In Partnership,



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# 2023 (FY24) Legislative Outcomes

## New Mexico Early Childhood Education Department

Over the course of numerous visits and consultations, New Mexico's Tribes, Pueblos and Nations have made it clear to the New Mexico Early Childhood Education and Care Department (ECECD) that early childhood care and education is a top priority for their communities. Native American children face unique challenges that can impact their development and educational outcomes, and access to culturally and linguistically relevant early education and care is key. During the past legislative session, ECECD advocated for priority programs and initiatives that support Native American children and families. Session outcomes and highlights include:

### House Bill 2 – General Appropriation Act

*Sponsor: Representative Nathan Small and Senator George Munoz*

**Purpose:** Several investments and initiatives led by the Early Childhood Education and Care Department were supported during the legislative session. These included a Tribal investment strategy for prenatal to age five, funds to enhance existing PreK programs, child care assistance, and home visiting.

#### Highlights:

- **Tribal Investment Strategy** – an additional \$750,000 to invest in New Mexico's 23 Tribes, Pueblos, and Nations' prenatal to age five priorities, bringing the department's total Tribal investment to \$2,200,000 annually.
- **New Mexico PreK** – an additional \$109 million to expand and enhance the state's PreK program. These funds will be used to increase the per-student rate to address inflationary increases and improve compensation, increase instructional hours, and better align efforts with Tribal and Regional Head Start programs.
- **Child Care Assistance** – an additional \$97.5 million in funding to increase child care assistance rates and maintain expanded eligibility for families up to 400 percent of the Federal Poverty Level.
- **Home Visiting** – an additional \$8 million to expand and enhance the use of evidence-based models for home visiting.



### House Bill 148 – Early Childhood Department Tribal Agreements

*Sponsor: Representative Derrick Lente*

**Purpose:** The bill amends the duties of the Early Childhood Education and Care Department (ECECD), officially codifying ECECD's longstanding practice of entering into intergovernmental agreements (IGAs) with Indian Nations, Tribes, Pueblos, or Tribal organizations to plan, conduct, administer, and reimburse early childhood education and care programs. Although ECECD standardized the practice of entering into IGAs with tribal communities since 2021 under its Tribal Investment Strategy funding stream, House Bill 148 (HB 148) ensures that future executive administrations are required to honor IGAs made with Tribal communities. HB 148 provides a stable foundation for collaboration between the State of New Mexico and Tribal communities so early childhood programs and services can continue to expand and flourish.

#### Highlights:

- This bill codifies government-to-government interaction between ECECD and Tribal communities and stratifies ECECD commitment by allowing Tribal communities to shape their own early childhood curricula, programming, and assessments to fit their unique linguistic and cultural needs.
- These programs use their own culturally and linguistically relevant standards, assessments, and evaluations.



## New Mexico Public Education Department

The Indian Education Division (IED) of the New Mexico Public Education Department (PED) remains committed to providing support and services to Native American students. This legislative session, PED advocated for additional funding to address the educational challenges faced by Native American students, including language and cultural preservation, academic achievement gaps, special education, and access to quality education. Each session, efforts continue to be made by the state education agencies, Tribal governments, community organizations, and state legislators to improve the educational landscape for Native American students.

### House Bill 2 – General Appropriation Act

*Sponsor: Representative Nathan Small and Senator George Munoz*

**Purpose:** Over \$43 million was appropriated to the Public Education Department for the purposes of funding the Indian Education Act, the Bilingual Multicultural Education Act, special education, and the Tribal and rural community based extended learning programs.

#### Highlights:

- **\$20 million** – an appropriation to require the Secretary of the Public Education Department, in collaboration with the Assistant Secretary for Indian Education, to develop a methodology to administer funds for Tribal Education Departments, Tribal libraries, Native American language programs, school districts, and charter schools based on operational needs and student enrollment for expenditure in FY2024 and FY2025. Distribution of awards from this appropriation will occur no later than September 1, 2023. This appropriation will also be used to support funding parody for 520 language certificate holders (this funding was requested as a separate line in the Executive budget but was not funded by the legislature).
- **\$5 million** – an appropriation to support teachers in bilingual multicultural education programs and implement provisions of the Bilingual Multicultural Education Act.
- **\$5 million** – an appropriation in FY 2024 to support special education throughout the state.
- **\$13.3 million** – an appropriation from FY2022 for Tribal and rural community-based extended learning programs in addition to an extension through FY2024.

- **\$5 million** – an appropriation to support attendance efforts throughout the state.
- **\$20 million** – an appropriation for out-of-school learning, summer enrichment, tutoring and programs to address learning gaps.
- **\$312 million** – an appropriation to increase the required number of instructional hours to 1,140 and to incentivize additional school days.

### Senate Bill 4 – Healthy Universal School Meals

*Sponsor: Senator Leo Jaramillo and Senator Michael Padilla*

**Purpose:** Approximately 71% of students qualify for free or reduced-price meals in New Mexico. This bill allows for all students, regardless of family income, to have access to, no-cost, high-quality meals. The universal school meals law passed unanimously in both the House and Senate.

#### Highlights:

- **A total of \$22.5 million** was appropriated to expand free meals to all public and charter school students attending schools that are operating the national school breakfast and lunch programs, including Tribally-controlled schools and private schools.
- The legislation includes an additional **\$2 million** incentive program for schools to serve local, high-quality foods that improve the relationship between schools and local farmers, ranchers, and food businesses.
- New Mexico's elementary schools are recommended to provide more time for students to eat to reduce food waste.
- An additional **\$20 million** was appropriated to enable schools to improve school kitchen equipment and capital infrastructure for the purpose of more scratch cooked, freshly prepared meals.





## New Mexico Public Education Department

### House Bill 198 – Career Technical Funds for Indian Education Schools

*Sponsors: Representative Anthony Allison, Representative Susan Herrera, Representative Doreen Johnson, Representative Derrick Lente, and Representative Reena Szczepanski*

**Purpose:** The bill amended the Career Technical Education Pilot Project statute, and its corresponding fund, the Career Technical Education Fund, to include secondary schools funded by the federal Bureau of Indian Education (BIE). The new law will allow secondary schools funded by the Bureau of Indian Education to be eligible applicants for the pilot project and for these schools to also be eligible recipients of grants from the Career Technical Education Fund.

#### Highlights:

- The Career Technical Education Pilot project established a seven-year pilot project administered by the department to fund high-quality career technical (CTE) education programs and monitor their impact on student outcomes, including achievement scores, academic growth, remediation rates, and graduation rates.
- There will be CTE funds from at least two different sources, federal and state.



## New Mexico Higher Education Department

During the 2023 Legislature, the New Mexico Higher Education Department (HED) worked on three priorities in coordination with New Mexico's Tribal leaders and Tribal college presidents. These discussions culminated in three key priorities that were all accomplished during the legislative session:

1. Secure recurring funding for the state's tuition free college scholarship program, the New Mexico Opportunity Scholarship (\$146 million).
2. Establish two Tribal Education Technical Assistance Centers (\$2.25 million).
3. Increase funding for the Tribal College Dual Credit Program (\$464,000).

### Priority 1: The New Mexico Opportunity Scholarship received a \$146 million recurring appropriation in House Bill 2.

**Purpose:** The Opportunity Scholarship enables New Mexicans to pursue a college degree or career training certificate, even if they are starting college for the first time later in life or going back after many years. Students may enroll part time or full time and must maintain a 2.5 GPA while in college.

#### Highlights:

- The language in the state's budget bill, House Bill 2, ensures that the Opportunity Scholarship and the appropriated amount of \$146 million will be in place for future college students.
- A total of 2,520 Native American students received the Opportunity Scholarship in Fall 2022. HED is actively working to increase the number of Native American students enrolled in public and Tribal colleges in New Mexico with a targeted community-based communications effort funded by the Kellogg Foundation.





continued

## New Mexico Higher Education Department

**Priority 2: House Bill 280 – Tribal Education Technical Assistance Centers Act sponsored by Representative Derrick Lente and Senator Benny Shendo Jr. passed both House and Senate Chambers unanimously and was signed by Governor Lujan Grisham.**

**Purpose:** The Tribal Education Technical Assistance Centers are a multi-agency effort with all three state education departments and the Indian Affairs Department (IAD). Two technical assistance centers will be established in separate geographic regions in New Mexico, and they will focus on supporting Tribal entities, such as Tribal Education Departments and leaders, in addition to providing assistance to Bureau of Indian Education schools, school districts and Tribal colleges.

### Activities will include:

1. Promoting Indigenous values, languages, and culture
2. Capacity building for programs and capital projects
3. Developing education policies

### Highlights:

- HED will receive a **\$2.25 million** transfer from IAD to establish two Tribal Education Technical Assistance Centers in New Mexico.
- HED is drafting a request for proposals (RFP) and will seek Tribal input and feedback from the department's state partners. Proposals considered

by the department must prioritize applications from Tribal colleges from New Mexico, Native American programs at New Mexico's public higher education institutions, and tribally controlled institutions and entities with demonstrated experience and knowledge of working with Native American students and federally recognized Nations, Tribes, and Pueblos located wholly or partially in New Mexico.

**Priority 3: The Tribal College Dual Credit Program received an increase to create equity with non-Tribal colleges and universities in addition to serving a greater number of high school students.**

**Purpose:** The Tribal College Dual Credit Program allows high school students to gain credits for both high school and college courses toward graduation at Tribal colleges in New Mexico. Participating Tribal colleges include Diné College, the Institute for American Indian Arts, and Navajo Technical University.

### Highlights:

- To build equity among all public colleges and universities in New Mexico, House Bill 2 appropriated **\$464,000** to the Tribal College Dual Credit program, an increase of **\$200,000** over last year's budget.
- A total of 2,000 Native American students participate in the state's Dual Credit Program, including 1,004 at Tribal colleges and universities. More than half of all Native American students participating in the Dual Credit Program are doing so at Tribal colleges and universities in New Mexico.



**Other budget highlights include:**

- More than **\$21 million** will be appropriated to public colleges and universities to deliver services to Native American and minority student success programs. One program includes the American Indian Summer Bridge Program at the University of New Mexico, which provides incoming Native American freshman an introduction to college life while also taking courses to receive course credits. Another example is the New Mexico State University Indian Resources Development (IRD), which serves Native American students statewide. IRD offers educational and professional development opportunities to Native American students in high school and college and supports Tribal nations in New Mexico in advancing their economic development goals in agriculture, natural resources, engineering, energy, business, workforce development, and education.
- A total of **\$5.1 million** in capital outlay funding will be distributed to New Mexico's Tribal colleges.
  - **\$2,118,000** to Diné College in Shiprock for the construction and furnishing of a math and sciences center; plan, design, and construction of a water supply system; and design of a student services center.
  - **\$523,302** to the Institute of American Indian Arts in Santa Fe for a key card access system for campus safety.
  - **\$1,850,000** to Navajo Technical University in Crownpoint for safety and accessibility improvements, information technology software, training, and equipment.
  - **\$500,000** to the Southwestern Indian Polytechnic Institute in Albuquerque for campus access and safety improvements.
  - **\$150,000** to the Indigenous Planning and Design Institute at the University of New Mexico for audio-visual equipment, computers, and software.

A total of 13,622 Native American students are enrolled in higher education, adult education, and dual credit programs in New Mexico, and as a result of this legislative session, a total of over **\$29.4 million** will be dedicated to higher education programs and initiatives impacting Native American students, faculty, and staff at public colleges and universities in the state.

# 1. Create “Technical Assistance and Capacity Building Centers” for Tribal Education Departments and other education entities to access for capacity building, technical assistance, and research

*Budget Recommendation: \$2,000,000 to establish two Technical Assistance and Capacity Building Centers for Indian Education and Success*

The Technical Assistance and Capacity Building Centers will focus on supporting Tribal entities, such as Tribal Education Departments (TEDs) and leaders, in addition to providing assistance to Local Education Agencies (LEAs), and Tribal colleges. Activities include capacity building; promoting Indigenous values, languages, and culture; developing education policies; and developing culturally and relevant curricula and materials. Funding will be used for any technical assistance related to both capital outlay and programmatic purposes.

The Early Childhood Education and Care Department has identified technical assistance and capacity building for early education and care in Tribal communities as one of its main priorities in its five-year strategic plan.



# 2. Allow for multi-year funding for Tribal governments and Tribal Education Departments rather than annual reversions of unspent funds

Language within the Indian Education Act requires a reversion of unspent funds to the Indian Education Fund within the Public Education Department. The Lujan Grisham Administration has heard the critical need for multi-year funding to allow for a greater amount of time to expend funds. An amendment to the Indian Education Act will support long-term planning efforts and provide the much-needed flexibility for Tribal governments and TEDs to more effectively leverage funding for their students, schools, and community.

# 3. Establish transparency in how funding is spent at local education agencies, including Impact Aid funds

*New Mexico Public Education Transparency Portal:  
[openbooks.ped.nm.gov](https://openbooks.ped.nm.gov)*

Established in 2020, Open Books is New Mexico’s answer to transparency in public education. The platform displays the approved revenue and expenditures of school districts, state and local charter schools, and Regional Education Cooperatives (RECs) in New Mexico.



*Santa Fe Indian School*



## 4. Develop and expand community-based education, Indigenous language programs, tutoring, and the Extended Learning Time Program

House Bill 2 (2022) allocated \$13,310,000 for Tribal and Rural Community-Based Extended Learning Programs for TEDs to increase the number of students attending before- and after-school programs, provide Indigenous language programs, enhance educational programs, and increase staffing or building capacity. The educational programs will focus on performance targets for tutoring services, professional development, and programs to help students enter college or high-skill careers.

### Tribal and Community-Based Extended Learning Programs

Acoma Pueblo \$575,000	Mescalero Apache \$575,000	San Felipe Pueblo \$575,000	Santo Domingo \$575,000
Cochiti Pueblo \$575,000	Nambe Pueblo \$575,000	San Ildefonso \$575,000	Taos Pueblo \$575,000
Isleta Pueblo \$575,000	Navajo Nation \$1,235,300	Sandia Pueblo \$575,000	Tesuque Pueblo \$575,000
Jemez Pueblo \$575,000	Ohkay Owingeh \$575,000	Santa Ana Pueblo \$575,000	Zia Pueblo \$575,000
Jicarilla Apache \$575,000	Picuris Pueblo \$575,000	Santa Clara Pueblo \$575,000	Zuni Pueblo \$575,000
Laguna Pueblo \$575,000	Pojoaque Pueblo \$575,000		
<b>Total</b>			<b>\$13,310,000</b>



*Institute of American Indian Arts (IAIA) Graduate*

Table: FY23 awards issued to Tribal Education Departments (TEDs) for Tribal and Community Based Extended Learning Programs.

## 5. Expand early childhood education and care services

*Over the last two years, New Mexico has undergone the largest expansion of early childhood services in state history.*

**Child Care:** The Early Childhood Education and Care Department (ECECD) used American Rescue Plan Act (ARPA) funds to **expand child care assistance income eligibility to 400 percent Federal Poverty Level (FLP)** – \$120,000 per year for a family of four – and waived all parent copays, making child care free for most New Mexico families.

**Early Childhood Facilities:** ECECD partnered with 10 Pueblos and two other tribal organizations to complete facility assessments that included a comprehensive report with financial estimates. ECECD also established a Child Care Supply Building grant using \$10 million of grant funding (from ARPA funds) to support the creation of new child care slots in places where they are needed most. The grants are projected to create

child care capacity for an additional 1,000 children in underserved areas.

- **PreK:** The agency has also **expanded access and improved the quality of New Mexico PreK** – including decreasing the percentage of half-day PreK from 48% to 19%. Three state funded tribal PreK Programs, To'Hajiilee, Tesuque Pueblo, and Little Folks, serve 56 students from ages three to four.
- ECECD partners closely with the 17 Tribal Head Start programs that serve PreK age children.

**Family Infant Toddler (FIT) - Early Intervention:** New Mexico is currently ranked first among all the states in identifying children who could benefit from early intervention services. ECECD partners with Growing in Beauty, who works specifically with Navajo children with developmental delays or disabilities from birth to five years of age while honoring the unique culture and language of the Navajo people.



## 6. Expand and implement the use of culturally and linguistically relevant curricula

*Culturally and Linguistically Relevant Curricula in Early Education: Sowing Seeds Initiative Budget: \$59,500 of Tribal Investment Strategy funding*

### Culturally and Linguistically Relevant Curricula in PreK-12

The language within the New Mexico Administrative Code (NMAC) places the responsibility on each Local Education Agency (LEA), such as school districts and charter schools, to ensure there is alignment of their district curricula and instructional materials with New Mexico's content standards and benchmarks.

#### 6.29.1.11 General Provisions, Program Requirements NMAC

##### A. Curriculum

(1) Local curricula shall be aligned with the applicable New Mexico content standards with benchmarks and performance standards. In accordance with Section 22-13-1.6 NMSA 1978, each school district shall align its curricula to meet the state standards for each grade level and subject area so that students who transfer between public schools within the school district receive the same educational opportunity within the same grade or subject area. Each school district's aligned grade level and subject area curricula shall be in place for mathematics by the 2009-2009 school year.

(2) Adopted instructional materials shall support the aligned local curricula. The state standards revision cycle, the local curriculum cycle and the instructional materials cycle shall be aligned and sequenced to provide standards-based curricula that are supported by aligned instructional materials.

The Public Education Department's Instructional Material Bureau and Curriculum and Instruction provides the following assistance:

- The New Mexico Instructional Scope (NMIS) supports educators with a tool for instructional planning that is Culturally and Linguistically Responsive (CLR).
- Revision of the social studies standards to make them more culturally responsive.
- The agency wants to ensure that instruction is inclusive of student voice and is relevant to their communities and follows the Validate/Affirm/Build/Bridge (VAAB) protocol. The best, and most universal set of resources is NMIS documents. Each of the NMIS rubrics have been carefully crafted to ensure a comprehensive walkthrough of each grade-level standard in English language arts, math, science, and social studies which provide examples of how educators can leverage the principles of Culturally and Linguistically Responsive Instruction (CLRI) in their classroom. [webnew.ped.state.nm.us/bureaus/curriculum-instruction](http://webnew.ped.state.nm.us/bureaus/curriculum-instruction)
- The Public Education Department also recommends the implementation of CLR through the teaching side with ELEVATE NM which supports implementation of CLRI practices in several areas.



## 6. continued

For example, the language in “Innovating” in element 2C states, “The tone is set by the students and is inclusive of cultural and linguistic differences.”

- “The tone is set by the students.” For teachers to reach the “Innovating” rating in this domain, they must get away from a typical lecture approach to their instructional practices. Students must be engaged as leaders of the classroom and educators must take more of a facilitator role while also reaching a high level of rigor and engagement. The second element “...is inclusive of cultural and linguistic differences” meaning that we not only expect teachers to leverage the cultural and linguistic diversity to lead the classroom, but also the students. Students should not only know and understand the cultural and linguistic diversity of their peers, but be able to leverage that to connect the content of the lesson to each other’s lives, community, etc.

Another example is language from the “Innovating” rating in domain 2A of ELEVATE NM that states, “Reflects a high degree of sensitivity to students’ cultures that may include purposeful teacher-student or student-student dialogue in multiple languages.”

- The agency does not expect teachers to be fluent in all languages, however, to receive the highest rating in this domain, innovative teachers understand the diversity of languages and cultures in their classrooms and prepare lessons that utilize English Language Development (ELD) strategies, such as providing academic language scaffolds in the student’s native language. Also note that the language in ELEVATE NM states “teacher-student” or “student-student” which may also include leveraging the culture and language of students in peer-to-peer learning models. The important thing to consider is that reaching the mark of “Innovating”, we look for teachers to not only value and respect a student’s culture and language, but to leverage the diversity of cultures and languages to provide rigorous and engaging instruction.

Central New Mexico  
Community College  
Graduation



## 7. Enhance and preserve language immersion and preservation efforts in public schools and community-based programs

*Budget: ~\$5,847,800 for 41 grants to Pueblos, Nations, Tribes, Districts, and Charter Schools supporting Native American students*

The Public Education Department’s Indian Education Division awarded grants to provide access to culturally and linguistically responsive learning environments to support the development of curriculum, instruction, and assessments; Indigenous language fellow teacher preparation; language programs; and the creation or expansion of Native American immersion schools.

### Native American Language Immersion Programs

**Grants - American Language Programs:** This can include any of the following areas of effort: providing instruction in Indigenous languages as curricular or co-curricular language activities including, but not limited to, curriculum and material development; assessment instruments that are culturally and linguistically appropriate for students, teachers, and programming; recruiting, training and certifying language teachers; engagement in collaboration with school districts or instructional delivery; and program evaluation.

*Budget: \$247,494 awarded grants to three Pueblos and Nations in addition to two school districts*

### Native American Community-Based Immersion Schools

**PreK-12 Grants:** To establish, expand, and/or strengthen immersion schools to serve Native American students, students are taught in the native language for at least 50-85% of the time in all subject areas.

*Budget: \$954,754 in grants awarded to two Pueblos, one school district, one Bureau of Indian Education school, and one charter school*

**Indigenous Language Fellows Grants:** To establish or support an existing Mentor Apprentice Indigenous Language Program to increase the number of fluent speakers within a specific Tribal community to certify Native American Language and Culture Certificate staff.

*Budget: \$2,871,522.01 in grants awarded to three Pueblos and Nations, two school district, and one charter school*



## 7. continued

**Increased Access to High-Quality Curriculum, Instruction, and Assessment Grants:** To establish high-quality curricula development, instruction and assessments, recruit and train teachers, and create program evaluations.

*Budget: \$200,000 in grants awarded to three Pueblos and Nations in addition to one Bureau of Indian Education school*

**Native Language Teacher Pipeline Grants:** To provide an effective, relevant teacher preparation program for Native American language instruction.

- Develop a five-year strategic plan and curriculum for increasing the number of Native American language teachers in New Mexico
- Develop best practices for preparing teaching candidates to educate Native American students using an equity lens
- Create and implement a plan for embedded professional development with districts and charter schools, including Bureau of Indian Education (BIE) schools, during the traditional school year

*Budget: \$692,961 in grants awarded to one Pueblo, two universities, and one Montessori school*

**Native American Language Programs (Senate Bill 377):** To plan and develop programs for tribally-based Native American language programs; recruit, train, and certify language teachers; coordinate curriculum and materials development; and develop culturally and linguistically appropriate student, teacher, and program assessments and evaluations.

*Budget: \$881,090.51 in grants awarded to Tribal Education Departments*

## 8. Grow the number of Native American educators, administrators, social workers, and health professionals

*Endowed Grants for Early Childhood Education Faculty  
Budget: \$7,000,000 to seven public colleges and universities across New Mexico*

The Early Childhood Education and Care Department, in partnership with the Higher Education Department, recently awarded \$7 million in endowed grants to seven colleges and universities throughout New Mexico to strengthen pathways for a diverse early childhood education workforce. The grants will support early childhood degree programs across New Mexico and aid in the recruitment of students from Indigenous and bilingual communities into early childhood degree programs. The funds will be used to set up endowments, hire additional faculty and staff, add courses focused on multicultural early childhood education, and implement teacher recruitment strategies to increase diversity.

“...it’s especially important to ensure that our early childhood workforce reflects the diverse communities they will be serving – especially in Tribal communities where culture and language are key components of early education and development. These new early childhood endowments are part of our strategy to attract a diverse pool of talent to the early childhood profession and support them in their pursuit of degrees and credential.”

– Early Childhood Education and Care Secretary  
Elizabeth Groginsky



## 8. continued

### Public Education Recruitment and Retention Grants for Indigenous Teachers and Administrators

The Public Education Department awards grants to programs across the state to recruit and retain Native American teachers and administrators, while increasing access to the teaching profession through a variety of incentives. Below is an example of the Institute for American Indian Education (IAIE) plans to accomplish with this grant: Insert an example for one of the awardees below.

- The IAIE program at the University of New Mexico seeks to provide Indigenous Students with an opportunity to become elementary and secondary school teachers with the goal of securing full-time teaching positions in K-12 schools located in Native Nations in New Mexico or in rural communities bordering Native Nations in NM.
- The first year of this program will see a cohort of teacher candidates successfully complete their educator preparation program (elementary or secondary), attain state teaching certification, and apply to K-12 schools in New Mexico.
- A second cohort of students will be supported to begin their educator preparation programs to continue the pathway to complete their program toward licensure. Students in this program will also participate in pedagogical activities that support intergenerational well-being and educational outcomes of Indigenous Youth and their communities.

New Mexico Highlands University received a \$10 million grant for Endowed Faculty Positions in Education at the Institute of Culturally and Linguistically Responsive Learning and Teaching (CLRLT). They will expand statewide professional development for Indigenous educators and administrators with a focus on culture, bilingual education, distance learning, leadership, and more.

The university also received an \$8 million grant for Endowed Faculty Positions in Social Work which will enhance the Faculty-In-Training (FIT) Program at the Native American Social Work Institute with a goal of increasing the number of Native American graduates practicing in Tribal and rural communities in New Mexico.

### Recruit and Retain High-Quality Indigenous Teachers and Administrators Grants

CES/LEAP (Leading Educators through Alternative Pathways) \$249,962.98	Institute for American Indian Education (IAIE) \$250,000	Pueblo of Jemez \$250,000 University of New Mexico \$224,059
		<b>Total \$974,022</b>

The Public Education Department utilized American Rescue Plan Act (ARPA) funding to launch the Educator Fellows of New Mexico program. The Educator Fellows program provides opportunities for communities to foster a local grow-your-own cohort of teachers and has successfully recruited and retained Native American educators across the state. The program currently supports 400 aspiring teachers; of those 400, 18% of the cohort are Native American educators. The program provides a full-time educator assistant salary as well as benefits. Educator Fellows are provided paid leave to attend higher education courses, provided a mentor teacher at the local level, a coach, and a \$2,000 per year stipend. In addition, they are able to gain critical hands-on clinical experience and are granted paid leave as they pursue their bachelor's degree to become a certified educator in New Mexico. Educator Fellows increase adult-to-student ratios in their local school communities and are able to support small groups of students by providing targeted instruction.

### Higher Education Endowments and Loan Repayment Programs

*Budget for Endowed Faculty Positions in Education, Social Work, and Nursing: \$130,000,000*

*Budget for Teacher Loan Repayment Program: \$5,000,000*

*Budget for Health Professional Loan Repayment Program: \$2,800,000 of state funds and a federal match*

In addition to the Endowed Grants for Early Childhood Education Faculty, the Higher Education Department supports and administers endowments for endowed faculty positions in education, social work, and nursing and loan repayment programs for teachers and health professionals. In a span of three months, the agency has invested \$110.5 million of a \$130 million appropriation in endowed faculty

## 8. continued

positions at 13 colleges and universities to recruit and retain faculty and implement other support systems to increase the number of teachers, social workers, and nurses graduating and entering the workforce in New Mexico. The appropriated funds for Endowed Faculty Positions in Education, Social Work, and Nursing are estimated to enroll over 700 new students into awarded programs and support over 7,000 current students at colleges and universities across the state.

The Teacher Loan Repayment Program and Health Professional Loan Repayment Program provide repayment assistance of outstanding student loans of practicing professionals. The agency prioritizes awardees based on subject area, high-need geographic areas, area health statistics, and more. The total awardees in state loan forgiveness programs have increased by 184% in the Lujan Grisham Administration. Additionally, in the past year, the agency has awarded \$7.8 million in loan forgiveness to over 1,000 professionals in teaching and healthcare.

Due to an increase in application submissions for state loan forgiveness programs by 477%, the Higher Education Department requests \$10 million for the Teacher Loan Repayment Program and \$15 million for the Health Professional Loan Repayment Program for next year.

### Teacher Loan Repayment Program

Funding Year	FY21	340
Awardees	FY22	584
Average	FY23	966

Average Awardee Debt **\$48,785**

### Health Professional Loan Repayment Program

Funding Year	FY21	22
Awardees	FY22	21
Average	FY23	60

Average Awardee Debt **\$95,150**

*Table: Total number of loan repayment awardees since FY21 and average debt collected by awardees. Applications for loan repayment have increased by 477% since 2019.*

## 9. Create more Science, Technology, Engineering, Arts, and Math (STEAM) opportunities for Native American students in public education

*Budget for Mathematics: \$1,200,000 in recurring funds plus \$1,500,000 million from the federal Elementary and Secondary School Emergency Relief (ESSER) III Fund*

*Budget for Science: \$835,000 in recurring funds*

*Budget for Computer Science: \$500,000 in recurring funds*

The Public Education Department helps to expand opportunities through culturally and linguistically responsive instruction (CLRI) for students, as outlined in the New Mexico Math Framework and Public Education Department Computer Science Strategic Plan. We support educators and schools engage in CLRI by:

1. Promoting the use of high-quality science and math instruction which view students as funds of knowledge and engage students in sensemaking, referred to as “figuring out”
2. Providing students opportunities with diverse assets and perspectives to contribute meaningfully to the intellectual work of the classroom



The agency’s STEAM Initiatives create more opportunities in science, mathematics, and computer science for students to engage in meaningful learning by developing positive, asset-based classrooms. This is accomplished using the following methods:

- **Fostering Positive Math Identities:** Geared toward school teams in Grades 6-12, including administrators, instructional coaches, and mathematics educators, to support positive educator and student mathematics identities, leveraging the NMIS to sustain mathematical pedagogical shifts in instructional practice.



## 9. continued

- **Math Foundations:** Geared toward school teams in Grades 4-5, including administrators, instructional coaches, and mathematics educators, to deepen their mathematical content and pedagogical knowledge specific to numeracy.
- **Focus on Algebra:** Recent research indicates that Algebra 1 is a key access point to more advanced mathematics learning in high school. This initiative focuses on educators working with Grades 6-9 students to support increased student success in Algebra 1.
- **New Mexico Instructional Scope Science District Supports:** Geared toward school teams in Grades 3–12, including administrators, instructional coaches, and science educators, instruction and pedagogical

best practices for storyline implementation and/or developing and using effective three-dimensional (3-D) formative assessment tasks to foster equitable science teaching and learning. Teacher leaders form a network to foster leadership development. School teams engage in supporting student coherence by using high-quality instructional materials to implement classroom practice that inform practice.

- **Strategic Computer Science for All Resource & Implementation Planning Tool (SCRIPT):** A framework to guide teams of district administrators, school leaders, and educators through a series of collaborative visioning, self-assessment, and goal-setting exercises to create or expand upon a computer science education implementation plan for their students.

## 2020-2021 Native American Student Profile

- The average 32.29 (the % of CTE concentrators who take a Dual Credit course), but 47.59% of Native American CTE students take dual credit.
- 10.8% of all high school students were identified as Native American (11083 of 102649)
- 11.1% of all CTE students were identified as Native American (7274 of 65759)

## Native American CTE concentrators far exceed state averages for Dual Credit participation.

- All CTE concentrators graduation rate = 97.6%. Native American concentrators grad rate = 95.47%
- 16.2% of all Native American CTE students become concentrators; compared with 19.3 of all CTE students who become concentrators

## 10. Support career and technical education opportunities in high school and postsecondary education

### Career Technical Education (CTE)

*Budget: \$10,000,000*

The Public Education Department's College and Career Bureau leads Career Technical Education (CTE) efforts for the state and provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and in school. It goes beyond traditional concepts of "Vocational Education" to include all 16 career clusters and makes academic content accessible to students by providing it in a hands-on context. CCRB supports high-quality CTE programs of study that follow specific course sequences and lead students to acquire industry-sought credentials and a capstone course that bridges post-secondary education, including Dual Credit and Advanced Placement.

### New Mexico's Dual Credit Program

Budget for Dual Credit Program: \$4,000,000 was distributed to all participating public and Tribal colleges and universities

- Diné College: \$50,000
- Institute of American Indian Arts: \$55,706
- Navajo Technical University: \$57,261
- Budget for Tribal College Dual Credit: \$263,000
- 1,004 students enrolled in the Dual Credit Program attend college courses at Diné College, Institute of American Indian Arts, and Navajo Technical University
- Executive Budget Recommendation will increase this request to \$600,000

## 10. continued

Since the beginning of the Dual Credit Program in 2008, thousands of New Mexico students have accessed dual credit courses. The program serves as a vital starting point for students to consider pathways that lead them to vocational certifications, associate degrees, and bachelor's degrees, while providing them a glimpse of education opportunities beyond high school. There were 2,000 Native American students receiving both high school and college credits through the state's Dual Credit Program last school year. Investments in the Dual Credit Program have increased in the Lujan Grisham Administration with a concentration to increase participation in career and technical education courses at both the high school and college levels through the program. High schools, colleges, and universities must ensure that vocational education courses align with a student's intended pathway towards a certificate or associate degree upon a student's graduation from high school. This past year, both the Public Education Department and Higher Education Department emphasized the need to encourage students to pursue credential and degree pathways in high-need and high-demand sectors in New Mexico. These sectors include:

- Healthcare
- Teaching and Social Work
- Science, Technology, Engineering, and Math (STEM) and Information Technology (IT)
- Renewable Energy, Construction, Trades, and other Vocational Fields

Graduation Rates Disaggregated by Subgroup	2021 All Students	2021 CTE Concentrators
All	76.6%	97.6%
Female	80.8%	98.1%
Male	72.3%	97.1%
Native American	71.4%	95.5%
African American	74.5%	100%
Hispanic	75.9%	97.5%
Asian	89.2%	100%
Caucasian	80.1%	98.5%
Economically Disadvantaged Students	72.3%	97.0%
English Language Learners (ELL)	74.7%	96.1%
Students with Disabilities	67.9%	96.7%

*Table: Why CTE? It works! This table demonstrates the graduation rates of students participating in CTE programs in public schools in New Mexico.*





# 11. Bolster mental and behavioral health supports due to the ongoing impacts of the pandemic

## Early Childhood Education and Care Mental and Behavioral Health Initiatives

The Early Childhood Education and Care Department completed the Statewide Infant Early Childhood Mental Health (IECMH) Consultation Report and Three-Year Plan in 2021, laying the groundwork for a robust IECMH consultation program that provides child-focused care embedded in early childhood education and care settings. ECECD is funding 15 New Mexicans to completing an IECMHC certificate through Georgetown University which includes Native American behavioral health professionals. ECECD continues to engage in consultation with a Native American expert through the National Center on Infant Early Childhood Mental Health.

## Public Education Mental and Behavioral Health Grants

New Mexico and other states received three rounds of federal pandemic relief funds through the Elementary and Secondary School Emergency Relief (ESSER) Fund. For all three awards, 90% is distributed directly to school districts and state-approved charter schools through subgrants. That totals nearly \$1.4 billion for New Mexico schools over three rounds. The Public Education Department approved all ESSER spending proposals related to social emotional learning and mental health initiatives. The agency also urged school leaders to consider legitimate ways to expend those funds to improve building safety, such as needs brought on or exacerbated by the pandemic.

Mental health and wellbeing continue to be areas of acute need both state and nationwide, the agency is resourcing the following initiatives to ensure that our communities have access to support resources for their holistic wellbeing.

- **Expanding Opportunities Project (approximately \$9 million dollars):** The goal of the Expanding Opportunities Project (EOP) is to increase and retain the number and quality of mental health service providers in high need schools, particularly in rural and Tribal communities.
- The Public Education Department is creating a **School Behavioral Health Counselor License** that supports workforce and provides intervention services.
- **Project AWARE Grant from the Substance Abuse and Mental Health Services Administration (approximately \$9 million dollars):** The goal is to

expand the capacity of the agency in partnership with the Children, Youth, and Families Department (CYFD) and three LEAs—Socorro, Farmington, and Santa Fe—to promote the healthy development of school-aged youth and prevent violence. The goal of this programming is to:

1. Increase awareness of mental health issues amongst school-aged youth
  2. Provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental and behavioral health crises
  3. Connect school-aged youth who may need urgent help and their families to mental health support systems
  4. Develop the infrastructure to sustain mental health services and supports for school-aged youth after funding ceases
  5. Utilize program evaluation to ensure continuous quality improvement
- **Social and Emotional Learning (\$340,000)**
    - A free Social and Emotional Learning (SEL) portal for schools launched in August of 2021, Seven Mindsets Platform at [NewMexicoSELportal.com](https://NewMexicoSELportal.com). Please note that Tribal Education Departments and Bureau of Indian Education Schools may request access to the portal.
  - A total of \$15 million was appropriated to support at-risk intervention strategies for students' mental health, tutoring, and family engagement.
  - **House Bill 287: Task Force and Inventory Results:** The agency is supporting the implementation of the bill, which includes convening the Social Services in Public Schools Task Force to conduct an asset map and gap analysis of public school students' access to culturally appropriate social services throughout the



## 11. continued

the state. The task force was established and convened, and created a scope of work that was contracted out via a Request for Proposals (RFP).

- **House Memorial 43 Task Force: Health and Wellness Rooms:** This memorial calls for a task force to be convened by **the Public Education Department** and the Legislative Education Study Committee to make recommendations regarding the development of mental health and wellness rooms in every middle and high school in New Mexico.

### Higher Education Mental and Behavioral Health Grants

*Budget for Mental and Behavioral Health Grants:*  
**\$1,000,000**

*Institute of American Indian Arts’  
#ReclaimYourMedicineIAIA: Indigenous Prevention,  
Expressive Arts, and Traditional Healing Program:*  
**\$50,000**

*Navajo Technical University’s Project Peace: Building  
Mental Awareness, Erasing Stigma, and Promoting  
Wellbeing:* **\$50,000**

*Southwestern Indian Polytechnic Institute’s Supporting  
the Mental and Behavioral Health Needs of our Tribal  
College and Students:* **\$50,000**

*Budget for Mental and Behavioral Health Grants using  
Governor’s Emergency Education Relief (GEER) Funds  
for 2023:* **\$1,000,000**

Expanding on sweeping investments for wraparound student support services under the Lujan Grisham Administration, the Higher Education Department awarded \$50,000 grants to 20 colleges and universities throughout New Mexico as part of the agency’s Mental and Behavioral Health Grants initiative. The Mayo Clinic recently reported that up to 44% of college students have symptoms of depression and anxiety. Therefore, these funds target this alarming statistic and are being implemented on campuses this semester to expand existing services, add new resources or programs, conduct trainings and professional development, and engage in outreach campaigns encouraging students to seek help.

Expanding resources could be especially critical for New Mexico’s small, rural campuses and Tribal colleges in which services are far and few between. Due to the overwhelming need to continue these critical services, Governor Lujan Grisham has dedicated \$1 million of GEER Funds to continue these programs and services on campuses across the state.



## 12. Shore up infrastructure for education facilities, such as educational centers, libraries, and broadband

*Capital Outlay for Tribal Libraries and Educational Centers Budget for Tribal Libraries:* **\$12,000,000**

This investment in Tribal libraries assists in designing and planning community education centers provide before and after school programs and summer programs; native language and culture programs; tutoring services; referrals to career and social support services and community-based education programs; and technology access which will be created by and centered in tribal communities. Many Tribal communities now don't have the physical infrastructure for community-based education, which requires brick and mortar infrastructure, along with different learning spaces and facilities. However, the Public Education Department is building support to assist Tribal libraries. The award distributions are as follows on the next page.



## 12. continued

### House Bill 2: Tribal Library Capital Outlay Subgroup

Governor Randall Vicente	Acoma Learning Center	\$2,597,967
Governor Phillip Quintana	Cochiti Library	\$79,955
Governor Vernon B. Abeita	Isleta Library	\$92,256
Governor Raymond Loretto, DVM	Jemez Library	\$353,760
Governor Martin Kowemy	Laguna Library	\$865,025
Governor Nathaniel Porter	Nambe Library	\$67,654
Governor Patrick Aguino	Ohkay Owingeh Library	\$313,000
Governor Craig Quanchello	Picuris Education Center	\$132,500
Governor Jenelle Roybal	Pojoaque Library	\$276,768
Governor Carl Valencia	San Felipe Library	\$123,000
Governor Christopher Moquino	San Ildefonso Library	\$147,610
Governor Stuart Paisano	Sandia Child Care Center	\$1,318,500
Governor Joseph Sanchez	Santa Ana Library	\$184,512
Governor J. Michael Chavarria	Santa Clara Library	\$297,245
Governor Sidelio Tenorio	Santo Domingo Library	\$313,670
Governor Sidelio Tenorio	Santo Domingo Childhood & Care Center	\$2,839,300
Governor Clyde Romero, Sr.	Taos Library	\$146,610
Governor Robert Mora, Sr.	Tesuque Library	\$92,256
Governor Gabriel Galvan	Zia Library	\$67,654
Governor Val R. Panteah, Sr.	Zuni Library	\$313,370
Governor Val R. Panteah, Sr.	A:shiwi College and Career Readiness Center	\$147,610
Bernalyn Via Vice President	Mescalero Library	\$313,000
President Edward Velarde	Jicarilla Apache Nation Library	\$103,778
President Jonathan Nez	Navajo Nations-Chapter Houses	\$813,000
<b>Total</b>		<b>\$12,000,000</b>

Table: Subgrantee awards in FY23 for Tribal library capital outlay funding issued by the Public Education Department.



Over \$36 million in capital outlay funding has been appropriated to all four Tribal colleges in New Mexico since 2015.

## 12. continued

### Capital Outlay for Tribal Colleges

*Budget for Capital Outlay at Tribal Colleges: \$3,721,057*

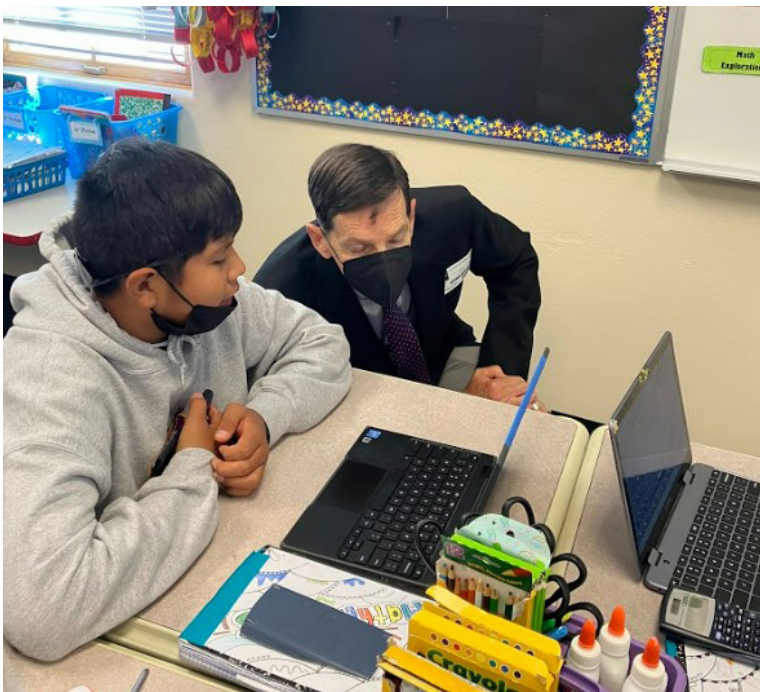
*Diné College: \$997,755 of additional funding for the Math and Science Building in Shiprock*

*Institute of American Indian Arts: \$523,302 for campus-wide security features and key card access (a total of \$5,997,755 in state funds to date)*

*Navajo Technical University: \$1,700,000 for safety features and ADA infrastructure compliance for accessible environments*

*Southwestern Indian Polytechnic Institute: \$500,000 for grading and campus access improvements*

The Higher Education Department is dedicated to providing an equitable process for reviewing and recommending capital outlay funding to public and Tribal colleges and universities each year. Public higher education institutions and the agency are responsible for ensuring campus infrastructure for instructional facilities are maintained and supported. Tribal colleges have been incorporated into the HED capital process and recommendation since 2015 and over \$36 million has been appropriated to all four Tribal colleges in New Mexico since then.



## 13. Stronger collaboration and coordination between school boards and Tribal communities, such as more consultation between local education agencies and Tribal leaders

The State of New Mexico, Public Education Department, Local Education Agencies (LEAs), and New Mexico's 24 federally recognized Pueblos, Tribes, and Nations have a shared responsibility of ensuring that Native American students become academically prepared for college, career, life, healthy, and secure in their identity. In 2019, the Indian Education Act was amended to include Tribal consultation for "historically defined Indian impacted school districts" who are required to complete a student needs assessment, systematic framework, accountability tool, and annual evaluation of progress.

Per the federal Every Student Succeeds Act, Tribal consultation is required by an LEA who receives an Indian Education Formula Grant in the amount of \$40,000 or has 50% or more of its student enrollment identified a Native American. The agency will continue to respect Tribal sovereignty and partner with Tribal leaders, LEAs, school boards, and any other stakeholders by continuing to strengthen collaboration, coordination, and participate with meaningful consultation in order to ensure a high-quality education for all Native American students.





# Education Outcomes

## Early Childhood Education and Care Department

- From 2019 to 2023, The Lujan Grisham Administration has invested \$25.5 million in Tribal early childhood programs.
- In 2020, there were 2,568 Native American births in New Mexico.
- There are seven bilingual incentive recipients (Keres and Diné) each earning a \$1,500 incentive payment.
- Two Tribal Early Intervention Programs serve 113 Apache and Navajo children.
- Sixteen Tribal Child Care and Development Fund grantees operate their own federally-funded child care programs serving over 500 children from six weeks to age 13.
- Six Tribal educators utilizing PreK pay parity earning the same pay as public PreK teachers
- Ten Pueblo women have been in a cohort model working towards an associate degree, with one graduating in the Spring 2022 semester.
- ECECD executed Memorandums of Understanding (MOUs) with 10 Pueblos and two other tribal organizations to conduct comprehensive early childhood facility assessments in their communities.
- Under the Tribal Investment Strategy, the agency executed Intergovernmental Agreements (IGAs) with nine tribal communities for expanding culturally relevant services, totaling approximately \$900,000.



## Public Education Department

- In 2021 Governor Michelle Lujan Grisham signed House Bill 6, which addressed historical inequities involved with the taking of Impact Aid credits.
- A total of 7,849 students participated in the 21st Century Community Learning Centers Program in School Year 2021-2022

### Student Demographics

- Native American Students: 1,621
- English Language Learners (ELL): 2,786
- Economically Disadvantaged Students: 10,180
- Students with Disabilities: 2,072

All student groups participating in the 21st Century Community Learning Centers Program grew in average language arts and math grades from Quarter 1 to Quarter 4.

### Language Arts

State Goal      Actual

Percentage of students who maintain passing grade from first to final grading:	75%	81%
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Percentage of students who improve a below passing grade from first to final grading:	50%	50%
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### Math

State Goal      Actual

Percentage of students who maintain passing grade from first to final grading:	75%	82%
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Percentage of students who improve a below passing grade from first to final grading:	50%	51%
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## Profile of Indian Education in New Mexico

- 40,759 American Indian (AI) students in NM public schools
- 6,704 AI students in 41 BIE schools
- 93 Native American Language and Culture Staff (NALC) identified as a level I
- 244 Native American Language and Culture Staff (NALC) identified as a level II
- 3,438 Teachers identified as AI
- 42 Administrators identified as AI
- 1,544 Ancillary staff identified as AI
- Seven of eight languages of NM Tribes are taught in school-based language programs
- 7,045 students participate in Native Language



**With the passage of House Bill 60**, salary parity now exists for educators who hold a Native American Language and Culture (520) Certificate to licensed teachers.

- \$1.25 million was distributed to school districts and charter schools from for 520 certificate educators
- \$445,724 was distributed to districts and charters schools from the Indian Education Act for 520 certificate educators
- Funding to expand salary parity for language and culture teachers is proposed for the 2023 Legislature.

## Public Education Department

continued

- Teacher Recruitment and Retention Initiatives
  - Expanded the Educators Fellows program with on-the-job training, along with recruiting and supporting educational assistants to become teachers
  - Provided Teacher Residency grants and partnered with colleges of education at higher education institutions throughout the state
  - Supported existing recruitment and retention programs through New Mexico's Grow Your Own Pathway, Teacher Preparation Affordability Scholarships, and Teacher Loan Repayment Program
  - Appropriated \$1 million to recruit and retain Native American teachers and administrators in New Mexico
  - Special Education Division and the Indian Education Division partnered with Regional Education Cooperative Region IX on mentorship programs for Level 1 and alternative license teachers for Year 1 through Year 3 (current enrollment is 108).
- The Public Education Department currently has 1,288 users
  - engaged in its Learning Management System (LMS). There are 36 courses supporting Yazzie/Martinez initiatives, 41 agency-created professional learning courses, seven micro-credential courses, and 745 ELEVATE courses created every year for each school.
  - To support increased transparency and accountability, NM DASH: Educational Plan for Student Success (<https://dash.ped.state.nm.us>) provides parents, community members, and all stakeholders with meaningful information on school improvement plans and decisions to improve student learning outcomes
  - Prior to the Lujan Grisham Administration, the Indian Education Act was funded at approximately \$1.5 million. However, with historic investments made by Governor Michelle Lujan Grisham, Indian Education Act investment increased from \$6 million in FY19 to \$15 million in FY23.
  - Indigenous, multilingual and multicultural, and special education initiatives increased from \$1 million in FY19 to \$5.1 million in FY23.
  - In FY21, Senate Bill 377 was signed and appropriated \$10.6 million for Tribal Education Departments (TEDs):
    - \$4.5 M to develop educational blueprints and governance structures
    - \$4.5M to develop culturally and linguistically relevant after-school student services and community-based summer programs along with
    - \$1.7 million for Tribally based Native American Language Programs to plan and develop programs; recruit, train, and certify language teachers, which could include curriculum development; and develop culturally and linguistically appropriate student, teacher, and program assessments and evaluations.
  - School nutrition initiatives have been deployed at all Native American serving school districts and Bureau of Indian Education (BIE) schools to provide free meals for students.
  - McKinney-Vento Homeless Assistance funding has increased from \$800,000 to \$6.4 million over the past four years in the Lujan Grisham Administration.
  - Reduced state required testing by 4 hours per-student.
  - The need for laptops and tablets for home use has been reduced by about 97% by 2022.
  - Internet connectivity in the home for students, including at-risk students, increased by 67% since the beginning of the pandemic.



## Public Education Department

continued

- The agency hosted a summer summit for parents of children with disabilities. In 2023, it will be the Public Education Department's third year of training.
- The Public Education Department's Language and Culture Division has collaborated with the REL Southwest - Institute of Education Sciences to create Promising Practices to Support English Learner Students and provide training to support districts and charter schools in evaluating their existing English Language Learner (ELL) programs and services.
- The Equity Council Support Hub has completed five Equity Council Regional Meetings to launch Equity Councils for the new school year. The regional meetings focused on providing in-person technical assistance to Equity Council Leads from across the state. Regional Director Meetings (RDMs) were held in Raton, Cuba, Albuquerque, Silver City and Roswell.
- The Public Education Department's Language and Culture Division conducted professional learning cohorts on culturally and linguistically responsive instruction and is working to identify model schools.
- The agency updated the Teaching English to Speakers of Other Languages (TESOL) endorsement based on stakeholder feedback to ensure more educators have the skills necessary to serve ELL students in all courses and content areas, including the allowance for the Native American Language and Culture (520) Certificate
- There were substantial investments in FY23 for New Mexico's educator workforce. These include:
  - \$180.3 million for every educator, an average of a 7% pay increase
  - \$76.7 million for minimum teacher salaries increased to \$50,000 (Level 1), \$60,000 (Level 2), and \$70,000 (Level 3)
- \$10 million to ensure no school employee earns less than \$15 per hour

## Higher Education Department

- More than 7,700 Native American students have graduated from New Mexico colleges and universities since Academic Year 2018-2019.
  - 5,790 certificate and associate degrees
  - 1,393 bachelor's degrees
  - 439 master's degrees
  - 59 doctoral degrees
- Over 13,000 Native American students have been awarded state financial aid since Academic Year 2018-2019 (please note that data still being collected for the subsequent academic year).
  - In the first year of implementation of the Opportunity Scholarship in 2020, 12% of awardees identified as Native American.
  - Since 2019, 4,088 Native American students have participated in adult education programs working towards a high school equivalency credential. Additionally, participation among Native American students in adult education programs increased from 664 in 2020-2021 to 712 in 2021-2022.
  - A total of \$11.22 million in capital awards was administered to Tribal colleges and universities in FY22. Since 2015, over \$36 million has been appropriated to all four Tribal colleges in New Mexico.



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Higher Education Department



**2023 Semi-Annual Government-to-Government  
Indian Education Summit**

Hosted by the Public Education Department in partnership with the Early  
Childhood Education and Care Department and the Higher Education Department

**Moving Forward Together:  
Indian Education Initiatives,  
Accomplishments, and Vision**