

2020 State Tribal Collaboration Act Annual Report  
New Mexico Higher Education Department

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## Executive Summary

15,252 Native American students were enrolled in public postsecondary institutions in New Mexico (including 2,879 at Tribal colleges) in fall 2019. This represents 12.5% of the state's total postsecondary enrollment. Only states with larger populations, California, Arizona, and Oklahoma, have more American Indian students enrolled in higher education.

## Agency Overview & Background

### Mission Statement

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

### Agency Overview

HED fosters and guides a system of higher education that best meets the needs of people in our state. We do so by providing financing to, oversight of, and support for all of the state's public universities, colleges, and state-sponsored adult education programs; regulating the state's private, for-profit institutions of higher education, and by offering programs in which both public and private institutions may participate.

## Communication, Collaboration, Consultation with Tribes, Pueblos and Nations

In January 2020, HED hired a full time Tribal Liaison into the Office of the Secretary as a senior executive team member. The Tribal Liaison has conducted in person meetings to consult with Tribal Education Directors at 16 of the 22 Tribes, Nations and Pueblos in New Mexico. Although, the COVID-19 pandemic postponed further in person meetings virtual communication continues. Quarterly meetings between the Tribal College and University Presidents and the Office of the Secretary began in 2019 and will continue indefinitely. In addition, the Tribal Liaison and the Office of the Secretary conduct every-other-month meetings with all Tribal Higher Education Directors and the Tribal College and University Presidents to jointly share updates, provide feedback and identify critical issues. In 2019 and 2020, the General Counsel and the Deputy Secretary presented and received feedback on new proposed, rules, legislation and programming and will continue to do so.

## Current & Planned Programs and Services for Native Communities

### Public Schools Academic Affairs

#### Completions

HED in collaboration with public and Tribal higher education institutions (HEIs) across the state have set long-term goals to improve four-year graduation rates. Four-year graduation rates at New Mexico Tech and Eastern New Mexico University have improved for each cohort. New

Mexico State University and University of New Mexico have seen slight declines for the 2015 cohorts. New Mexico Highlands and Northern New Mexico College faced the largest difference in graduation rates over a year. Western New Mexico University saw an increase.

Inst	2010	2011	2012	2013	2014	2015
NMT	16.3%	19.7%	22.5%	25.1%	26.4%	28.4%
NMSU	15.5%	16.8%	17.9%	21.3%	25.4%	25.1%
UNM	15.6%	17.9%	20.5%	27.7%	33.1%	32.5%
ENMU	16.0%	17.7%	21.8%	27.1%	28.2%	29.9%
NMHU	8.0%	6.9%	8.3%	9.6%	19.5%	15.9%
NNMC	5.2%	8.4%	10.2%	7.5%	19.7%	14.0%
WNMU	9.1%	11.4%	13.9%	16.4%	13.4%	15.3%

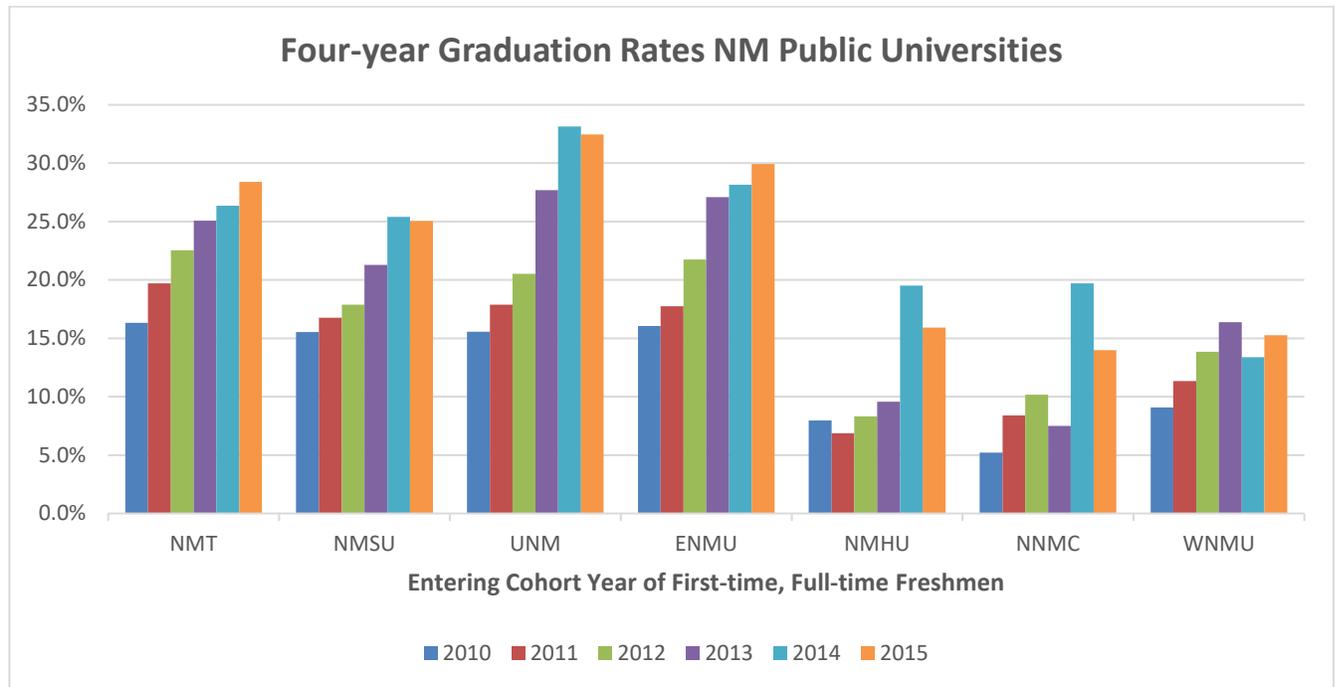


Figure 1: Four-year graduation rates at New Mexico's public HEIs.

In Academic Year 2017-2018, 30,940 credentials were awarded by the state's public schools. 2,104 (6.8%) were awarded to Native American students. The types of credentials earned by Native American students are listed in the table below.

Certificates < 1 year	Certificates 1 - 2 years	Associate's Degree	Certificates 2 - 4 years	Bachelor's Degree	Master's Degree	Professional Degree	Total Credentials
208	552	837	32	334	110	15	<b>2,104</b>

Table 1: Types of credentials earned by Native American Students during AY2017-2018. Data for Post Master's Certificates, Graduate Certification, Ed Specialist, and Doctoral

*Degrees were removed because fewer than 10 students earned them.*

## Financial Aid

### *Mission*

HED's Financial Aid Division is dedicated to helping students access the fiscal resources needed to attend college in New Mexico. The Division oversees approximately \$100 million dollars in state financial aid each year for students in New Mexico through a wide variety of programs to meet the needs of our state's student population.

### *Goals*

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

### *Tribal College Support*

Each year approximately \$1.6 million in state financial aid is distributed to over 800 students attending Tribal colleges. This aid includes need-based grants such as the College Affordability Grant and the State Student Incentive Grant; merit-based grants such as Competitive Scholarships and the Legislative Endowment Scholarship; and State Work Study funds. The division also tracks aid from Tribes, which totaled \$2.3 million and supported 744 students in 2018 (most recent year available).

Beginning in the fall of 2019, Tribal college students became eligible for the Legislative Lottery Scholarship Program. Qualifying students at Tribal colleges receive the same tuition support as students at New Mexico's public 4-year colleges, up to \$1,558 per semester or full tuition, whichever is lower. The Department estimates this will benefit at least 200 more students per year enrolled at New Mexico Tribal colleges.

### GEAR UP

The GEAR UP NM grant serves just over 10,000 students in 7<sup>th</sup> grade through the first year in a postsecondary institution.<sup>1</sup> The grant serves 24 middle and high schools from eleven school districts throughout the state. GEAR UP NM districts are home to populations that have been historically underrepresented in higher education. Five of the 11 high schools have a student population that is 40% or more Native American: Bernalillo High School, Grants High School, Jemez Valley High School, Shiprock High School, and Walatowa High Charter School.<sup>2</sup> Of the total student population that GEAR UP NM served in SY 2019-20, 870 students (or 15%) self-identified as Native American.

<b>Participation Distribution by Ethnic Background</b>	
<b>Ethnicity:</b>	<b>Number of GEAR UP Students</b>
Hispanic or Latino	4121
<b>Race:</b>	<b>Number of GEAR UP Students</b>
American Indian or Alaska Native	870
Asian	31
Black or African American	33
Native Hawaiian or Other Pacific Islander	4
White	461
Two or More Races	0
Race and/or Ethnicity Unknown	1
<b>Total</b>	<b>5521</b>

GEAR UP NM provides a range of services to students and their families, including rigorous coursework, dual credit, tutoring, credit recovery, supplemental Reading and Math instruction, mentoring by college students, college visits, student leadership opportunities, college entrance test prep, and financial aid advising and counseling, including submission of the Free Application for Federal Student Aid (FAFSA). These services are implemented in a variety of ways responsive to local needs in the five largely Native American school districts served by GEAR UP NM.

For example, student leadership is carried out primarily through the development of GEAR UP College Engagement Organizations (CEOs) made up of middle and high school students who serve as peer leaders to encourage other students to take advantage of college readiness opportunities.

CEOs reflect the values and norms of each local community. In addition to peer support, each district’s CEO brainstorm and implement a series of school-and community-based advocacy projects in an effort to address an identified need in each of their communities.

GEAR UP NM also funds, in each of its eleven Partner Districts, the implementation of College and Career Readiness (CCR) systems with the intent to increase rigor of instruction, teach “soft skills,” and enhance academic expectations, in the process, forging a more college-going mindset and better preparing students for college and career success. These grant-funded programs include AVID (Advancement Via Individual Determination) at Jemez Valley Public Schools and Bernalillo Public Schools, Model Schools at both Walatowa High Charter School and Grants High School, and a culturally-relevant CCR system developed by Shiprock High School staff for its predominantly Navajo population. In addition, each of the five high/middle schools in these high-density Native American districts implements literacy intervention classes titled Literacy for College Readiness in an effort to increase reading proficiency levels starting in the 7<sup>th</sup> grade. GEAR UP also provides increased supports in math by providing tutorial services to increase Algebra 1 readiness and successes, in addition to, credit recovery classes to ensure students stay on track to graduate.

<sup>1</sup>In addition, GEAR UP NM serves first-year college students who have graduated from GEAR UP high schools.

<sup>2</sup>Native American students are also present (albeit in significantly smaller numbers) in most, if not all, of the other six districts where GEAR UP NM operates (Santa Fe, Los Lunas, Peñasco, Jemez Mountain, Pecos, and Mora).

The objectives of GEAR UP NM, focused on increasing rates of high school graduation and post-secondary enrollment for New Mexico's public school students, coincide with many of the educational concerns and priorities of the state's Native American communities, providing numerous opportunities for HED and Tribal entities throughout the state to work in concert serving students and their families. In addition to annual college visits to the state's larger post-secondary institutions, GEARUP NM districts have also taken students on visits to Tribal colleges and other popular post-secondary institutions: San Juan College, Dine College, IAIA, SIPI, and NTU. GEAR UP NM was also able to fund a multi-day trip for students from Walatowa High Charter School to the Haskell Indian Nations University, University of Kansas, and University of Oklahoma. Every student, during their years at a GEAR UP NM school, is provided a wealth of information through our suite of College Readiness Campaigns which include:

- College Application Week (how to apply to college);
- FAFSA/Scholarship Workshops (how to apply for financial aid);
- ACT Test Prep and an ACT Test Day; and
- College Signing Day, a ceremony that recognizes and celebrates students' decisions to pursue their post-secondary studies.

## Adult Education

HED's Adult Education Division (HED-AE) provides free literacy education, workplace readiness, and foundational career development opportunities for all qualifying New Mexico adults. In order to qualify for Adult Education services, participants must be at least 16 years of age; not enrolled (or required to be enrolled) in school; and must fall below post-secondary skill levels on at least one National Reporting System-approved assessment.

Under the umbrella of the Adult Education and Literacy Act (Title II of the Workforce Innovation and Opportunity Act), the Adult Education Division works in partnership with community stakeholders to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that are necessary to become full partners in the educational development of their children, and also lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma or equivalent and in the transition to postsecondary education and training, including through career pathways; and
4. Assist English language learners in their efforts to improve reading, writing, speaking, and comprehension skills in English, and/or in improving numeracy skills and civics education as applicable and appropriate.

In the 2018-2019 school year, the Adult Education Division served a total of 10,960 adults, of these, 955 (11.47%) were Native American. HED-AE oversees a total of 24 adult education

programs around the state. Three of these programs serve an entirely Native American population, including Diné College and Sage Xtreme Learning/Tepayac, acting as a consortium on Navajo Nation and Zuni Pueblo land, and Southwest Indian Polytechnic Institute. Six of the AE programs also maintain remote sites on or adjacent to reservation lands, namely UNM-Gallup, UNM-Los Alamos, NMSU-Grants, NMSU-Alamogordo, ENMU-Ruidoso, and Catholic Charities. UNM-Los Alamos also offers programs at Zia, Jemez, and San Ildefonso Pueblos.

Programs on or near reservation lands provide outreach to the nearby Native American communities. These programs have also established collaborative relationships with employment and social services operated by Tribal governments. HED-AE strongly encourages and supports local programs in all efforts to adapt commonly-accepted best practices for student success with indigenous populations, as well as in the development and use of culturally-sensitive curricula.

HED-AE works to empower marginalized populations and is deeply committed to supporting New Mexico’s Native American population in meaningful ways.

**Capital Outlay**

HED understands the importance of maintaining and supporting the campus infrastructure of all publicly funded HEIs in New Mexico, including the campuses of the Tribal colleges and universities located. In keeping with the commitments as outlined in House Memorial 94 by the New Mexico Legislature during the 2013 Legislative Session, HED actively collaborates with the four New Mexico Tribal colleges and universities. This includes establishing clear guidance through annual Capital Project trainings, enhanced accountability and the streamlining of processes for the submittal of Capital outlay funding requests during the summer hearings, project approvals for funded projects, and draw-down requests. These trainings and process improvements have given all of New Mexico’s publicly funded colleges and universities, including the Tribal colleges and universities a more efficient and well-defined process for managing Capital Outlay funding.

In the time that the Tribal colleges and universities have been appropriated funding through HED, approximately \$20.725 million has been provided. The following charts outline the appropriations by institution and by funding type:

Admin Agency	Fiscal Agent	Appr ID	Appropriation Title	Fund Code	State Amount	Reversion Date
Higher Education Department	99990	15-0959	SIPI FIRE ALARM IMPROVE	STB	\$500,000	6/30/2019
Higher Education Department	99988	15-0962	NAVAJO TECH UNIV HEALTH/SECURITY/SAFETY IMPROVE	STB	\$535,000	6/30/2019
Higher Education Department	99985	15-0966	DINE COLLEGE ACCESS LANES & SIDEWALKS	STB	\$700,000	6/30/2019
Higher Education Department	99989	15-0970	IAIA ACADEMIC BUILDING ROOF & COOLING UNITS	STB	\$800,000	6/30/2019
Higher Education Department	99990	A5118	SIPI LIBRARY & BLDGS RENOVATE	GOB	\$2,000,000	6/30/2021
Higher Education Department	99988	A5121	NAVAJO TECH UNIV LEARNING INNOVATION CTR	GOB	\$850,000	6/30/2021
Higher Education Department	99989	A5125	IAIA MULTPRPS FITNESS & PERF ARTS CENTER	GOB	\$2,000,000	6/30/2021
Higher Education Department	99985	A5127	DINE COLLEGE N SHIPROCK CAMPUS ROADWAY IMPROVE	GOB	\$500,000	6/30/2021
Higher Education Department	99988	C4070	NAVAJO TECH UNIV IMPROVE, RET	STBR	\$0	6/30/2019
Higher Education Department	99985	C4097	DINE COLLEGE ACCESS LANE, RET	STBR	\$0	6/30/2019

As a result of the 2017 Capital Outlay Summer Hearings and the 2018 Legislative Session, the Tribal colleges and universities were appropriated funding as follows:

Admin Agency	Fiscal Agent	Appr ID	Appropriation Title	Fund Code	State Amount	Reversion Date
Higher Education Department	99990	C5083	SIPI INFRA IMPROVE	GOB	\$650,000	***
Higher Education Department	99988	C5087	NAVAJO TECH UNIV ACADEMIC BLDG/SITE IMPROVE	GOB	\$3,700,000	***
Higher Education Department	99985	C5089	DINE COLLEGE MATH SCIENCE BLDG PH 1	GOB	\$5,000,000	***
Higher Education Department	99989	C5090	IAIA ACADEMIC BLDG HVAC & ACCESSIBILITY IMPROVE	GOB	\$800,000	***
Admin Agency	Fiscal Agent	Appr ID	Appropriation Title	Fund Code	State Amount	Reversion Date
Higher Education Department	99950	C5076	DINE COLLEGE - ACADEMIC LIBRARY	GOB	\$ 3,886.00	6/30/2023
Higher Education Department	99950	C5076	INSTITUTE OF AMERICAN INDIAN ARTS - ACADEMIC LIBRARY	GOB	\$ 16,070.00	6/30/2023
Higher Education Department	99950	C5076	SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE - ACADEMIC	GOB	\$ 8,445.00	6/30/2023
Higher Education Department	99950	C5076	NAVAJO TECHNICAL UNIVERSITY - ACADEMIC LIBRARY	GOB	\$ 30,810.00	6/30/2023

As a result of the 2018 Capital Outlay Summer Hearings and the 2019 Legislative Session, the Tribal colleges and universities were appropriated funding as follows:

Admin Agency	Fiscal Agent	Appr ID	Appropriation Title	Fund Code	State Amount	Reversion Date
Higher Education Department	99988	D3428	NAVAJO TECH UNIV ELECTRONIC ACCESS CONTROL	GF	\$200,000	6/30/2021
Higher Education Department	99988	D3429	NAVAJO TECH UNIV TRADES PRGM FCLTY EXPAND	GF	\$750,000	6/30/2023
Higher Education Department	99985	D3435	DINE COLLEGE SHIPROCK AGR MLTPRPS CTR CONSTRUCT	GF	\$400,000	6/30/2023
Higher Education Department	99990	D3423	SIPI SEWER INFRA REPLACE & UPGRADE	GF	\$140,459	6/30/2023
Higher Education Department	99990	D3424	SIPI WATER INFRA REPLACE & UPGRADE CAMPUSWIDE	GF	\$797,760	6/30/2023
Higher Education Department	99989	D3437	IAIA CAMPUS INFRASTRUCTURE UPGRADES	GF	\$275,000	6/30/2023

As a result of the 2019 Capital Outlay Summer Hearings and the 2020 Legislative Session the following projects were included in the General Obligation Bond bill (SB207) to fund capital improvements at Tribal Colleges and Universities:

INSTITUTION	PROJECT TITLE	SB207
Navajo Technical University	Replace roofs on Science & Trades Building	\$1,400,000
Southwestern Indian Polytechnic Institute	Infrastructure Improvements Campus Wide	\$1,000,000
Institute of American Indian Arts	Infrastructure Improvements Campus Wide	\$700,000
Dine College	New Shiprock Agricultural Multipurpose Center	\$1,300,000

The funding for these projects is dependent on the passage of the General Obligation Bond question posed to the voters of New Mexico during the General Election in November of 2020. If passed this funding will become available in April of 2021.

Funding for Academic Libraries at Tribal Colleges and University's is equally important to the NMHED. In September of 2015 the NMHED collaborated with Tribal Colleges and Universities and

the New Mexico Consortium of Academic Libraries (NMCAL), assisting with the creation of a NMCAL resolution allowing Tribal Colleges and University libraries to be part of the GO Bond Academic Library Allocation. As a result, Tribal Colleges and University libraries have received over \$126,000 in appropriations to support the purchase of books and electronic media for their students.

The NMHED remains committed to assisting the Tribal colleges and universities in their mission of providing safe, state-of-the-art learning facilities for their students. The department looks forward to continuing to assist them in serving their students and local communities.

### Distance Education

5.99.1 NMAC Public and Private Post- Secondary Institutions Operating under the Interstate Distance Education Act is the administrative code which addresses regulation of public and private post-secondary institutions offering distance education to students in New Mexico and of New Mexico institutions offering distance education in other states.

New Mexico joined the National Council for State Authorization Reciprocity Agreements (NC-SARA) in 2015. NC-SARA is an agreement among member states, districts, and territories that sets national standards for interstate offering of post-secondary distance education courses and programs. Institutions participating in NC-SARA are exempt from obtaining Distance Education Authorization in New Mexico.

In 2017, Navajo Technical University (NTU) became the first Tribal institution in the United States to become a NC-SARA member institution. In May of 2020 NTU was renewed for another year of institutional participation in the NC-SARA initiative. As of June 1, 2019, 49 states (all but California), the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA and more than 2,000 institutions participate.

### Collaboration with Tribes, Nations and Pueblos

The Financial Aid Division provided guidance and responses to Tribal Education Directors' Financial Aid questions. Financial Aid staff will continue to respond to any Tribal Education Directors' questions and will continue to be a resource to Tribes and Tribal Education Directors. This was particularly important this year due to changes to in financial aid.

Tribal Education Directors had an increase in questions regarding state financial aid packages and student eligibility due to the onset of COVID-19 and the associated campus closures. As such, the Financial Aid division held a webinar addressing some questions and providing guidance for students regarding their state financial aid eligibility, work study, loan for service and federal resources that are available. Tribal Education Directors participated in this webinar and received electronic copies of the presentation.

### Articulation and Transfer

To improve transfer, articulation, and graduation, between higher education institutions in the state, HED and the state's public and Tribal HEIs are implementing common course numbering, a new skills-focused general education, and degree maps:

- Statewide common course numbering is on schedule to be completed across the state

by December 2020. Courses that share a prefix and number are guaranteed to transfer between HEIs and count for degree requirements.

- The new general education core curriculum focuses on the essential skills necessary for success in higher education or the workplace. The new model will be implemented December 2020.

All four of New Mexico's Tribal higher education institutions, Diné College, Institute of American Indian Arts, Navajo Technical University, and Southwestern Indian Polytechnic Institute, are participating in one or more of the above reforms.

### Dual Credit

The dual credit program allows high school students to enroll in college-level academic or career- technical courses offered by a public or Tribal higher education institution. Students earn credit at both the high school and the higher education institution. During the 2018-2019 school year, 20,080 students participated in the dual credit program. 10.3% of dual credit students in 2018-19 were Native American.

Higher education institutions waive tuition and local school districts purchase textbooks, making most dual credit courses free to students. Public higher education institutions receive performance funding in the funding formula for providing dual credit. Tribal higher education institutions receive compensation for dual credit courses from the Tribal College Dual Credit Program Fund, which receives annual appropriations from the legislature. For FY20 and going forward, the fund will receive a recurring appropriation of \$263,900.

### Private & Proprietary Schools Division

The Private Post-Secondary School Division (PPSD) provides oversight and regulation of private career institutions, colleges and universities in New Mexico, as required by the Post-Secondary Educational Institution Act and the Interstate Distance Education Act. PPSD also provides prospective and current students consumer protection when a private post-secondary institution ceases its operations or fails to meet standards of quality set by HED. During the 2019-20 school year, 677 Native American students were attending 61 private (both for-profit and non-profit) institutions of higher education in New Mexico. These schools offer a variety of certificates, diplomas, and degrees, such as associate, bachelor, master and doctorate degrees. Beginning in December of 2018, institutions that only offer supervised field experiences to at most 10 students in New Mexico, but otherwise have no physical presence in our State have the opportunity to file for an exemption under the Interstate Distance Education Act.

### Indian Education

HED is committed to working with Tribes, Nations and Pueblos in New Mexico to develop and maintain essential relationships, communications and collaboration opportunities. As of June 1, 2020, the Tribal Liaison conducted consultations with 16 of the 22 Tribes, Nations and Pueblos in New Mexico. Each consultation focused on eliciting the needs, questions and concerns of Tribal Higher Education Director's and more specifically, what resources they would like to see made available by NMHED.

The conversations generated valuable discussion and created the opportunity for HED to fulfill on

action items proposed by Tribal Higher Education Directors. Common themes included:

- New Mexico Tribal Higher Education Consortium and its importance for Tribes and Tribal Representation/Consultation
- Updating and discussion on Memorandums of Understanding between Tribes and Higher Education Institutions
- Tuition waivers
- Free Application for Federal Student Aid (FAFSA) awareness and FAFSA education/promotion
- College and career readiness
- Accessing financial aid/scholarship opportunities
- Highlighting trades and certificate programs

These common themes allow for critical thinking and widespread solutions. However, it is recognized that each Tribe in New Mexico is unique. What will also be addressed are the specific needs for each individual Tribe.

The Tribal Liaison also participates in the Indian Education Advisory Council (IEAC) by attending meetings, providing updates and soliciting feedback on how HED can better serve communities.

## Goals for 2020-2021 Relating to Tribes and Native Organization

- Create new opportunities for Native students to translate their education into careers in their home communities
  - Align career opportunities at Tribes with Native students to connect home and education is essential to development of Tribal capacity, Native professionals and sustainability
  - Seek Tribal consultation on the development of new opportunities for students. Tribal members that grow to fulfill roles in their communities create role models, leaders, and enhances Tribal capacity.
- Explore partnerships with Tribes, Nations and Pueblos, and other agencies/entities to address issues of mutual concern
- Meet with Tribal colleges to discuss challenges and opportunities associated with HED scholarship programs, adult education, college readiness programs, dual credit and common course numbering

## STCA Training and Certification

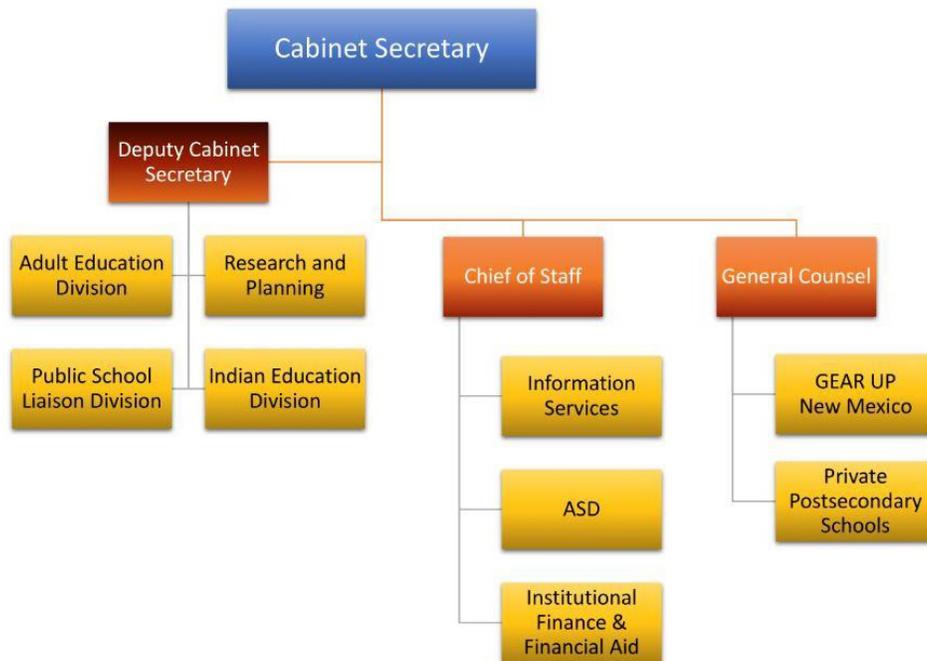
In 2018 all HED employees participated in cultural competency training, which included employee notification about the State Tribal Collaboration Act. In June 2019 all new employees, managers and senior staff will participate in cultural competency training that includes information about the State Tribal Collaboration Act.

The Secretary and Deputy Secretary participated in a two-day Tribal summit that included detailed information about the history of the STCA and the range of possible approaches for participating in the STCA.

In fall 2020, all HED employees, who haven't previously participated in a cultural competency training, will do so. This training will cover the history of Native Americans in New Mexico and facilitate insight to the diverse cultures that exist in New Mexico.

## Agency Contact Information and Organizational Chart

Cabinet Secretary	Vacant	<a href="mailto:Exec.Admin@state.nm.us">Exec.Admin@state.nm.us</a>
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Gaining Early Awareness and Readiness (GEAR-UP) program	Corine Frankland	<a href="mailto:Corine.Frankland@state.nm.us">Corine.Frankland@state.nm.us</a>



## Mandates

The only applicable mandate is the State Tribal Collaboration Act.

## Agreements with Tribal Nations

None