



Comprehensive Strategic Plan

2022



From the Secretary

2022 New Mexico Public
Education Department

Dear Colleagues and Partners in Education:

I am pleased to share the New Mexico Public Education Department's Strategic Plan, a companion to the Martinez/Yazzie Discussion Draft released in spring 2022.

As Secretary of Education, I am deeply grateful to all the educators, parents, and students across New Mexico who are part of this strategic plan. In addition, I appreciate my predecessors, the late Secretary Karen Trujillo and Secretary Ryan Stewart, as well as the many NMPED staff and partners who contributed to the development of this plan. Their dedication and commitment to the students, families, and educators of New Mexico is evident throughout the document.

The hallmark of a good strategic plan is its ability to define **where we are headed** (our vision, mission, and long-term goals) and **how we will get there** (our strategies and actions). This document meets both expectations. It charts a direction for our work at NMPED, and it provides a common agenda for NMPED and all our partners throughout New Mexico—school district leaders, charter school leaders, Tribal leaders, educators, families, students, and community organizations alike. It will take all of us working together to achieve the vision of building the kind of culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students in the state.

Good strategic plans are also useful in managing resources; thus, this plan will be used to help set priorities about how we utilize time, talent, and expertise to assure that students thrive and learn self-confidence.


A focus on ALL students means that we must dive deeper into our data to understand the many ways in which New Mexico's educational system continues to reproduce inequitable outcomes for certain student groups, including Native American, Hispanic, and African American students; English learners; students with disabilities; and economically disadvantaged students. To that end, this strategic plan lays out four strategic "pillars," or focus areas, that are designed to improve systems of support, both in school and out of school, to help students realize their full potential. The four strategic focus areas are:

1. Educator Ecosystem
2. Whole Child and Culturally Responsive Education
3. Profiles and Pathways
4. Asset-Based Support and Opportunities

Within each strategic focus area is a set of high-priority, research-informed strategies and actions identified through our planning process. We have already made great strides in all four areas to date, and I am looking forward to the 2022-23 school year, when we'll have an opportunity to delve even deeper into our collective agenda for student success.

I am excited about the work ahead of us, and I invite you to join us in whatever way you can to be part of the change. Your voice and your actions matter more than ever at this critical time in our state's history.

Sincerely,



Kurt Steinhaus, Ed.D.
Secretary of Education

The New Mexico Public Education Department (NMPED) believes in all students regardless of race, ethnicity, disability status, or socioeconomic status. It believes in the strength of New Mexico's diverse communities and in the inherent value of our multilingualism, resilience, creativity, culture, and compassion for one another.

In order for New Mexico and its students to realize their full potential, the department's leaders and staff also believe it is incumbent on us to provide school districts and charter schools the supports and resources they need to ensure educational equity, excellence, and relevance for all students.

Further, the department recognizes the past failures of New Mexico's education system to provide an equitable education for its most underrepresented students. As found in the Martinez/Yazzie lawsuit, Native American students, English Learners, students with disabilities, and economically disadvantaged students have not received adequate treatment in a system that stigmatized low academic achievement and treated as impediments those qualities that should be seen as unique and crucial assets.

Consequently, we created this strategic plan with the student groups identified in the Martinez/Yazzie lawsuit at the forefront of our thinking. It is past time all students see themselves, their families, and their communities valued in school—in the books they read, the lessons they learn, and, most importantly, in the vision of a successful education system and a successful New Mexico.

Under the direction of Governor Michelle Lujan Grisham and Secretary of Education Dr. Kurt Steinhaus, and in partnership with legislators, school leaders, parents, and educational stakeholders from across New Mexico, the Public Education Department has strived to examine its practices and focus its efforts on initiatives that will transform education for all students, regardless of race, ethnicity, income, or background.

The Learning Policy Institute (2020) noted in its report that in New Mexico, rather than some students facing traditional barriers to academic success, most students face those barriers. It explains:

[T]he state must design a system that centers these students and builds the state and local capacity to meet their diverse needs. By capacity, we mean dollars, professional knowledge and expertise, administrative and oversight and structures, and accountability processes that support improvement.

This strategic plan begins the long road of transforming education to meet the needs of New Mexico's most underserved students. Since the education system is reliant on its educators, this includes significant professional development on culturally and linguistically responsive pedagogy, anti-bias work, meeting the unique needs of students with disabilities, and supporting the behavioral needs of all students.

This plan builds off the work of the Public Education Department's Strategic Planning Task Force. Beginning with the department's established strategic pillars, the group identified initiatives to strengthen the recruitment, training, and retention of educators; to remove barriers to and increase

the equity of educational opportunities; to align the educational system to provide robust and relevant college and career pathways; and to recognize students as whole persons whose social-emotional and enrichment needs must be met alongside their academic progress.

The group also determined measures by which to gauge the progress and efficacy of its chosen strategies and initiatives, and work is now underway to develop timelines and cost estimates for all proposed strategies and actions to ensure that the department achieves the goals and objectives identified in the plan.

In its work, the task force also identified the need for key partnerships with the New Mexico legislature, higher education institutions and teacher preparation programs, community

organizations, educational stakeholders, tribal leaders and communities, school district and charter leaders, and, crucially, with families and students.

This plan aligns with the Martinez/Yazzie findings and is intended to guide the work of the Public Education Department and will inform its budgetary and programmatic decision-making. It will continue to evolve as the department continues to monitor and evaluate its progress, and as it continues its engagement with stakeholders across the state.

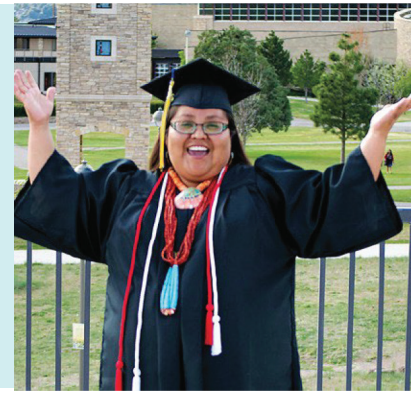
All students in New Mexico deserve a culturally and linguistically responsive educational system that meets their social, emotional, and academic needs. We are committed to making that vision a reality.



Mission

EQUITY, EXCELLENCE & RELEVANCE

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.



Vision

ROOTED IN OUR STRENGTHS

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

Core Values

STUDENT-CENTERED: We center our decision-making process and policy platform on providing relevant educational pathways for every student's chosen future.

RESPONSIVE: We recognize students in New Mexico have varying social and cultural backgrounds and individual communities in New Mexico have different assets and unique needs.

COLLABORATIVE: We value partnerships with the Legislature, other state agencies, non-profits, local businesses, labor organizations, educators, parents, students, families, and communities.

TRANSFORMATIVE: We aim to engage in a process of racial healing that is built upon truth, equity, intentional learning, and sharing of lived experiences within the context of race, identity, belonging, and justice.

INNOVATIVE: We value creating spaces for educators to design, develop, and create new ways of thinking about education. We aim to provide support and resources for new policies that promote innovative learning models rooted in the strengths of New Mexico that meet the needs of all students.

REFLECTIVE: We believe learning is a continuous improvement process involving intentional self-awareness and reflective practice to encourage thoughtfulness, personal growth, profound learning, and meaningful change.



Investing for tomorrow,
delivering today.

Addressing the Martinez/Yazzie Consolidated Lawsuit



NMPED is committed to meeting the needs of all students. The department also acknowledges the past systemic failure to address the historic inequities that exist in serving “at-risk” students, namely Native American students, students with disabilities, economically disadvantaged students, and English Learners.



In 2018, the First Judicial District Court found in the Martinez/Yazzie consolidated lawsuit that the State of New Mexico had failed to meet its duty to provide a sufficient education for these “at-risk” students.

As demonstrated in this plan, we are focused on creating an education system that uses evidence-based, community-oriented, innovative programs that reflect our culturally and linguistically diverse communities. Fully implementing the Indian Education Act, Hispanic Education Act, Individuals with Disabilities Education Act, the Bilingual Multicultural Education Act, and the Black Education Act will enable us to support the Martinez/Yazzie student groups. And it is critically important that programs are aligned with best practices to serve the groups named by the court.

It is also important to recognize that meeting the needs of the historically underserved also results in improved outcomes for all students. A focus on culturally and linguistically relevant instruction and materials is not an exclusion or prioritization of any one culture or language. Instead, this focus highlights the value and importance of all cultures, languages, and learning differences. Work that expands access to and strengthens social-emotional supports does not only improve the health of those suffering from childhood trauma and mental distress; it removes barriers to learning and provides a safety net of support for all students. Establishing a broader definition of success by creating more career pathways does not benefit only those students who have struggled with traditional forms of education; doing so opens more opportunity for all students.

The Strategic Planning Process



Beginning in May 2020, the department convened nearly 50 individuals from across the educational spectrum to form a strategic planning task force and discuss the issues facing schools and students in New Mexico. The group was broken into four subcommittees focused on the Public Education Department's four strategic pillars and our work to address the concerns raised in the Martinez/Yazzie lawsuit:

The Pillars

Educator Ecosystem

Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

Whole Child and Culturally Responsive Education

Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.

Profiles and Pathways

Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and contribute as productive members of their communities.

Asset-Based Supports and Opportunities

Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.

The work of the Strategic Planning Task Force centered on a set of guiding questions:

- » How will New Mexico schools look different because of the work of the Public Education Department and its partners?
- » How do we ensure equity, excellence, and relevance for all students in everything from the quality of educators in the classroom to the types of instructional materials students use?
- » What are the key initiatives within each strategic pillar?
- » What action steps are needed?
- » How will we measure our progress?

Over the course of three months, the task force met, both as a whole group and in subcommittees, to evaluate the current work of the department and make recommendations.

We want to thank all those individuals who contributed their time and energy to this process. Their insights and ideas were critical in informing what a high-quality education should look like for New Mexico's students.

The Strategic Planning Process



Educator Ecosystem

- » PED Deputy Secretary Gwen Perea Warniment
- » ECECD Secretary Elizabeth Groginsky
- » Sen. Mimi Stewart
- » Rep. Andres Romero
- » David Chavez (CES)
- » Ellen Bernstein (ATF)
- » Jessica Sanders (2017 NM Teacher of the Year)
- » Travis Dempsey (Superintendent, Gadsden)
- » Alexis Esslinger (San Juan College)
- » Heather Christensen (Teacher, Portales)
- » Will Hawkins (President, NM CEL)
- » Hope Morales (Executive Director, TeachPlus)
- » Joe Guillen (NMSBA)

Profiles and Pathways

- » Former PED Secretary Ryan Stewart
- » Former DWS Secretary Bill McCamley
- » Sen. Michael Padilla
- » Sen. Gay Kernan
- » Former Rep. Sheryl Williams Stapleton
- » Renata Witte (NMPTA)
- » Mary Beth Weeks (NMPTA)
- » Stan Rounds (NM CEL)
- » Amy Loyd (Jobs for the Future)
- » Yvonne Kee Billison (Navajo Nation)
- » Tracey Bryan (The Bridge of Southern NM)
- » Yolanda Benally-Littletree (Parent, Central Consolidated)

Asset-Based Supports and Opportunities

- » PED Deputy Secretary Katarina Sandoval
- » Mary Parr Sanchez (NEA-NM)
- » Charles Sallee (LFC)
- » Joseph Simon (LESC)
- » May Sagbakken (NM Out-of-School Time Network)
- » Danette Townsend (ABC Community School Partnership)
- » Deanna Creighton Cook (ABC Community School Partnership)
- » Nancy Rodriguez (NM Alliance for School Based Health Centers)
- » Olivia Calabaza (NM School Boards Association)
- » Julia Bergen (Communities in Schools of NM)
- » Jenny Parks (LANL Foundation)
- » Maria Jaramillo (Central Region Educational Cooperative)

Whole Child and Culturally Responsive Education

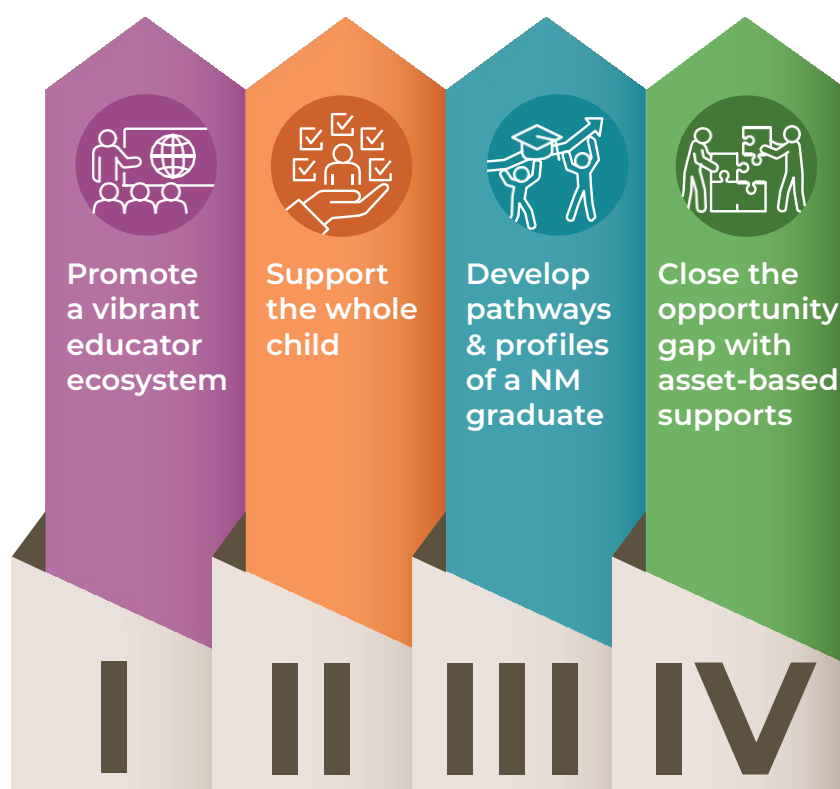
- » Lieutenant Governor Howie Morales
- » Former PED Deputy Secretary Tim Hand
- » Former PED Deputy Secretary Kara Bobroff
- » Mandi Torrez (2020 NM Teacher of the Year)
- » David Rogers (Dual Language Education of NM)
- » Sally Marquez (NM Activities Association)
- » Patricia Jimenez Latham (Transform Education NM)
- » Stan Rounds (NM CEL)
- » Pandora Mike (Chair, Indian Education Advisory Council)
- » Matt Pahl (Public Charter Schools of NM)
- » Karla Crane (NM CASE)

Pillars, Strategies, and Actions

NMPED's four strategic pillars are explained below, along with the overarching goal we seek to achieve in each pillar, the strategies and actions we will take to achieve this goal, and the evidence base supporting each strategy. Additionally, each pillar includes objectives and key performance metrics we will use to measure our progress. The plan also includes a detailed breakdown of how these strategies will benefit each of the student groups identified in the Martinez/Yazzie decision.

The NMPED will consult and collaborate meaningfully and in good faith with Tribal governments to obtain informed consent in the development, implementation, and monitoring of the education of Native students as required by state and federal laws.

Note that the pillars are numbered I–IV; however, this does not indicate a different level of importance between each pillar. We view each pillar as equally foundational to our work of creating a high-quality education system that allows every student to thrive. Additionally, it is important to emphasize that family and community engagement is a strategy relevant to multiple pillars despite it only being identified in one—Asset-Based Support and Opportunities. We understand that we can only be successful in achieving the goals of this strategic plan by deeply, consistently, and respectfully engaging the families and students whom the education system serves.



Strategic Pillars of New Mexico Education

The Strategic Planning Process

GOALS AND STRATEGIES



OVERARCHING GOAL: Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

A strong educator workforce is foundational to the success of New Mexico's public education system. Knowledgeable and skillful educators are the most important in-school influence on student learning and the most important element in closing the achievement gap. A significant body of national research demonstrates that teacher experience, preparation, and qualifications influence student achievement, especially with respect to the achievement of students of color and those from low-income families.¹ For example, the combined effects on student learning gains of having a teacher who is well-prepared, experienced, and National Board certified is greater than the combined effects of race and parent education.² Principals are also a crucial school-level factor associated with student achievement—second only to teachers' classroom instruction.³

The court's decision in the Martinez/Yazzie consolidated lawsuit identified numerous ways in which New Mexico's educator workforce fell short of what is needed for a sufficient education for at-risk students. For example, the court found the state's low teacher pay to be an impediment to recruiting and retaining teachers in schools with high at-risk populations (and especially teachers who are bilingual or

certified to teach English learners) and that the state's high rate of teacher turnover had a negative effect on student outcomes. The court also pointed to a lack of adequate training in colleges of education, insufficient funds to support teachers' professional development and collaborative learning opportunities, and the minimal participation of schools in those professional development programs that do exist, such as RISE, Launch, and AE Rising.⁴

Educator Ecosystem Key Strategies and Evidence Base

STRATEGY I-A. RECRUITMENT

Recruit a racially, ethnically, and linguistically diverse educator workforce to broaden representation in the profession and ensure students have access to high-quality learning opportunities in every subject.

Evidence Base: New Mexico teacher preparation programs are not producing the number of teachers needed to fill all available teacher positions with highly prepared teachers. During the 2018- 2019 academic year, there were 798 completers from those programs, a 15 percent decrease from the 936 completers in 2015–2016.⁵ This follows national trends not only in declining

enrollment but in declining interest in becoming teachers among high school students.⁶ There is also a need to recruit racially, ethnically, and linguistically diverse educators that better reflect our state's students. Though 62 percent of students identify as Hispanic, only 34 percent of teachers identify as such. For Native Americans, the gap is even starker: 10% of students compared to 3% of teachers.⁷

We know interest in teaching is dampened by low salaries compared to similarly educated professionals,⁸ and the burden of student loan debt, which may be particularly off-putting for students of color.⁹ Further, the high cost of teacher preparation poses another obstacle into the profession—average student loan debt ranges from \$20,000 to \$50,000 for individuals entering the education field.¹⁰

Diversifying our educator workforce will require multifaceted, evidence-based strategies (detailed in the coming sections) to address the range of obstacles. We will pursue short-term strategies, such as scholarships to recruit bilingual, mathematics, and special education teachers, and implementation of teacher residencies, as well as long-term ones, like establishing competitive compensation and opportunities for high school students who aspire to be teachers to learn about the profession and get on a pathway that leads directly to a career in education.

STRATEGY I-B. HIGH QUALITY TEACHER PREPARATION

Prepare highly skilled teachers who are equipped to develop the academic, cultural, linguistic, social, and emotional skills of New Mexico's diverse students, particularly those furthest from opportunity.

Evidence Base: Research demonstrates that better-prepared teachers are both more effective and more likely to stay longer.¹¹ Graduates of quality teacher preparation programs are often rated higher by their supervisors and contribute more to student learning.¹² Research points to key features of high-quality preparation, including opportunities to observe experienced teachers; receive regular feedback; participate in intensive clinical practice in a classroom; and take courses in topics such as teaching methods, learning theory, child development, the science of reading, and student assessment.¹³ Equally important are culturally responsive pathways to teaching.¹⁴

However, due to the high cost of teacher preparation and concerns about student loan debt too many teachers are entering classrooms without the preparation, experience, and credentials to teach the subjects and students they are being hired to teach. This is especially true for candidates of color. In 2014–15, more than 1 in 5 candidates of color enrolled in an alternative certification program, compared with about 1 in 10 White candidates.¹⁵ Studies of the relationship between teacher preparation and teacher turnover suggest teachers with little to no pedagogical preparation—as occurs in some alternative pathways—are two to three times more likely to leave the profession than those with the most comprehensive preparation, which includes student teaching, formal feedback on their teaching, and multiple courses in student learning and teaching.¹⁶ Overall, underprepared and unqualified teachers are both less effective, on average, and more likely to leave the profession than fully prepared teachers.¹⁷

STRATEGY I-C. INDUCTION FOR EARLY CAREER TEACHERS

Mentor and retain teachers through the challenging early years of teaching to build strong school cultures rooted in trusting relationships between students and adults.

Evidence Base: New teacher induction has been shown to support the development of teacher effectiveness. Evidence suggests that strong induction for early-career teachers can be an effective approach to ensure well-prepared teachers remain in the teaching profession.¹⁸ Research points to several key elements of high-quality induction programs that are most strongly associated with reduced levels of turnover. These include having a mentor from the same field, having common planning time with other teachers in the same subject, having regularly scheduled collaboration with other teachers, and being part of an external network of teachers.¹⁹ A study of induction programs based on national data found that beginning teachers who receive a comprehensive set of induction supports — including the elements above — stay in teaching at rates more than twice those of teachers who lack these supports.²⁰ However, only a small proportion of teachers receive this comprehensive set of supports.²¹

STRATEGY I-D. GROWTH-ORIENTED PROFESSIONAL LEARNING

Cultivate teachers' desire for continual learning and professional growth to advance students' deeper learning and establish racially just classrooms.

Evidence Base: As demands for deeper and more complex student learning have intensified, practitioners, researchers,

and policymakers have begun to think more systematically about how to support teachers' learning. Sophisticated forms of teaching are needed to develop 21st century student competencies, such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, opportunities are needed for teachers to learn and refine the pedagogies required to teach these skills. A growing number of rigorous studies establish that well-designed professional development can, when effectively implemented, lead to desirable changes in teacher practice and student outcomes.

For example, an analysis of 35 studies identified seven shared features of effective professional development: (1) focus on content; (2) incorporate active learning utilizing adult learning theory; (3) support collaboration, typically in job-embedded contexts; (4) use models and modeling of effective practice; (5) provide coaching and expert support; (6) offer opportunities for feedback and reflection; and (7) be of sustained duration.²²

STRATEGY I-E. LEADERSHIP DEVELOPMENT FOR PRINCIPALS, DISTRICT LEADERS, AND SCHOOL BOARDS

Develop school, district, and school board leaders who foster collaborative, trusting learning environments where students and teachers thrive.

Evidence Base: Leaders at all levels have a responsibility for creating supportive learning environments. At the school level, principals play a critical role in advancing student learning—the second most important school-level factor associated with student achievement,

right after teachers.²³ A growing research base documents the relationship between increased principal quality and gains in high school graduation rates and student achievement.²⁴ Research also points to the negative relationship between principal and teacher turnover and student achievement, which disproportionately impacts high-poverty, low-achieving schools.²⁵ Principals affect student learning through their support of staff and their influence on culture and climate. They are also a key driver in attracting and retaining qualified teachers.²⁶ District leaders influence student learning indirectly through the cultures they build in the districts, and the professional development opportunities they provide for teachers and ensuring alignment among goals, programs, and policies.²⁷ School boards in districts where students achieve at levels higher than expected focus their time and energy on actions related to learning and instruction, including setting goals for improvement, aligning resources, and using data to support continuous improvement. Notably, effective boards also engage in learning the knowledge and skills required by governing for improvement.²⁸

NMPED's Measurement Approach

To assess the impact of the strategies in each pillar, the NMPED is using a Results-Based Accountability™ (RBA) framework to distinguish between “population accountability” and “performance accountability.” At the population level, the NMPED will assess progress toward each pillar goal using the indicators identified below. These indicators are aligned with the state’s existing education accountability system (New Mexico Vistas) and are meant to inform policymakers and the public about the efficacy of the NMPED in producing positive outcomes for our state’s students, families, educators, and other stakeholders.

At the performance level, the NMPED has defined a set of objectives and key performance outcomes that are designed to assess the efficacy of each strategy in this strategic plan. Under the RBA framework, performance measures answer three questions: (1) How much did we do? (2) How well did we do it? (3) Is anybody better off (or did we make a difference)? The first two RBA questions are measures of effort. They tell the story of the numbers of people served by programs and initiatives outlined in this strategic plan, as well as the quality of those efforts. The NMPED has developed an initial list of effort- related performance measures—not reported in this document—that will be used to ensure that the department is able to report on both the quantity and quality of programs and initiatives that it undertakes.

The third RBA question, on the other hand, is a measure of effect. It tells the story of the impact that programs and initiatives are having on students, families, educators, and other stakeholders. The NMPED has developed a comprehensive list of impact-focused performance measures to answer the third RBA question, some of which will require new data sources to be developed. The most critical of these performance measures are reported in the table below as “key performance outcomes.” Additionally, the table lists one or more objectives for each strategy to signal the desired future level of achievement that the department would like to achieve for each performance outcome. Each objective is stated in general terms in this document, and the NMPED will create measurable targets and deadlines for each objective after this strategic plan is finalized and baseline data are gathered.

For all indicators and performance measures, the NMPED will disaggregate the data, to the extent possible, to ensure that the department is able to assess the impact of these strategies on the groups identified in the Martinez/Yazzie ruling, the student groups reported under the federal Every Student Succeeds Act (ESSA), and other key groups of students, families, educators, and other stakeholders. Additionally, the NMPED will ensure that any new measurement instrument created under this strategic plan includes questions or data fields to gather demographic information that allows for deeper analysis of potential inequities or disparities.

Educator Ecosystem Expected Outcomes

The table below tells the story of the Educator Ecosystem pillar's expected outcomes. In short, the NMPED will work to recruit more licensed teachers into our state's education system, ensuring that they are well-prepared to teach New Mexico's culturally, linguistically, and socioeconomically diverse student populations, with deep support every step of the way to ensure that they stay in the profession and have ample opportunity for professional growth and career advancement. Additionally, the NMPED will work to increase the stability and retention of district leaders and school board members, ensuring that they are well prepared to lead their districts and serve New Mexico's students and families.

Pillar Goal

Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

Population Indicators

- » Teacher diversity relative to student diversity
- » Teacher and principal turnover rate
- » Teachers well prepared to serve New Mexico's diverse students and families



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
I-A. Recruitment	<ul style="list-style-type: none"> • Increase the number of licensed teachers in New Mexico • Increase the number of teachers who represent the culturally and linguistically diverse communities they serve 	<ul style="list-style-type: none"> • Number of newly licensed teachers who enter the profession • Vacancy rate in hard-to-fill teacher roles
I-B. High Quality Teacher Preparation	<ul style="list-style-type: none"> • Deepen collaboration with teacher preparation programs in New Mexico • Increase the number of teachers who participate in a high-quality residency program • Increase the number of teachers who are equipped to serve New Mexico's diverse student populations and their families 	<ul style="list-style-type: none"> • NM teacher preparation programs grounded in current research and providing a balance of pedagogical theory and critical practice • Teachers' preparation to serve New Mexico's diverse students upon entering the profession, demonstrated by culturally & linguistically relevant competencies
I-C. Induction for Early Career Teachers	<ul style="list-style-type: none"> • Increase the retention rate among newly recruited and licensed teachers • Increase the retention rate among teachers who participated in a strong mentoring program 	<ul style="list-style-type: none"> • Teacher retention rate (early career)
I-D. Growth-Oriented Professional Learning	<ul style="list-style-type: none"> • Increase the retention rate among all teachers • Increase opportunities for teacher professional learning, growth, and career advancement, through micro-credentialing, communities of practice, National Board certification, and other support systems 	<ul style="list-style-type: none"> • Teacher retention rate (all teachers) • Teachers' opportunities for professional learning, growth, and career advancement
I-E. Leadership Development for Principals, District Leaders, and School Boards	<ul style="list-style-type: none"> • Increase stability and retention among school and district leaders • Increase the number of school and district leaders who have the knowledge, skills, and attitudes they need to thrive in the job 	<ul style="list-style-type: none"> • Principal retention rate • Superintendent retention rate • School and district leaders receive professional development and training in culturally and linguistically responsive pedagogy, teacher development and retention, systems leadership, and the teacher evaluation system

Proposed Initiatives and Actions

This table lists the initial actions the NMPED will carry out within each strategy of the Educator Ecosystem pillar. With this strategic plan, the NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/ or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, families, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
I-A. Recruitment	I-A-1. Establish a communications strategy that highlights teaching as an extremely important and celebrated professional career.
	I-A-2. Identify and support teacher candidates—particularly educational assistants and candidates of color—early through programs such as Educators Rising.
	I-A-3. Recruit bilingual NM high school students who have received the NM Biliteracy Seal upon graduation.
	I-A-4. Promote Grow Your Own Teacher scholarships to identify and support current instructional candidates for full licensure so they can teach in their home communities.
	I-A-5. Provide scholarships for students who seek to be bilingual educators in tribal or other languages.
	I-A-6. Develop pathways and grants for Indigenous language teachers on a 520 certificate to achieve bachelor's degrees and teaching licenses so they are able to earn the same salaries as other NM teachers.
	I-A-7. Develop specific recruitment programs, policies, and incentives to attract more mathematics, bilingual, special education, and career and technical education teachers.
	I-A-8. Develop a compensation and benefits system that makes being an educator an attractive and sustainable career that is financially on par with similarly educated professions.
I-B. High Quality Teacher Preparation	I-B-1. Collaborate with the deans and directors of teacher preparation programs to ensure that all programs are grounded in current research and provide a healthy balance of pedagogical theory and clinical practice.
	I-B-2. Create and sustain collaborative relationships between educator preparation programs, tribal education departments, and school districts and charter schools.
	I-B-3. Increase the number of new teachers who acquire a TESOL or other EL certification to ensure they are prepared to teach students who speak a language other than English at home.
	I-B-4. Ensure all new teachers receive coursework and training to ensure they are prepared to support students with disabilities in the general education setting.
I-C. Induction for Early Career Teachers	I-C-1. Ensure all early career educators participate in a strong mentorship program for a minimum of two years.
	I-C-2. Strengthen local mentorship programs and ensure alignment to statutory requirements.
	I-C-3. Support school districts and charter schools in effectively using funding intended to bolster mentorship.
I-D. Growth-Oriented Professional Learning	I-D-1. Launch the use of microcredentials to support NMPED's educational initiatives, such as social-emotional learning; culturally and linguistically responsive pedagogy; universal design for learning; special education; literacy across the curriculum; structured literacy; content-specific professional development; anti-racist pedagogy; TESOL; bilingual education/biliteracy; Indigenous language education; and positive behavioral supports.

STRATEGIES	KEY PERFORMANCE OUTCOMES
I-D. Growth-Oriented Professional Learning, Cont'd	I-D-2. Facilitate educator communities of practice in the following areas in order to (a) connect educators with one another to learn about and embed research-based practices into local systems, (b) elevate successes and identify challenges in order to build capacity for effective implementation of successful practices; and (c) communicate about new developments, practices, and professional development: <ul style="list-style-type: none"> • I-D-2a. Culturally and Linguistically Responsive Framework Implementation, • I-D-2b. Equity Councils, • I-D-2c. Social Emotional Learning, • I-D-2d. At-Risk Funding and Program Services, • I-D-2e. Serving Students with Disabilities, and • I-D-2f. Content-specific pedagogy.
	I-D-3. Implement an educator evaluation system that promotes actionable, timely feedback for educator professional growth.
	I-D-4. Increase the availability of regional technical assistance, oversight, and educator support, with a focus on: <ul style="list-style-type: none"> • I-D-4a. Mentoring to novice teachers, including coordination with educator preparation programs, • I-D-4b. Ongoing professional learning opportunities for new and more experienced teachers, • I-D-4c. Support for teachers pursuing national board certification, and • I-D-4d. Ongoing professional learning opportunities for special education teachers and teachers of English learners.
I-E. Leadership Development for Principals, District Leaders, and School Boards	I-E-1. Increase professional development opportunities and support structures for school and district leaders focused on culturally and linguistically responsive pedagogy, teacher development and retention, and systems leadership.
	I-E-2. Ensure all school administrators receive ongoing professional development opportunities and training on the new teacher evaluation system.
	I-E-3. Develop programming to train and support the placement of aspiring superintendents and aspiring school business officials in a quantity sufficient to meet the state's average annual need.
	I-E-4. Provide support and oversight to school boards to ensure they are effectively carrying out their role in policy governance, to develop their skills in addressing issues of equity, and to ensure that they are adhering to their role as outlined in statute, rule, and standards of conduct.

Meeting the Needs of Martinez/Yazzie Student Groups

The Martinez/Yazzie student groups are especially impacted by the presence (or absence) of a robust educator ecosystem. All too often, when teacher vacancies increase, they increase most rapidly in schools that serve high proportions of students whose families earn low incomes or students of racially and ethnically marginalized groups.²⁹ Nationally, teacher turnover rates, or the combined rate at which teachers move to a new school or leave the profession, are higher in Title I schools and schools serving the largest concentration of students of color.³⁰ Finding and retaining special education teachers, in particular, is becoming increasingly difficult both in New Mexico and nationally. Teacher turnover can result in students from low-income families and students of color

being taught by less- experienced teachers.³¹ In New Mexico, inexperienced teachers accounted for 23% of the state's teacher workforce—more than double the national average of 9%.³² However, these teachers are not evenly distributed. On average, 36% of teachers in schools where at least 75% of students come from low- income families are first- or second-year teachers. This is far higher than the 19% average at schools with the lowest poverty rates (schools with poverty rates of 25% or less).³³

Not only does this turnover create a less experienced workforce, instability, and disrupted relationships between students and adults, but it also diverts financial resources toward hiring and onboarding. Studies estimate districts spend between \$9,000 and \$20,000 to replace a single teacher.³⁴ To ensure that all Martinez/Yazzie subgroups receive a high-quality education, it is imperative that the state and each of its districts

and charter schools make a concerted effort to recruit, train, continuously develop, and retain excellent educators.

Each of the strategies in the Educator Ecosystem pillar is designed to provide specific benefits for the groups identified as at-risk in the Martinez/Yazzie lawsuit, with a clear understanding that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs.

Students identified as Native American, English Language Learners, and/or from families who earn lower incomes will benefit directly from the state's building a diverse and robust educator pipeline. To more effectively address the needs of students with disabilities, NMPED will facilitate an educator community of practice on serving students with disabilities that will (a) connect educators with one another to learn about and embed research-based practices into local systems, (b) elevate successes and identify challenges in order to build capacity for effective implementation of successful practices, and (c) communicate about new developments, practices, and professional development. However, this targeting will be done with the clear understanding that many (sometimes most) students with disabilities are also at risk as members of marginalized racial, ethnic, linguistic, and socioeconomic groups.

Keeping this student intersectionality in mind, the state will also focus specifically on attracting and supporting prospective bilingual teachers of color, including high school graduates who have earned the bilingual seal on their diplomas, and those from rural and tribal communities. With early identification and recruitment into teaching, fellowships for those who seek to be bilingual educators in tribal or other languages, and high retention "grow your own" teacher preparation approaches will support these students throughout the pathway into teaching. The state will also develop pathways and financial support for Indigenous language teachers on a 520 certificate to achieve bachelor's degrees and teaching licenses; this will enable them to earn the same salaries as other New Mexico teachers.

The result will be an increase in Native American students' and English Learners' being taught by teachers who reflect their communities and understand their culture and languages.

Again, creating and sustaining collaborative relationships between tribal education departments, educator preparation programs, and school districts and charter schools, will benefit all students, but also have strong impact on Native students by ensuring tribal leadership's participation in the preparation of teachers of Native students. Teacher preparation will benefit students who speak a language other than English at home by increasing the number of new teachers who acquire a TESOL or other EL certification to ensure they are prepared to teach. Students with disabilities will benefit specifically as all new teachers will receive coursework and training that will enable them to provide effective support in the general education setting.

Having all early career educators participate in a strong, funded, two-year induction and mentorship program will help stop the churn of under-prepared and inexperienced teachers out of schools serving large proportions of the Martinez/Yazzie student groups. An upgrading of experienced teachers' professional learning opportunities will include all teachers being trained in community-based, culturally and linguistically responsive instruction—a clear benefit to Martinez/Yazzie students whose cultures and languages have been marginalized. Specifically, this will include the use of microcredentials to support NMPED's educational initiatives such as TESOL, bilingual education/biliteracy, and Indigenous language education (among others).

Finally, effective leadership training for administrators and school boards will amplify all these benefits by creating a culture of knowledgeable support and high expectations for students in the identified Martinez/ Yazzie student groups.

The table on the following page identifies specific benefits to the student groups identified in the Martinez/Yazzie lawsuit. The considerable overlap does not reflect a view that students in these groups need identical accommodations through system changes and interventions. However, it does reflect that most of the individual students in these groups carry more than one of these identities and must be educated with a whole child approach that recognizes and addresses his or her specific combination of assets and needs.

Strategies	Students With Disabilities	Native American Students	English Language Learners	Economically Disadvantaged Students
I-A. Recruitment	Increased number of fully prepared teachers and ancillary staff for students with disabilities with specific recruitment programs, policies, and incentives to attract more special education teachers.	Increased numbers of Native students taught by teachers who reflect their communities and understand their culture and languages by identifying and supporting prospective teachers—particularly EAs and young people of color, including high school graduates who have earned the bilingual seal on their diplomas, and those from rural and tribal communities. New pathways and grants for indigenous language teachers on a 520 certificate to achieve bachelor's degrees and/or teaching licenses so they can earn the same salaries as other NM teachers.	Increased numbers of English language learner students taught by teachers who reflect their communities and understand their culture and languages by identifying and supporting prospective teachers—particularly EAs and young people of color, including high school graduates who have earned the bilingual seal on their diplomas, and those from rural and tribal communities.	Increased numbers of economically disadvantaged students taught by teachers who reflect their communities and understand their culture and languages by identifying and supporting prospective teachers—particularly EAs and young people of color, including high school graduates who have earned the bilingual seals on their diploma, and those from rural and tribal communities.
I-B. High Quality Teacher Preparation	All new teachers receive coursework and training to ensure they are prepared to support students with disabilities in the general education setting.	Increased participation and leadership of tribal communities in the preparation of teachers of Native American students through collaborative relationships between educator preparation programs, tribal education departments, and school districts and charter schools. All new teachers receive coursework and training to ensure they are prepared to support Native students.	All new teachers receive coursework and training to ensure they are prepared to support students who speak languages other than English at home.	All new teachers receive coursework and training to ensure they are prepared to support students facing barriers to learning from living in communities of concentrated poverty.
I-C. Induction for Early Career Teachers	More stability (and less churn) in the workforce of teachers who teach students with disabilities as teacher induction increases teacher satisfaction and retention.	More stability (and less churn) in the workforce of teachers who teach Native American students as teacher induction increases teacher satisfaction and retention.	More stability (and less churn) in the workforce of teachers who teach at schools with concentrations of students who speak languages other than English at home as teacher induction increases teacher satisfaction and retention.	More stability (and less churn) in the workforce of teachers who teach at schools with concentrations of low-income students as teacher induction increases teacher satisfaction and retention.
I-D. Growth Oriented Educator Professional Learning	Increased teacher expertise and greater retention of teachers of students with disabilities who participate in state-facilitated educator communities of practice on Serving Students with Disabilities. Increased access to experienced teachers from greater retention of participating teachers.	Increased teacher expertise on culturally and linguistically responsive pedagogy of teachers of Native students who participate in state-facilitated educator communities of practice on Serving Native Students. Increased access to experienced teachers from greater retention of participating teachers.	Increased teacher expertise on culturally and linguistically responsive pedagogy of teachers of students who are English learners who participate in state-facilitated educator communities of practice on Serving Students who are Learning English. Increased access to experienced teachers from greater retention of participating teachers.	Increased teacher expertise on culturally and linguistically responsive pedagogy and mitigating the barriers poverty erects to learning for teachers in high-poverty schools who participate in state-facilitated educator communities of practice on Serving Students in Concentrated Poverty. Increased access to experienced teachers from greater retention of participating teachers.
I-E. Leadership Development for Principals, District Leaders & School Boards	Increased expertise and more effective decision making by leaders who participate in professional development opportunities and support structures for school and district leaders focused on culturally and linguistically responsive pedagogy, teacher development and retention, and systems leadership. Students experience district and school cultures of knowledgeable support and high expectations for students.			

Whole Child and Culturally Responsive Education

GOALS AND STRATEGIES



OVERARCHING GOAL: Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

The children we serve live in families and communities that have many strengths. It is critical that schools recognize those strengths and seek to educate the whole child. While schools have traditionally focused exclusively on academic skills, recent research shows that students' emotional, cultural, and mental lives are vital components to a well-rounded and effective educational experience. Schools should build on the linguistic and sociocultural assets of families and communities to ensure academic success, as well as social-emotional development. The student groups identified in Martinez/Yazzie have for too long experienced a school system in which their languages, cultures, and abilities have been either dismissed or rejected as unworthy of consideration in the academic setting. The consequences of this longstanding diminution—both academic and social—have been profoundly damaging and disadvantageous to these students.

Both national evidence and local knowledge suggest that the state should adopt the following strategies to improve student learning and development. These strategies include improving students' opportunities to develop the high-level cognitive skills that are required for success in 21st century life; implementing culturally and linguistically responsive curriculum and instruction effectively; and building capacity for creating positive school climates and supporting students' social and emotional development.

Whole Child and Culturally Responsive Education Key Strategies and Evidence Base

STRATEGY II-A. DEEPER LEARNING

Improve academic achievement with curriculum, pedagogy, and assessment that support deeper learning in the core academic disciplines by focusing content learning on inquiry and complex problem-solving—an approach that is increasingly known as “deeper learning.”

Evidence Base: Research examining the implications of the science of learning and development for improving students' opportunities to develop the high-level cognitive skills that are required for success in 21st century life requires curriculum, instruction, and assessment that (1) engage students in critical and creative thinking as they investigate scientific, social/historical, literary, artistic, and mathematical questions and develop grounded arguments, solutions, and products; and (2) help students develop their verbal, written, and graphic communication skills through written assignments and presentations. Key to this approach is the demonstration of students' knowledge through performance assessments that allow students to exhibit what they know and can do in authentic ways.³⁵

Research has demonstrated that this kind of deeper learning generates improved student achievement, particularly for students furthest from opportunity. For example, in a recent set of studies, the American Institutes for Research (AIR) found that access to deeper learning pedagogies in a set of schools organized around project-based learning,

work- based learning, and performance assessments improved academic performance, graduation rates, and postsecondary outcomes. Researchers found that students in deeper learning environments outperformed their counterparts on state- mandated tests in math and English language arts. Moreover, the academic effects of attending schools organized around such learning are positive for both high and low achievers, suggesting that deeper learning can benefit students across the developmental and learning spectrum.³⁶

STRATEGY II-B. COMMUNITY-BASED CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

Support effective implementation of culturally and linguistically responsive curriculum, pedagogy, and assessment, with input from families and community members.

Evidence Base: Culturally and linguistically responsive approaches reshape traditional teaching by drawing from students' languages, identities, and cultures to connect new learning to students' prior knowledge and affirm students' rich and varied cultural and linguistic histories. Several sources of evidence document the effectiveness of this approach. For example, emerging findings from the learning sciences reveal that students' cultural contexts are fundamental to their learning.³⁷ Schools that neglect students' cultural identities and experiences add to students' cognitive load, forcing them to expend mental and emotional energy navigating environments that can feel hostile and take away from their ability to learn.³⁸ Over time, these adverse school experiences add up and can lead to student withdrawal and loss of motivation and, ultimately, increased gaps in school performance and achievement.³⁹ On the other hand, schools that take a culturally responsive approach scaffold learning by connecting instruction to students' cultural resources and individual experiences, which reduces cognitive load and identity threat and creates greater capacity for increased learning.⁴⁰

Bringing those contexts into schools and classrooms provides powerful sources of knowledge and supports an approach to education that recognizes the interconnections among social, emotional, and academic learning.⁴¹ These findings are not new. They are built upon a rich history of research highlighting how central culturally responsive

pedagogy is to provide all students with a high-quality education. Evidence from descriptive studies, often portraits of teachers who are experts in such pedagogies, suggests that students who spend time in high-quality culturally and linguistically responsive classrooms benefit in several ways, including being more engaged and active learners.⁴² Culturally responsive education has also been found to strengthen school connectedness, and when used effectively, to help students build intellectual capacity and competence.⁴³ Some studies document the effectiveness of programs through high-quality program evaluation.⁴⁴

STRATEGY II-C. SOCIAL-EMOTIONAL LEARNING

Build educators' capacity to support culturally responsive social-emotional learning.

Evidence Base: A whole child and culturally responsive education includes the development and integration of social and emotional learning (SEL) into academic learning. Social-emotional skills (e.g., self-regulation, collaboration, problem-solving, conflict resolution, perseverance, resilience) are also essential in 21st century life and increasingly demanded by employers for supporting students' social and emotional development. Learning these skills, through explicit lessons and integration into core curriculum, dramatically improves student well- being, achievement, and graduation rates, as well as school climate and safety.⁴⁵ A 2018 meta-analysis found that the positive academic impacts of SEL programming are long-lasting, providing a 13% boost to academic performance 3.5 years after students' last SEL intervention.⁴⁶ Additionally, a 2015 cost-benefit review of six evidence-based social- emotional curriculum interventions found an 11-to-1 return on investment, meaning for every \$1 spent on these SEL programs, there is an \$11 return.⁴⁷ As with academic learning, however, effective SEL requires curriculum and instruction that are culturally and linguistically responsive.⁴⁸ Culturally responsive SEL also provides a means for building skills for critical examination of existing biases and inequities and promotes more equitable outcomes.⁴⁹

STRATEGY II-D. POSITIVE SCHOOL CLIMATES AND PROACTIVE SUPPORT

Provide support to school districts and charter schools to create positive school climates, implement restorative practices, and individualize learning support and interventions for all students.

Evidence Base: A growing body of research in the learning sciences demonstrates that all children learn when they feel safe and supported. Each child, regardless of background, needs both supportive environments and well-developed abilities to manage stress and conflict. Such environments and learning opportunities are particularly important for children whose learning is impaired when they are fearful, traumatized, or overcome with emotion. As summarized in a recent report, a review of 78 studies published since 2000 found that a positive school climate is related to improved academic achievement and can reduce the negative effects of poverty on academic achievement.⁵⁰ Another review of 327 school climate studies found that support for student psychological needs and academic accomplishment is reflected in higher grades, higher test scores, and increased motivation to learn and is associated with strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers.⁵¹

Restorative discipline practices, which recognize students' behavior as a demonstration of a developmental need and teach students problem-solving skills, also help promote a sense of safety and building of social-emotional learning skills. Restorative practices replace punitive, coercive, and exclusionary disciplinary approaches with proactive skill development in self-regulation and conflict resolution and help students develop empathy and understanding of their behaviors in a supportive manner. Exclusionary discipline policies contribute to the experience of shame, student disengagement, grade retention, dropouts, and arrests.⁵² Students who receive even one suspension have an increased risk of repeating grades, dropping out, and being incarcerated and have a reduced likelihood of postsecondary success.⁵³ Not only do exclusionary discipline policies negatively affect the student receiving the suspension, a 2014 study found that these discipline policies also negatively impact the learning, engagement, and sense of safety of students who are not suspended.⁵⁴ Syntheses of research

suggest that restorative practices result in fewer and less racially disparate suspensions and expulsions, fewer disciplinary referrals, improved school climate, higher-quality pupil-teacher relationships, and improved academic achievement across elementary and secondary classrooms.⁵⁵

STRATEGY II-E. ENRICHMENT, EXTRACURRICULAR, AND OUT-OF-SCHOOL-TIME PROGRAMS

Provide high-quality enrichment, extracurricular, and out-of-school-time programs that support students' holistic development and well-being through intentional connection to each student's school, family, and community.

Evidence Base: Decades of research has noted the positive association, particularly for students furthest from opportunity, between students' participation in out-of-school-time activities including extracurricular and enrichment programs and their academic, social, and developmental outcomes.⁵⁶ As one example, evidence from the federal 21st Century Learning Centers programs evaluation studies demonstrate that Community Learning Centers positively impact factors that are integral to student engagement and graduation: attendance, behavior, and coursework. Studies also show that Community Learning Centers are helping young people gain the workforce skills that will benefit them throughout their life.⁵⁷ For example, recent research has also suggested that participation in such programs may be a crucial part of schools' efforts to establish a post-pandemic normalcy, as they can foster social connectedness, as well as support academic achievement.⁵⁸

Whole Child and Culturally Responsive Education Expected Outcomes

The table on page 23 tells the story of the Whole Child and Culturally Responsive Education pillar's expected outcomes. (See description of NMPED measurement approach on page 13.) Through a focus on culturally and linguistically responsive instruction in “deeper learning” strategies (in school and out of school) and strong support for students’ social-emotional development, the NMPED will support the ability of schools to increase student achievement and reduce disparities in core subject areas; deepen students sense of belonging in their schools; foster the development of strong and trusting relationships among students, teachers, and families; improve school climates; reduce exclusionary disciplinary practices; and increase opportunities for students to have voice in the design of in-school and out-of-school experiences that are aligned with their interests and goals.



Pillar Goal

Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.

Population Indicators

- » Academic achievement and growth on multiple measures
- » English learner progress
- » Student satisfaction

STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
II-A. Deeper Learning	<ul style="list-style-type: none"> • Increase the number of teachers using deeper learning strategies • Increase student performance and reduce disparities in reading, math, and science 	<ul style="list-style-type: none"> • Teachers use deeper learning strategies in the classroom • Student academic achievement and growth
II-B. Community-based Culturally and Linguistically Responsive Instruction	<ul style="list-style-type: none"> • Ensure that all districts and charters are implementing the Culturally and Linguistically Responsive framework • Increase the percentage of students who report a sense of belonging and inclusion in school • Increase the percentage of families who report seeing their own lived experiences reflected in curriculum 	<ul style="list-style-type: none"> • Effective practices implemented as a result of the Culturally and Linguistically Responsive frameworks • Student sense of belonging and inclusion in school • Families see their own lived experiences reflected in the curriculum
II-C. Social-Emotional Learning	<ul style="list-style-type: none"> • Ensure that all districts and charters adopt the social and emotional learning framework • Ensure that every school provides consistent opportunities for students to cultivate, practice, and reflect social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) 	<ul style="list-style-type: none"> • Effective practices implemented as a result of the social and emotional learning framework • Students gain increased social and emotional learning competencies, including self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making
II-D. Positive School Climates and Proactive Support	<ul style="list-style-type: none"> • Improve school climate in all New Mexico schools • Reduce exclusionary disciplinary practices 	<ul style="list-style-type: none"> • Completion of school 3-year sustainability plans • Self-reported measures of school climate by students, staff, families, and community members, including engagement, safety, disciplinary practices, and environment • School discipline rates, by type of infraction
II-E. Enrichment, Extracurricular, and Out-of-School-Time Programs	<ul style="list-style-type: none"> • Increase participation in enrichment, extracurricular, and out-of-school time (OST) activities • Increase meaningful student participation in the development and implementation of enrichment, extracurricular, and OST opportunities 	<ul style="list-style-type: none"> • Students participate in an enrichment, extracurricular, or OST program • Students have voice in the enrichment, extracurricular, and OST opportunities that are available to them

Proposed Initiatives and Actions

The following table lists the initial actions that will be carried out by NMPED within each strategy of the Whole Child and Culturally Responsive Education pillar. Following completion of this strategic plan, NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, parents, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
II-A. Deeper Learning	II-A-1. Provide content-specific professional development designed to improve student performance in the core areas of English language arts, mathematics, and science.
	II-A-1. Assess participation in advanced STEAM courses in schools across the state and secure funding to ensure equitable and increased access to advanced STEAM courses.
	II-A-3. Train and fund a cadre of literacy specialists able to support all elementary schools in the state. These specialists would focus on improving the reading skills of all students, including those with dyslexia and students with disabilities
	II-A-4. Develop and support districts and charters to implement a coherent instructional scope for English language arts and mathematics instruction.
	II-A-5. Provide training to all educators to support students with disabilities by differentiating and individualizing instructional delivery and with strategies to appropriately address behavioral needs of students with disabilities in the classroom.
II-B. Community-based Culturally and Linguistically Responsive Instruction	II-B-1. Implement school-designed (local, community-developed) culturally and linguistically responsive frameworks.
	II-B-2. Develop, disseminate, and support the implementation of a framework for district and/or school action plans that prioritize learning environments that are safe, equitable, inclusive, culturally and linguistically responsive, and fully aligned with the Indian Education Act, Hispanic Education Act, the Bilingual Multicultural Education Act, and the Black Education Act.
	II-B-3. Develop and/or support the development of Indigenous language curricula.
	II-B-4. Develop and implement a biliteracy framework.
	II-B-5. Expand bilingual programs at every grade level (PreK–12).
	II-B-6. Monitor program implementation and ensure timely placement for ELs, including identification for special education and related services utilizing bilingual evaluators as needed.
	II-B-7. Revise the Social Studies standards to ensure they are representative of the lived experiences of New Mexico’s students and families, and are inclusive of diverse and underrepresented perspectives.
	II-B-8. Increase access to and participation in high quality heritage language, bilingual, and multicultural programs.
	II-B-9. Ensure full staffing and necessary funding for NMPED in Indian Education, Special Education, and Language and Culture.
	II-B-10. Provide regionally-based technical assistance and oversight to support: <ul style="list-style-type: none"> • II-B-10a. Burgeoning and current bilingual programs, • II-B-10b. Instruction for English language learners, and • II-B-10c. Educators and administrators to deliver appropriate instruction and behavioral supports for students with disabilities.

STRATEGIES	INITIATIVES AND ACTIONS
II-C. Social-Emotional Learning	II-C-1. Establish and support district and charter implementation of a culturally responsive social-emotional learning framework to ensure that New Mexican students' individual emotional needs are met.
	II-C-2. Provide funding and develop capacity to expand trauma-informed practices and use Indigenous justice models.
II-D. Positive School Climates and Proactive Support	II-D-1. Increase the number of districts using restorative practices as opposed to disciplinary measures.
	II-D-2. Ensure identification of students with disabilities and the need to improve the timeliness and quality of initial evaluations for special education and related services.
	II-D-3. Provide supports that increase the graduation rate of expecting and parenting students.
II-E. Enrichment, Extracurricular, and Out-of-School-Time Programs	II-E-1. Increase the percentage of students participating in out-of-school time programs.
	II-E-2. Secure funding to fully fund a robust arts education program in all schools and districts.
	II-E-3. Secure funding to fully fund a robust athletics program in all schools and districts.
	II-E-4. Secure funding and develop partnerships to ensure that all students have access to educational and cultural field trips to museums, performances, competitions, and cultural institutions.
	II-E-5. Secure funding for community-based enrichment programs.
II-F. Assessment	II-F-1. Develop a robust assessment system that provides students and educators rich and meaningful feedback on learning and that aligns with culturally relevant graduate profiles.
	II-F-2. Transition to a community-based, authentic formative assessment system.
	II-F-3. Provide assessment in languages other than English when appropriate and possible.
	II-F-4. Implement state of the art data warehousing and reporting tools available to all educators.

Meeting the Needs of Martinez/Yazzie Student Groups

The student groups identified in the Martinez/ Yazzie lawsuit have for too long experienced a school system in which their languages, cultures, and abilities have been either dismissed or rejected as unworthy of consideration in the conduct of academic teaching and learning. The consequences of this longstanding diminution—both academic and social—have been profoundly damaging and disadvantageous to these students.

The Martinez/Yazzie students deserve an academic program in which their histories, contributions, cultures, languages, and special needs are recognized and included as foundational to academic learning, as do current practices that build on the prior knowledge and experiences of their white, affluent, native English-speaking peers. They also deserve equitable access to

enrichment programs, including community-based enrichment, out-of-school-time, and extracurricular activities. To accommodate important differences among local student populations, school districts and charter schools—advised by their Equity Council—should examine disaggregated data to assess the effectiveness of their programs for each of the Martinez/Yazzie student groups and to identify areas for improvement.

Each of the strategies in the Whole Child and Culturally Responsive Education pillar is designed to provide specific benefits for the groups identified in the Martinez/Yazzie lawsuit, with a clear understanding, as is the case with the other pillars, that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs.

Specifically, student groups named in the Martinez/Yazzie lawsuit will benefit directly

from access to deeper learning opportunities and aligned multiple methods of assessing learning. By design, strategies such as project- and problem-based learning, guided inquiry, the application of subject matter knowledge in familiar, real-world contexts, and students' demonstration of their learning on performance assessments assume a diversity of students' approaches to learning and prior knowledge. This is in stark contrast to the more standardized expectations that underlie traditional instructional approaches, which presume students come from white, middle-class cultures and have native-English speaking proficiency.

To more effectively address the needs of young students with disabilities, NMPED will train and fund a cadre of literacy specialists to focus on improving the reading skills of all students, but with particular attention to those with dyslexia and students with other disabilities. NMPED will also facilitate educator communities of practice specifically on serving students with disabilities at all schooling levels that will (a) connect educators with one another to learn about and embed research-based practices into local systems, (b) elevate successes and identify challenges in order to build capacity for effective implementation of successful practices, and (c) communicate about new developments, practices, and professional development. However, this targeting will be done with the clear understanding that many (sometimes most) students with disabilities are also at risk as members of marginalized racial, ethnic, linguistic, and socioeconomic groups and benefit from targeted interventions in those areas.

The students identified as at-risk by the Martinez/Yazzie court ruling will also benefit specifically from the development and implementation of cultural and linguistically responsive frameworks that are both locally developed with Equity Councils, as well as being aligned fully with the Indian Education Act, Hispanic Education Act, Bilingual Multicultural Education Act, and the Black Education Act. This strategy recognizes both that culturally and linguistically responsive practices are required for learning to build on students' prior knowledge, and that students' prior knowledge will vary from community to community as well as among individuals within a community. This strategy may be especially beneficial for incorporating Native students' distinctive cultures and indigenous languages, but it is also helpful for children whose families speak Spanish or other languages at home or that may not share middle-class cultural practices, particularly in rural areas. Expanding dual language programs

and incorporating social studies content that reflect the history and experience of all of New Mexico's diverse cultures will have the greatest benefit for students identified by the Martinez/Yazzie lawsuit because their racial, ethnic, and socioeconomic backgrounds have been marginalized or excluded from traditional schooling.

Devoting explicit attention to students' social and emotional learning and positive school climates, particularly with the development of restorative approaches to student behavior, not only acknowledges the growing body of evidence from brain research that cognitive, social, and emotional learning are linked and interdependent for all children, but, as with the deeper learning strategies described above, presume that development in these areas is profoundly and positively related to students' prior experiences, culture, and languages. Educator training in Multilayered Systems of Support (MLSS) will lead to a proactive system for early intervention that prevents learning and behavioral issues from escalating. It also acknowledges the grim, current social reality that Native students and those whose families are low-income are far more likely to suffer adverse childhood experiences, to be disproportionately administered exclusionary discipline practices, and, as a result, benefit the most from the explicit incorporation of trauma-informed and restorative practices in classrooms and schools.

Finally, the students identified in Martinez/Yazzie as at-risk will also benefit disproportionately from stronger and deeper NMPED capacity (including staffing and funding for Indian Education, Special Education, and Language and Culture) and specific training on the Indian Education Act and Tribal Sovereignty. They will also benefit most from regionally-based technical assistance, professional development, and oversight to support burgeoning and current bilingual programs, instruction for English language learners, and the ability of educators and administrators to deliver appropriate instruction and behavioral supports for students with disabilities.

The following table identifies specific benefits to the student groups identified in the Martinez/Yazzie lawsuit. The considerable overlap does not reflect a view that students in these groups need identical accommodations through system changes and interventions. However, as noted earlier, it does reflect that most of the individual students in these groups carry more than one of these identities and must be educated with a whole child approach that recognizes and addresses his or her specific combination of needs.

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
II-A. Deeper Learning	Professional development for teachers on supporting students with disabilities will increase access to placement in general education classrooms and provide access to advanced content and coursework, including advanced STEAM courses	Positive recognition and increased valuing of Native students' ways of learning and developing will decrease over-identification of Native students as disabled, and increase access to advanced content and coursework, including advanced STEAM courses	Increased educator professional development in ELL instruction and support will increase access to advanced content and coursework, including advanced STEAM courses	Positive recognition and increased valuing of diverse prior knowledge and experience will decrease over-identification of students from low- income families as disabled, and increase access to advanced content and coursework, including advanced STEAM courses.
II-B. Community-based Culturally and Linguistically Responsive Instruction	Subject matter standards and instruction that fully reflect the experiences and contributions of individuals with disabilities	Subject matter standards and instruction that fully reflect the experiences and contributions of Native Americans Increased access to indigenous language programs/ instruction as well as increased opportunities for bilingual and dual language approaches	Subject matter standards and instruction that reflect the experiences and contributions of immigrants and communities where English is not the primary language Increased access to indigenous language programs/instruction as well as increased opportunities for bilingual and dual language approaches	
II-C. Social-Emotional Learning	Reduced disproportionality in exclusionary discipline for students with disabilities	Interventions with proactive support to Native American students, who are more likely to have barriers from marginalization and trauma Reduced disproportionality in exclusionary discipline for Native students	Reduced disproportionality in exclusionary discipline for students who are English learners	Interventions with proactive support to students from low-income families, who are more likely to have barriers from marginalization and trauma Reduced disproportionality in exclusionary discipline for students from low- income families



STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
II-D. Positive School Climates and Proactive Support	Reduced disproportionality in exclusionary discipline for students with disabilities Increased percentage of students with disabilities who report a sense of belonging and inclusion in school	Reduced disproportionality in exclusionary discipline for Native students Increased percentage of Native American students who report a sense of belonging and inclusion in school Increased percentage of Native American families who report seeing their own lived experiences reflected in curriculum	Reduced disproportionality in exclusionary discipline for EL students Increased percentage of English Learners who report a sense of belonging and inclusion in school Increased percentage of English Learner families who report seeing their own lived experiences reflected in curriculum	Reduces disproportionality in exclusionary discipline for students from low- income families Increased percentage of economically disadvantaged students who report a sense of belonging and inclusion in school Increased percentage of economically disadvantaged families who report seeing their own lived experiences reflected in curriculum
II-E. Enrichment, Extracurricular, and Out-of-School-Time Programs (See Also Strategy IV-F)	Increased accessibility to enrichment activities and provide transportation for these programs for students with disabilities	Increased funding available and accessible in tribal communities for enrichment activities that more advantaged families and communities routinely provide, and provide transportation for these programs Expanded culturally and linguistically responsive afterschool programs, including community and tribal based programs	Increased accessibility to enrichment activities for English learners and provide transportation for these programs Expanded culturally and linguistically responsive afterschool programs, including community and tribal based programs	Increased funding available in tribal communities for enrichment activities that more advantaged families and communities routinely provide, and provide transportation for these programs



Profiles and Pathways

GOALS AND STRATEGIES



OVERARCHING GOAL: Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career- ready and contribute as productive members of their community.

A New Mexico graduate today faces a radically changed post-secondary and career landscape compared to someone who graduated 20, 10, or even 5 years ago. The demands of colleges, universities, and businesses have evolved. The profile of a New Mexico graduate—essentially what a high school graduate should know, experience, and be able to do—must evolve as well. A graduate profile can define the educational, social, and civic skills every New Mexico high school graduate should possess and guide the state as it develops robust and relevant college and career pathways that position every one of our young people to enter the world after high school ready for success. Our current graduation rate significantly trails that of most other states. Creating an educational system that enables all youth to successfully chart a path to and through graduation will require intentional alignment of the PreK–12 system with higher education institutions and with the workforce. It will require ensuring that a robust suite of high-interest and high-impact opportunities for applied learning are available to all students in the state. There is no single path to success. NMPED is focused on helping school districts and charter schools provide students with research-based and relevant career and college pathways.

Profiles and Pathways Key Strategies and Evidence Base

STRATEGY III-A. GRADUATE PROFILES

Develop community-driven local and statewide graduate profiles that inform course offerings and graduation pathways.

Evidence Base: A graduate profile is a document that specifies the cognitive, personal, and interpersonal competencies that students should have when they graduate. Several states have developed profiles that include, in addition to academic content knowledge, civic readiness and engagement, employability/workforce skills, digital literacy, and social-emotional skills and

competencies.⁵⁹ Co-created with input from key stakeholders, the profile provides a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts.⁶⁰ Conversations at the local level should drive development of graduate profiles. When a redefined definition of student success is established, system leaders need to continue working with communities to build system coherence.⁶¹ Some groups in the state have already worked to establish broader sets of goals by developing “Profile of a Graduate” statements. Mission: Graduate, in partnership with Albuquerque Public Schools, and the Santa Fe Public Schools, for example, have produced “profiles” that include academic competencies as important, but also emphasize the importance of non-academic outcomes.⁶² The New Mexico School Superintendents’ Association’s (NMSSA) Policy Platform also specifies similarly broad goals.⁶³

STRATEGY III-B. REIMAGINED SYSTEM OF COLLEGE AND CAREER PREPARATION

Reimagine college and career preparation by redesigning the career and technical education system and realigning K–12, higher education, and workforce systems.

Evidence Base: Experimental evaluation of “career academies,” conducted by the research organization MDRC in the 1990s found that students in such programs had better attendance, increased academic course-taking, and increased likelihood of earning enough credits to graduate on time than comparable students not in these programs. The study concluded that four critical features of career academies contributed to their impact: small learning communities with support for academic and career-related course combinations; career-themed curricula; 3) career awareness and partnerships with employers providing work-based learning opportunities for students; and 4) increased interpersonal student supports.⁶⁴

A quasi-experimental longitudinal evaluation of the California Linked Learning District Initiative, a multiyear demonstration effort to design and implement districtwide systems of comprehensive “Linked Learning” college and career pathways showed that students in high-quality college and career pathways were better prepared to succeed in college, career, and life compared to peers in traditional high school and experienced more rigorous, integrated, and relevant instruction. They were less likely to drop out and were more likely to graduate on time. Students who had low achievement scores in earlier grades made significantly better academic progress when they participated in pathways in high school. Pathway students also performed better on assessments of proficiency in English language arts. Lastly, the four-year college-going rate for African Americans in these pathways was 12 percentage points higher than peers not participating in pathways programs.⁶⁵

STRATEGY III-C. EXPERIENTIAL LEARNING OPPORTUNITIES

Provide and strengthen experiential learning opportunities, such as career and technical education, by supporting schools’ ability to create meaningful partnerships with employers and integrating those experiences with core academics.

Evidence Base: Experiential learning opportunities enable every student to participate in a personalized and coordinated continuum of work-, community-, and project-based learning experiences—along with dual-credit and study abroad opportunities—designed to help them master and demonstrate academic and professional skills needed to be prepared for college and careers. Work-based learning (WBL) is defined by the National Research Center for Career and Technical Education as “learning technical, academic, and employability skills by working in a real work environment.”⁶⁶ Work-based learning offers multiple benefits to students, including the ability to link academic content and related workforce information they learn in school to the skills and knowledge needed for real-world careers.⁶⁷ It also provides exposure to occupations and career opportunities that might be otherwise unknown to them and assistance in defining career goals.⁶⁸ Notably, and related to the deeper learning we describe earlier, work and community-based learning opportunities provide social and cultural context for learning that gives students an opportunity to develop 21st century skills, such as problem-solving and conflict management, that are needed within the workplace.⁶⁹

STRATEGY III-D. CULTURE OF COLLEGE AND CAREER READINESS

Support schools in developing a culture of college and career readiness to ensure that students and families have access to support to help students plan for their future and understand the pathways to achieving their college and career goals.

Evidence Base: Teachers and counselors play a pivotal role in informing and preparing secondary students for college. Yet, all students also require supports and assistance that take place outside the classroom or school. To navigate the pathway to college and career successfully, students need support networks of adults and peers who help access material resources, counseling services, summer academic programs, SAT prep, coaching about college admissions and financial aid, and a myriad of other timely assistance. Successful schools engage parents in seminars, workshops, and other outreach efforts to help parents gain knowledge about a wide range of education issues. The emphasis is not just to transmit necessary facts and procedures, but to give parents the tools for them to become effective advocates for their children. This emphasis, already adopted by affluent families, is necessary to help families earning low incomes understand and negotiate pathways to the post-secondary education system. Ongoing, respectful, and substantive communication between schools and families is as important to school success in low-income neighborhoods as it is in affluent ones.⁷⁰

STRATEGY III-E. SCHOOL REDESIGN

Support schools’ capacity to implement a whole-school approach to experiential learning.

Evidence base: Most high schools remain structured for an industrial era when few graduates attended college or had professional careers. However, specialized skills and knowledge are now required for at least 70% of jobs. Students from low-income backgrounds and students of color are particularly underprepared as they are more than likely to attend schools with a narrow and impoverished curriculum.⁷¹ However, some schools have managed to create a context within which rich, engaging curriculum is offered to all students in a manner that personalizes education and supports students’ individual needs. A recent study, for example, found schools that employed whole-school, student-centered approaches designed to help students engage in the learning process and develop analytical, collaboration, and communication skills through experience-based learning are more likely to develop students who have transferable academic skills; feel a sense of purpose and connection to school; as well as graduate, attend, and persist in college at rates that exceed their district and state averages.⁷²

Profiles And Pathways Expected Outcomes

The table on page 32 tells the story of the expected outcomes for the Profiles and Pathways pillar. (See description of NMPED measurement approach on page 13.) The NMPED will partner with local communities to engage a broad and diverse group of stakeholders in the development of local graduate profiles, as well as a single statewide graduate profile. Graduate profiles are important because they articulate the knowledge, skills, and dispositions that students need to possess upon graduation from high school to succeed in college, career, and life. These graduate profiles will then inform the development of a new statewide system of college and career preparation, designed with students' future goals in mind, to ensure that all students graduate from high school ready for college and career with a plan in hand to enroll in a postsecondary institution of choice or to enter the workforce in one of many available career pathways.

In reimagining the system, the NMPED will work with employers, educators, families, and other stakeholders to create more experiential learning opportunities for students, to help students earn industry-recognized credentials and college credit before graduation, to support the ability of students and families to complete the FAFSA and enroll in college. These efforts will support the redesign of the state's high schools to embed these new practices across the state to ensure that students have a consistent and high-quality experience, regardless of where they live.

Pillar Goal

Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college-and career-ready and contribute as productive members of their communities.

Population Indicators

- » High school graduation rate
- » College and career participation
- » College and career success



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
III-A. Graduate Profiles	<ul style="list-style-type: none"> Maximize engagement among community members in the development of local and statewide graduate profiles 	<ul style="list-style-type: none"> Creation of local community graduate profiles and a statewide graduate profile Broad and diverse participation in the development of local and statewide graduate profiles
III-B. Reimagined System of College and Career Preparation	<ul style="list-style-type: none"> Ensure that graduation requirements are aligned to state and local graduate profiles Increase the number of students graduating from high school ready for college and career Facilitate an effective transition for students from high school to either college or a career pathway 	<ul style="list-style-type: none"> Students graduate college and career ready Students enroll in postsecondary education after graduation Students enter the workforce in their chosen career pathway after graduating
III-C. Experiential Learning Opportunities	<ul style="list-style-type: none"> Increase the number of students who participate in and successfully complete experiential learning opportunities, such as career-technical education (CTE), dual credit & early college opportunities, work-based learning, study abroad, and community service-based opportunities Increase the number of employers partnering with schools to provide experiential learning opportunities 	<ul style="list-style-type: none"> Students participate in experiential learning opportunities Students earn industry-recognized credentials Employers receive state funding to provide internships for students
III-D. Culture of College and Career Readiness	<ul style="list-style-type: none"> Increase the percentage of students who complete the FAFSA and enroll in postsecondary education after graduation Increase the support that students receive from school staff, including counselors, teachers, and other staff, to plan for their post-high school future Increase the number and percentage of families who report feeling better able to support their students' planning for the future 	<ul style="list-style-type: none"> FAFSA completion rate Students supported by school staff to plan for their post-high school future Families involved in supporting their children's transitions
III-E. School Redesign	<ul style="list-style-type: none"> High schools consistently implement effective college & career preparatory practices and experiential learning practices aligned to local and statewide graduate profiles 	<ul style="list-style-type: none"> Students have a consistent and high-quality experience, regardless of where they attend high school, that helps them plan for their future and achieve their college, career, and life goals



Proposed Initiatives and Actions

The following table lists the initial actions that will be carried out by NMPED within each strategy of the Profiles and Pathways pillar. Following completion of this strategic plan, NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, parents, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
III-A. Graduate Profiles	III-A-1. Work with local communities to develop culturally relevant graduate profiles that inform course offerings and graduation pathways.
III-B. Reimagined System of College and Career Preparation	III-B-1. Establish quality standards that can guide the launch of demonstration pilots and the eventual design of an improved system of college and career preparation.
	III-B-2. Establish a Pathways Trust, a public-private partnership among state government, the business sector, the non-profit sector, local governments, and philanthropic organizations, to fund and implement a system of high-quality college and career pathways that integrate CTE, work-based learning, and core academic curriculum, and align secondary and postsecondary programs.
	III-B-3. Align credit accumulation, course development, and graduation requirements with work-based, experiential learning opportunities, and paid internship opportunities.
	III-B-4. Eliminate barriers to level 2 and level 3 licenses for CTE educators by providing experience reciprocity.
III-C. Experiential Learning Opportunities	III-C-1. Increase Career and Technical Education (CTE) opportunities across the state for all students, including: <ul style="list-style-type: none"> • III-C-1a. Work-based learning opportunities, • III-C-1b. Dual credit and early college opportunities, • III-C-1c. Community service-based opportunities, and • III-C-1d. Study abroad opportunities.
	III-C-2. Create a matching fund for approved employers to provide paid internships.
	III-C-3. Increase the diversity of students, including students with disabilities, participating in and earning industry- recognized certificates in CTE, including by taking such actions as <ul style="list-style-type: none"> • III-C-3a. Replicating and refining the successful College Readiness Program model established by College Horizons and implement the model statewide in districts serving significant percentages of Native American and African American students; and • III-C-3b. Replicating and implementing the successful Internship Program model developed by the Leadership Institute for high schools in districts serving significant percentages of Native American and African American students to explore career and workforce pathways.
	III-C-4. Provide sustainable funding for a robust dual credit system.
	III-C-5. Increase workplace learning opportunities and enhanced, meaningful transition services for students with disabilities

STRATEGIES	INITIATIVES AND ACTIONS
III-D. Culture of College and Career Readiness	III-D-1. Increase outreach to culturally and linguistically diverse families and families of students with disabilities to ensure they are aware of different opportunities and pathways.
	III-D-2. Support all families to complete the FAFSA.
	III-D-3. Ensure all students have access to a counselor able to meet their transition support needs, some of which may include interest inventories, paid work experiences, self-advocacy training, and guidance and counseling services.
	III-D-4. Train counselors in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities as well as students with disabilities and their families/ communities.
	III-D-5. Encourage and support the inclusion of transition-related goals in students' next step plans and individualized education plans for each student's unique transition support needs.
III-E. School Redesign	III-E-1. Encourage and support the inclusion of transition-related goals in students' next step plans and individualized education plans for each student's unique transition support needs.

Meeting the Needs of Martinez/Yazzie Student Groups

Earning a high school diploma remains a seminal milestone in American life. Students without a diploma face significantly reduced chances of leading the kind of productive and fulfilling life that they envision for themselves and their families. Unfortunately, in New Mexico, the student groups identified in the Martinez/Yazzie lawsuit currently experience graduation rates well below their peers who are white, affluent, native English speaking, and/or who have not been diagnosed with special needs. Although New Mexico has made some progress in increasing graduation rates, in 2019, statewide only 74% of New Mexico high school students were graduating on time, and the percentages were even lower for African American (69%) and Native American students (66%), as well as those who are economically disadvantaged (69%).⁷³ Additionally, students facing risk factors who do graduate are far less likely to be prepared for college and career options after high school.

In order to adequately and equitably prepare all New Mexico students for the postsecondary option of their choice, we must increase access to the programs and high school

pathways that challenge and prepare students academically, that capture their interest, and that keep them in school through graduation. Students with disabilities, Native American students, students learning English, and students from families earning low incomes are disproportionately assigned to lower-level academic classes not on a college-going pathway. Data also reveal significant patterns of over- and underrepresentation of demographic groups in career and technical education programs in major industry sectors. For example, Native American students were significantly underrepresented in enrollments in science, technology, engineering, and mathematics (STEM) (3.8%, versus 10% of the total population).⁷⁴

Each of the strategies in the Profiles and Pathways pillar is designed to provide for the groups identified as at-risk in Martinez/Yazzie, with a clear understanding that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs. They target the needs, reduce disparities, and provide specific benefits for the student groups identified in the Martinez/Yazzie lawsuit, as outlined in the table on the following page.

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
III-A. Graduate Profiles	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for students with disabilities	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for Native students	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for English learners and dual-language students	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for students in families without middle-class culture and advantages
III-B. Reimagined System of College and Career Preparation	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs
III-C. Experiential Learning Opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities



STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
III-D. Culture of College and Career Readiness	Increased access to the “hidden curriculum” of access to college and career options following high school Improved pre-employment transition services	Increased access to the “hidden curriculum” of access to college and career options following high school Counselors trained in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities Increased culturally and linguistically appropriate outreach regarding available graduation pathways in tribal communities	Increased access to the “hidden curriculum” of access to college and career options following high school Counselors trained in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities Program materials and pathways planning support in multiple languages	Increased access to the “hidden curriculum” of access to college and career options following high school Counselors trained in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities
III-E. School Redesign	Increased access to college and career preparation that provides high school graduates with disabilities multiple options beyond high school	Reduced over-placement of Native students in low-level academic and vocational classes Increased access to college and career preparation that provides Native high school graduates multiple options beyond high school	Reduced over-placement of students learning English in low-level academic and vocational classes Increased access to college and career preparation that provides graduates from families where languages other than English are spoken with multiple options beyond high school	Reduced over-placement of students from low-income families in low-level academic and vocational classes Increased access to college and career preparation that provides high school graduates from low-income families with multiple options beyond high school



Asset-Based Supports and Opportunities

GOALS AND STRATEGIES



OVERARCHING GOAL: Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or ability status.

In New Mexico, widespread poverty and a history of cultural and linguistic marginalization have created conditions that negatively impact a majority of children's school success and well-being. Students from families earning low incomes are heavily concentrated in about 40% of New Mexico public schools. These schools are those where 80% or more of students qualify for federally subsidized meals. These schools, on average, struggle to provide students with a high-quality education. For example, on average, 40% fewer students were learning at grade level in mathematics in schools where 80% or more students are from low-income backgrounds compared to their peers in schools serving lower concentrations of such students.⁷⁵

It is crucial all students have access to enriching, meaningful, 21st century programming and initiatives that contribute to improved academic achievement and personal success, regardless of demographics. Providing equitable access is fundamentally about mitigating the external barriers to learning and providing asset-based supports and opportunities that enhance student well-being and learning. Ensuring equitable access to opportunity means organizing New Mexico's schools as hubs for community connection and student and family support. Although schools alone cannot "fix" poverty, evidence-based school interventions can provide asset-based resources, supports, and opportunities to mitigate these barriers to learning. Whether through extended learning opportunities, including out-of-school time programming and additional instructional days, or through holistic strategies, such as community schools, the department is committed to providing all students with that access.

Access to Opportunity Key Strategies and Evidence Base

IV-A. STRATEGIC RESOURCE ALLOCATION

Develop a system of regional technical assistance to support districts and charters in the strategic allocation and fair distribution of resources to provide opportunities for all children to thrive.

Evidence-Base: The Martinez/Yazzie court ruling concluded that the overall education appropriation at the time of the case was insufficient to fund the programs necessary to provide an opportunity for all at-risk students to have an adequate education.⁷⁶ The court pointed specifically to shortfalls in funding for English learners, research-based reading programs, class size reductions, and expanded learning time, among others. The research base documenting the positive effects of greater and more equitable funding is increasingly strong. Recent studies demonstrate that where more money is spent strategically to provide sufficient funding to support the needs of children whose learning needs are greater because of poverty, language, and disability, achievement and graduation rates improve. Moreover, life outcomes also improve, such as employment, wages, and reduced poverty rates. Investments in instruction, especially in high-quality teachers, appear to leverage the largest marginal gains in performance.⁷⁷

IV-B. CLOSING THE DIGITAL DIVIDE

Provide increased funding and technical assistance to expand student access to digital devices and high-speed internet services across New Mexico.

Evidence Base: The digital divide in education is the gap between those with sufficient knowledge of and access to technology and those without. New Mexico is one of the least-connected states in the country (49th). Access to a high-speed wired broadband connection remains inconsistent in many areas throughout the state.⁷⁸ Especially lacking is broadband access in rural areas of the state, and Native communities in particular. The Martinez/Yazzie court ruling found that New Mexico children who are lacking access to internet and technology for remote learning are not getting an education that is sufficient to make them college and career ready.⁷⁹

IV-C. COMMUNITY SCHOOLS

Foster community schools in communities and neighborhoods of concentrated poverty by providing technical assistance and financial resources to enable rigorous implementation of the community school framework.

Evidence Base: Community Schools is an evidence-based, school-wide approach built with four pillars that meet community needs and take advantage of community assets: integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership. Research finds that when these schools are well designed and fully implemented, they increase student success and reduce gaps in both opportunity and achievement.⁸⁰ Community schools are particularly effective in communities of concentrated poverty in which few families and neighborhoods can supplement what traditional schools provide. Notably, however, the approach can be used to establish and sustain best practices in any school. In fact, many schools in more advantaged communities already provide many of the features of community schools.⁸¹ Community schools would address the findings of the Martinez/Yazzie case about the need for and shortage of expanded learning time, including after-school programs and tutoring, and the lack of social and health services available to all at-risk students.

IV-D. HEALTH SERVICES & HIGH-QUALITY NUTRITION

Enable schools to provide high-quality health services and nutrition to all students so they are ready to engage with learning.

Evidence Base: No student should have their potential for greatness diminished by socioeconomic or health factors outside of their control. Children whose families are struggling with poverty—and the housing, health, safety, and other concerns that often go with it—cannot focus on learning unless their nonacademic needs are met.⁸² Integrated student supports provided by schools are associated with positive student outcomes. Young people receiving such supports, including counseling, medical care, dental services, and transportation assistance, often show significant improvements in attendance, behavior, social functioning, and academic achievement.⁸³

IV-E. STUDENT ATTENDANCE

Support schools and districts and charters to promptly identify chronically absent students and train school staff and partners in the use of non-punitive supports and interventions that address the root causes of absenteeism.

Evidence Base: Missing school hurts academic performance: On the 2015 NAEP mathematics test, eighth-graders who missed school three or more days in the month before being tested scored between 0.3 and 0.6 standard deviations lower (depending on the number of days missed) than those who did not miss any school days. Key groups of students are particularly vulnerable to chronic absenteeism. Nationally, Hispanic-ELL students and Asian-ELL students are the most likely to miss more than 10 school days per month. Students from low-income backgrounds and/or students receiving special education services are more than twice as likely as their peers to be absent from school for more than 10 days.⁸⁴ Children who face housing insecurity are likely to change schools more frequently and during the school year, which is associated with lower school engagement and attendance, poorer grades, and a higher risk of dropping out.⁸⁵ Children experiencing homelessness are especially likely to suffer from depression, behavioral problems, or severe academic delay.⁸⁶ Living in substandard housing increases health risks, which in turn lead to higher levels of school absenteeism.

IV-F. EXTENDED LEARNING AND OUT- OF- SCHOOL-TIME OPPORTUNITIES

Equip districts and charters to increase student participation in extended learning and out-of-school-time programs, including K-5 Plus, the Extended Learning Time Program (ELTP), and other opportunities that take place before and after the typical school day and during summer.

Evidence Base: Additional classroom time is a powerful tool to accelerate learning, and the state's two existing programs, K-5 Plus and ELTP, are a core component of the state's strategy to improve educational outcomes for every student in alignment with the Martinez/ Yazzie consolidated lawsuit. Some programs provide additional academic instruction and mentoring; others offer informal, out-of-school-time learning experiences, emphasizing student-centered, hands- on, engaging learning experiences, in such areas as music, art, and athletics.

Research has examined the impact of time added to the school day or year, and of voluntary learning opportunities beyond the regular school schedule. A careful evaluation of New Mexico's K-3 Plus program demonstrated that when implemented with fidelity participating students were far more likely to be proficient compared to peers not in the program.⁸⁷ Thoughtfully designed expanded learning time and opportunities provided by community schools—such as longer school days and academically rich and engaging after-school, weekend, and summer programs—are also associated with positive academic and non- academic outcomes, including

improvements in student attendance, behavior, and academic achievement.⁸⁸ Students who participate for longer hours or a more extended period receive the most benefit, as do those attending programs that offer activities that are engaging, are well aligned with the instructional day (i.e., not just homework help, but content to enrich classroom learning), and that address whole-child interests and needs (i.e., not just academics).⁸⁹

IV-G. FAMILY AND COMMUNITY ENGAGEMENT

Provide professional development and technical assistance to support schools and districts and charters to implement robust and culturally relevant family and community engagement practices.

Evidence Base: Family and community engagement encompasses a broad array of interactions among parents, students, educators, and community members that range from supporting children academically and volunteering in the school to having meaningful roles and power in shaping change at the school and district levels. Meaningful family and community engagement is associated with positive student outcomes, such as reduced absenteeism, improved academic outcomes, and student reports of more positive school climates. Additionally, this can increase trust among students, parents, and staff, which in turn has positive effects on student outcomes. However, because family and community engagement tends to have its most direct effects on creating conditions for learning, such as increased trust, the impact on student outcomes is often indirect.⁹⁰



Asset-Based Supports and Opportunities Expected Outcomes

The table on page 41 tells the story of the expected outcomes for the Asset-Based Supports and Opportunities pillar. (See description of NMPED measurement approach on page 13.) In short, the NMPED will support increased funding and the strategic allocation of federal, state and local resources to ensure that students furthest from opportunity are able to access and utilize the resources and supports that will enable them to thrive. The result of these efforts will be to ensure that every student has access to internet connectivity and digital devices; a significant wraparound supports through their community schools; to increase access to and utilization of school-based health services; to improve nutrition in school; to deepen engagement in school; and to reduce chronic absenteeism; to increase the number of students benefiting from additional learning time through innovative school schedules and innovative programming, in school and out of school; and to strengthen relationships, increase resources, and provide new opportunities to support deep family and community engagement in all schools.

Pillar Goal

Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.

Population Indicators

- » Chronic absence rate
- » Parent and family satisfaction
- » Students accessing school-based health services
- » Students with access to a digital device and high-speed internet connection



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
IV-A. Strategic Resource Allocation	<ul style="list-style-type: none"> • Improve the ability of LEA administrators to allocate resources strategically to support students furthest from opportunity 	<ul style="list-style-type: none"> • LEA administrators receive support and technical assistance on blending and braiding funding and strategic resource allocation
IV-B. Closing the Digital Divide	<ul style="list-style-type: none"> • Every student will have access to internet connectivity and devices necessary for remote learning • Improve the ability of schools to integrate technology into day-to-day routines that support students and families 	<ul style="list-style-type: none"> • Students have access to a digital device • Students have a connection to high-speed internet • Schools meaningfully integrate technology
IV-C. Community Schools	<ul style="list-style-type: none"> • Increase the number of community schools serving communities throughout New Mexico • Improve the quality of implementation of the community school framework in all community schools • Ensure that all community schools are able to sustain the framework beyond the life of the state implementation grant 	<ul style="list-style-type: none"> • Community schools receive planning and implementation grants • Community schools implement the “four pillars” with fidelity to the community school framework • Community schools have a plan to sustain the framework beyond the implementation grant
IV-D. Health Services & High-Quality Nutrition	<ul style="list-style-type: none"> • Ensure that every student has access to a school nurse, school-based health clinic, or other community health option • Ensure that every student has access to affordable, nutritious breakfasts and lunches 	<ul style="list-style-type: none"> • Students access and utilize school-based health clinic services • Students benefit from higher-quality meals in school
IV-E. Student Attendance	<ul style="list-style-type: none"> • Support the ability of schools to address the root causes of chronic absenteeism • Reduce chronic absenteeism in all New Mexico schools 	<ul style="list-style-type: none"> • Student chronic absence rate
IV-F. Extended Learning and Out-of-School-Time Opportunities	<ul style="list-style-type: none"> • Increase the number of schools that are implementing innovative schedules and programming to engage students outside of “traditional” school hours • Increase the number and percentage of students who participate in an extended learning or out-of-school-time (OST) program • Improve students’ holistic health and well-being and deepen their engagement in school 	<ul style="list-style-type: none"> • Additional time students are engaged in their education • Schools create innovative schedules • Students engaged in innovative programming, in school and out of school • Students’ overall health and well-being
IV-G. Family and Community Engagement	<ul style="list-style-type: none"> • Foster authentic school-home relationships, rooted in community healing, mutual trust, and reciprocal accountability • Cultivate goal-setting opportunities that balance the power between families and educators, are centered around student growth, and equip families and teachers to monitor socio-emotional and intellectual growth and development in both the school and at home • Provide culturally relevant and linguistically accessible information and resources that communicate high expectations, support a shared culture of learning, and advocate for individual children’s needs • Increase the number of home visits throughout New Mexico 	<ul style="list-style-type: none"> • Families and students report that they feel a sense of belonging in the school community and that they have a trusting relationship with their child’s teacher (or other critical school staff member) • Teachers incorporate routines and/or implement systems for two-way, student-centered ongoing communication with families. In turn, families report that they have accurate information about their child’s socio-emotional and intellectual growth and development, and how to monitor their child’s progress over time • Families and teachers report that they have a shared language for communicating high expectations, regularly co-create learning goals and strategies for how to achieve them, and positively contribute to a school-and community-wide culture of learning and success • Families benefit from increased support and communication through home visits by teachers and school staff

Proposed Initiatives and Actions

The following table lists the initial actions that will be carried out by NMPED within each strategy of the Asset- Based Supports and Opportunities pillar. Following completion of this strategic plan, NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, parents, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
IV-A. Strategic Resource Allocation	IV-A-1. Provide districts and charters with regionally based supports and technical assistance on blending and braiding funding and on strategic resource allocation to better address the needs of at-risk students.
IV-B. Closing the Digital Divide	IV-B-1. Secure a recurring appropriation and establish funding mechanisms that ensure all students have access to a digital device and a connection to high-speed internet.
	IV-B-2. Establish and maintain a state-wide online learning management hub that provides access to professional development and learning resources for high-quality and culturally and linguistically responsive curriculum, instruction, and assessment as well as specialized training for delivering high-quality, online-based education to students with unique learning needs on a virtual platform.
IV-C. Community Schools	IV-C-1. Increase the number of schools receiving planning and implementation grants.
	IV-C-2. Provide additional technical assistance to ensure sustainability and continuous improvement of community school model.
IV-D. Health Services & High-Quality Nutrition	IV-D-1. Increase the number of school-based health clinics and expand hours of operation across the state in collaboration with the Department of Health.
	IV-D-2. Increase access to community resources and supports through collaborative partnerships.
	IV-D-3. Expand eligibility for Medicaid-supported health services to include students that do not have IEPs.
	IV-D-4. Provide funding and staffing of counselors, nurses, and social workers to provide resources for overcoming socio-emotional and behavioral health barriers faced by students.
	IV-D-5. Ensure students have access to food pantries when needed.
	IV-D-6. Increase the number of schools serving dinner in addition to lunch and breakfast.
	IV-D-7. Improve the quality of food provided at school.

STRATEGIES	INITIATIVES AND ACTIONS
IV-E. Student Attendance	IV-E-1. Provide support to schools and train school staff to rapidly identify chronically absent students and work with families and service providers to proactively utilize non-punitive supports and interventions students need to so they can attend school consistently.
IV-F. Extended Learning Opportunities	IV-F-1. Increase the number of students participating in the extended learning time program across the state.
	IV-F-2. Increase the number of students participating in K-5 Plus across the state.
	IV-F-3. Expand culturally and linguistically responsive afterschool programs, including community and tribal based programs.
	IV-F-4. Expand community-based after school/summer school programs and/or tutoring programs based on local needs, and provide transportation for these programs.
IV-G. Family and Community Engagement	IV-G-1. Develop guidance and rubrics for schools to use when developing or assessing the effectiveness of family and community engagement programs and strategies.
	IV-G-2. Provide regionally-based professional development, technical assistance, and oversight to support schools and districts to implement robust and culturally relevant family and community engagement practices.
	IV-G-3. Develop and implement microcredentials for teachers and administrators with regard to parent engagement.
	IV-G-4. Deepen collaboration with tribes, nations, and pueblos by: <ul style="list-style-type: none"> • IV-G-4a. Holding monthly meetings with Tribal Education Directors, • IV-G-4b. Holding semi-annual Government-to-Government meetings with Tribal leaders, • IV-G-4c. Providing grants to tribes to foster locally developed innovations in tribal education, and • IV-G-4d. Developing a handbook for and providing training and oversight on Tribal Consultation to ensure that tribes and pueblos across the state are being heard by their local school districts.
	IV-G-5. Support locally based equity councils to conduct local readiness assessments to provide equitable educational programming and to review LEA data and programs related to the education of student groups identified in the Martinez/Yazzie lawsuit and serve in an official advisory capacity to local boards and governing councils.
	IV-G-6. Improve student and family advocacy and advisement for students with disabilities through evidence based best practices.

Meeting the Needs of Martinez/Yazzie Student Groups

Many New Mexico students who fall into the categories of students identified as at-risk by the Martinez/Yazzie court are likely to face significant barriers that have the potential to adversely impact their learning if not addressed. Students of color today face the harms of poverty disproportionately, as well as barriers stemming from systemic racism that have deep historical roots. Poverty and marginalization trigger a constellation of conditions that negatively impact children's school success and well-being—food insecurity, substandard housing or homelessness, unsafe neighborhoods, and more. These conditions tend not to exist in isolation; they compound exponentially, as do the barriers they create.⁹¹ Children in the Martinez/Yazzie groups have less access to enriched or supplemental learning opportunities that wealthier parents can provide to their children; these include books, tutors, computers, summer camps, and more.⁹² Together, these economic and education disparities contribute to the lower educational outcomes of children in marginalized and low-income families and communities.

Ensuring that students identified in the Martinez/Yazzie lawsuit receive access to a

high-quality education requires the state to address these tough challenges head on—to rise to the occasion to create the conditions our kids need and deserve to engage fully in high-quality learning. Effective strategies to address the needs of students growing up in poverty and with marginalized cultures and languages include, in addition to the whole-child approaches to K–12 schooling described earlier, wraparound services, school support personnel available at ratios that meet national standards, and additional learning time and opportunities beyond the regular school day. These supports help counter the harms of the cumulative disadvantages associated with demographic marginalization and poverty. Community schools, in particular, aim at making schools hubs of support for students and families experiencing adverse out-of-school conditions.

As outlined in the table on the following page, each of the strategies in the Asset-based Supports and Opportunities pillar is designed to target the needs and provide specific benefits for the student groups identified in the Martinez/Yazzie lawsuit, with a clear understanding that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs.



STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
IV-A. Strategic Resource Allocation	Increased oversight of and support for use of special education funding	Increased funding to support Native students by blending and braiding funds across programs Increased oversight of and support for use of at-risk funds in service of Native American students	Increased funding to support students by blending and braiding funds across programs Increased oversight of and support for use of at-risk funds in service of students learning English	Increased funding to students by blending and braiding funds across programs Increased oversight of and support for use of at-risk funds in service of students from low- income families
IV-B. Closing the Digital Divide	Increased access to broadband and devices necessary for students to fully participate in education	Increased access to broadband on tribal lands and devices necessary for students to fully participate in education	Increased access to broadband and devices necessary for students to fully participate in education	Increased access to broadband and devices necessary for students to fully participate in education
IV-C. Community Schools	Increased number of students with disabilities and their families gaining access to services and resources that support their identified needs.	Increased number of schools serving Native students (including those on tribal lands) receiving community school planning and implementation grants Increased tribal participation in community schools	Increased number of schools serving students from families where English is not the primary language (including those on tribal lands) receiving community school planning and implementation grants Increased connections between ELLs and their families and local services and supports	Increased number of schools serving students from low-income families receiving community school planning and implementation grants Increased connections between students and families with local services and supports
IV-D. Health Services & High-Quality Nutrition	Increased access to physical and behavioral health services	Increased access to physical and behavioral health services Increased access to high-quality nutrition and decreased food insecurity	Increased access to physical and behavioral health services	Increased access to physical and behavioral health services Increased access to high-quality nutrition and decreased food insecurity

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
IV-E. Student Attendance	Increased supports and resources to eliminate barriers to school attendance	Increased supports and resources to eliminate barriers to school attendance	Increased supports and resources to eliminate barriers to school attendance	Increased supports and resources to eliminate barriers to school attendance
IV-F. Extended Learning Opportunities	Increased learning time for students with disabilities	Increased learning time for Native American students; Priority for K-5 Plus and ELTP funding for districts and charters serving large percentages of Native American students	Increased learning time for English language learners; Priority for K-5 Plus and ELTP funding for districts and charters serving large percentages of English language learners	Increased learning time for low-income students; Priority for K-5 Plus and ELTP funding for districts and charters serving large percentages of low-income students
IV-G. Family and Community Engagement	Improved advocacy and advisement for students with disabilities	Improved tribal consultation Advocacy from equity councils on programming for Native American students	Advocacy from equity councils on programming for ELLs	Advocacy from equity councils on use of at-risk funding and overall budgets



Overarching Initiatives and Support Structures

RECIPROCAL ACCOUNTABILITY

The New Mexico Public Education Department believes that every student has the ability to succeed in their future college, career, and civic endeavors and that every New Mexico school has the potential to prepare them to do so. In compliance with the Every Student Succeeds Act for allocating federal grant money to schools in need, the department has shifted the philosophy from identifying schools as “failing” to providing support for schools in need—and celebrating success—via the New Mexico Vistas online information portal (<http://newmexicoschools.com>). This is more than a change in policy. These changes build the foundation for improved relationships with schools and educators across New Mexico. These changes build a system of reciprocal accountability. Accountability, at its worst, is a list of things you can expect someone else to do. All too frequently accountability stops with students, parents, teachers, and principals. Yet, policymakers in the state capitol and officials at the state education agency can either support the success of educators and families, or they can undermine that success. Reciprocal accountability means holding each level of the system accountable for the contributions it must make to produce the desired results. Reciprocal accountability requires strong relationships, a shared vision for high standards, and a clear path with the appropriate resources to meet these expectations.

CULTURE OF CONTINUOUS IMPROVEMENT AND DATA INFRASTRUCTURE

The NMPED intends to significantly expand its data systems infrastructure to support implementation and measurement of objectives and measures in this strategic plan. We will also ensure reporting tools are manageable. Most importantly, this data infrastructure will enable districts to continually refine their processes as they advance student learning (i.e., get better at getting better). By supplying districts with more timely, accessible, reliable, and higher-quality data and training on how to leverage these data to achieve continuous improvement, the NMPED aims to empower districts to better achieve the goals articulated in this plan and, ultimately, improve learning opportunities for students.

Developing a virtuous cycle between data collection, analysis, and action by both local educators and NMPED staff will require a major shift from viewing data as a compliance exercise toward viewing it as an integral way to drive improvement. Establishing performance measures for each strategy that ask, “Is anyone better off?” reflects our commitment to collect and use data to answer the kinds of questions that matter most to students, families, educators, and communities. It is an early example of our commitment to making this shift. However, more work is needed. School districts across New Mexico are already using data to drive continuous improvement through the submission of Education Plans via NMDASH, and we aim to learn from these efforts to understand areas of need and to inform how the NMPED can better support this work. Further, we will work with the Legislature to secure investments necessary to establish a state-of-the-art data warehousing and reporting tools.

REGIONAL SUPPORT STRUCTURES

The NMPED intends to build out Regional Support Structures with staff that has extensive expertise in serving at-risk students. Each region will host multiple support positions, including programmatic specialists in English language development and special education, financial specialists with expertise in strategic resource allocation, and experts in systems leadership. The programmatic specialists will provide expertise in programmatic design and delivery, including in federal programs, culturally and linguistically relevant curriculum, and state-level initiatives (e.g., K–5 Plus/Extended Learning Time Programs). The financial specialists will serve as supports to districts’ financial operations to ensure effective budgeting and allocation, accountability, and audit functions. Finally, the leadership specialists will serve as operational experts to advise and collaborate with district and charter leadership regarding NMPED initiatives in response to Martinez/Yazzie, as well as other statewide initiatives.

Through this mechanism, the NMPED will provide funding, technical assistance, and monitoring of strategic initiatives. This includes supporting and monitoring bilingual programs to ensure they are grounded in

best practices in multicultural and language pedagogy, and helping districts with large Native American populations to align community goals with academic purpose and programs, at-risk program services and improvement of serving students with disabilities. The regional support teams will work with the district to assess data and with practitioners in schools on strategic goals identified by the Equity Councils.

FINANCIAL ACCOUNTABILITY:

The NMPED is responsible for monitoring district financial accountability by evaluating and approving budgets annually. The NMPED will enhance the capacity of the department to provide guidance and feedback to districts about how to more efficiently and effectively provide a robust education and use allocated budgets.

Under the current administration, NMPED has significantly increased the accountability for budgeting by leveraging the provisions of HB5 to ensure that districts and charters are budgeting their funds in accordance with statutory guidelines regarding at-risk funding and funding for other programs.

PED also is implementing the new requirements of SB96 from the 2020 Regular Legislative Session which will enable and require districts and charters to publicly report on their spending through a user- friendly and accessible website.

PED also conducts compliance audits of districts through its Audit and Accounting Bureau, which was created in 2013. Annual financial audits of school districts are required by statute.

ADDRESSING MARTINEZ/YAZZIE

Ongoing key strategies that will provide adequate NMPED oversight of district and school efforts to address the Martinez/Yazzie findings and support remedies include:

1. Disseminating administrative memos with guidance that ensure districts and schools understand and are addressing areas of need identified in the court order; providing guidance documents on each area of remediation; and providing technical assistance via the REC support structure.
2. Participating in tribal consultations and equity council meetings.
3. Requiring that all school boards and charter governance councils sign off on assurances annually that responsive policies are in place.
4. Issuing progressive action and corrective action plans when NMPED finds that districts or charters are out of compliance with statutory requirements.
5. Assessing and prioritizing rulemaking to ensure that Indian Education Act, Hispanic Education Act, Multicultural Bilingual Education Act, Black Education Act, at-risk funding requirements, and special education requirements are up to date and revisited on a regular basis.
6. Administering a robust annual school climate survey that provides feedback from students on the use of culturally and linguistically relevant education models. NMPED will review survey results with school and district leadership to build on strengths and identify areas for improvement.
7. Conducting a full audit and review of programs that serve students with disabilities to assess gaps and areas of need.
8. Tracking the progress of at-risk students who have access to public Pre-K, advanced placement, dual credit, apprenticeships, and college and career advisement.
9. Assessing school districts' and charter schools' ELL-identification process and ensuring districts are identifying those students who are ELLs in the state Student Teacher Accountability System (STARS). NMPED is also requiring a report three times during the school year regarding the English Language Learner programs districts and charter schools are providing to each student.
10. Working to ensure districts and charter schools are properly and accurately tracking and recording ELLs' progress toward proficiency by requiring them to administer an annual assessment to each ELL. Further, districts and charters must monitor academic progress of ELLs for two years after they achieve English language proficiency.

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