

Long-Term and Strategic Educational Planning

November 14, 2024



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Martinez-Yazzie as a Catalyst



Review of Lawsuit



- In July 2018, Judge Sarah Singleton found the state had failed to meet its constitutional obligation to provide an adequate, sufficient education to at-risk students—the court defined at-risk as economically disadvantaged students, English learner students, Native American students, and students with disabilities.
- As injunctive relief, the plaintiffs requested:
 1. A comprehensive statewide plan and timetable.
 2. Implementation of the plan.
 3. Sufficient funding and a revised formula.
 4. Monitoring and measurement of plan implementation.
 5. An effective system of accountability and enforcement.
- Despite these actions and requests, alongside legislative investments, it is unclear whether New Mexico’s students, and particularly those named in the lawsuit, are any better off.

Historical Context



The court ruling highlighted a number of deficiencies in New Mexico’s education system. It was only the latest in a series of historical calls for improvements.

“In New Mexico, as well as in the rest of the country, educators and employers have expressed concerns about students graduating from high school unprepared for college or the workplace.”

LESC 2005 Annual Report

“...the overall quality of educational administration programs in the United States is generally poor and that the degrees these programs award are inappropriate to the needs of today’s schools and school leaders...research generated by these programs lacks rigor and that it is disconnected from practice and that the programs themselves receive insufficient funds from their parent institutions.”

“The central concern was that, given the current state of participation in mathematics and science education and the low proficiency levels of New Mexico students, the state will be required to import more of these skills and to export more of the work requiring these skills, thus excluding many New Mexico citizens from the opportunities and rewards of science and mathematics education.”

LESC 2006 Annual Report



What New Mexico Has Done

The state has acknowledged the need for improvement and has acted to provide additional funding and programs.

- Early childhood programs
- Literacy training
- Extended learning
- Educator salary and training
- High school reforms: Including dual credit, career and technical education, and work-based learning
- Wraparound services: Including community schools and social emotional learning supports

Real Barriers to Improvement



- Genuine efforts at improvement are stymied by a lack of resources.
- Changing political winds.
- Decades of underfunding have created cracks in New Mexico's education foundation.
- A lack of common goals and metrics has meant a scattershot-approach to improvement and confusion about what success looks like.
- Recent leadership turnover has only complicated the process.

History and Context of Plans



Since the *Martinez-Yazzie* education sufficiency lawsuit ruling in 2019, many entities (LESC, LFC, PED, The Tribal Remedy Framework, and Transform Education New Mexico, among numerous others) have released platforms, analyses, recommendations, roadmaps, and plans.

LESC has developed a roadmap informed by this collective visioning. And, the Legislature has invested unprecedented funding toward efforts.

There is no debate about the importance of addressing the *Martinez-Yazzie* lawsuit.

Still, progress has been minimal.



Education Hearing Brief
 Date: October 13, 2022
 Prepared By: Gwen Warniment, Director, Legislative Education Study Committee, LESC, Jeff Sims, Deputy Director, LESC, Daniel Esteban, Press Analyst, LESC
 Revised: October 13, 2022. Agreement among policy and subject commissioners and the staff and teams of the State of New Mexico consulted several.

Martinez and Yazzie v. State of New Mexico: A Legislative Roadmap

Overview
 It has been four years since the 1st Judicial District Court issued a Decision and Order finding the state of New Mexico had violated the Education Clause, the Equal Protection Clause, and the Due Process Clause of the New Mexico Constitution, failing to provide a uniform, statewide system of free public schools sufficient for all students.

Importantly, in reflecting on the violation of each of these clauses, the court declared the state specifically violated the rights of at-risk students in three distinct ways:

- The state has failed to provide programs and services necessary to make students college or career ready.
- Funding has not been sufficient to provide such programs and services, particularly examining the needs of all school districts and charter schools and
- The Public Education Department (PED) has failed to meet its supervisory and audit functions to ensure that money is spent effectively and efficiently to school districts, charter schools, and schools.

Critical to education is to ensure a uniform, statewide system of free public schools sufficient for all students.

A. The state has failed to provide a uniform, statewide system of free public schools sufficient for all students.

LESC Hearing

Key Takeaways
 Judge Warniment determined the new Mexico Legislature had violated its constitutional duty, located in Article VI, Section 22-2-1.2 NMSA 1978.

Page 1
 New Mexico has five years to create an educational system that may contribute to the state's ability to fully realize the definition of sufficiency established in Education standards in

Pages 2 - 3
 Education standards in

Legislative Education Study Committee: Roadmap

July 25, 2024

Education Study Committee

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NEW MEXICO
 Public Education Department

Comprehensive Strategic Plan
 2022

SEAL OF THE STATE OF NEW MEXICO

Discussion Draft
Action Plan
 Decisions about *Martinez-Yazzie v. State of New Mexico*

Governor Michelle Lujan Grisham Administration
 Lead Agency: New Mexico Public Education Department
 May 2022

Written input on this plan may be sent to ped.actionplan@state.nm.us

Education Note Program Evaluation Unit
 Legislative Finance Committee
 September 23, 2020

Martinez-Yazzie: Funding Sufficiency

Summary
 In 2019, the 1st Judicial District Court ruled in the *Martinez-Yazzie* education sufficiency lawsuit, finding the state had not provided sufficient funding to deliver educational programs for at-risk students as guaranteed in the state constitution and confirmed by poor student outcomes in the state. The court further acknowledged the different responsibilities of the Legislature (funding and policy), school districts and charter schools (implementation) and the Public Education Department (oversight). This report aims to measure and summarize the state's progress toward sufficiently resourcing the state's public schools and providing additional resources for at-risk students and evidence-based programs. The report also reviews existing data related to implementation and oversight.

Martinez-Yazzie plaintiffs cited a 2008 American Institutes of Research (AIR) study of New Mexico's school finance system as a potential benchmark of sufficiency, a benchmark described by the 1st Judicial District Court as a "yardstick." However, the court further stated "the Legislature within its discretion may use the AIR study to fund the educational system." Using this benchmark, New Mexico has now surpassed recurring funding formula targets (adjusting for inflation) by 8 percent or \$220 million. Since the court ruling, New Mexico has invested more than one billion additional dollars, targeting resources for at-risk students, evidence-based programs, and teacher salaries among other areas. Today, public schools receive about 46 percent of the state's \$5.4 billion general fund. In FY22, school districts and charter schools also carried forward \$22.5 million in cash balances, which is more than double the amount schools carried forward in FY19. While New Mexico is typically on par with neighboring states for classroom spending, the state continues to rank lower in measures of student achievement.

Implementation and oversight challenges remain hurdles to improving poor student outcomes. School districts and charter schools have faced significant challenges implementing new programs supported by additional resources, such as extended learning time programming, and leveraging additional resources for student support. Similarly, recent LFC reports have identified ongoing challenges in the PED's oversight of school budgets and activities, including ensuring compliance with the Indian Education Act and the Bilingual and Multicultural Education Act. A number of next steps are discussed to further measure progress toward sufficiently funding the state's education system and improving oversight and implementation.

Education Notes are briefs intended to improve the understanding of education finance, policy, and performance in New Mexico.

NEW MEXICO LEGISLATIVE FINANCE COMMITTEE

TRANSFORM EDUCATION NM

PLATFORM FOR TRANSFORMATION

UPDATED FEBRUARY 2021

TRANSFORM EDUCATION NM IS A COALITION OF EDUCATION, TRIBAL AND COMMUNITY LEADERS ADVANCING A NEW VISION FOR OUR PUBLIC EDUCATION SYSTEM IN NEW MEXICO.

Our platform is endorsed by: ABC Community School Partnership, Center for the Education and Study of Diverse Populations, CHS St. Joseph's Children, Coalition for the Majority, College Horizons, Community Schools Project, Children's Rights New Mexico, Dual Language Education of New Mexico, Education Equity, Future Forward Education, La Familia First Grade Learning Center, Learning Alliance NM, National Education Association of New Mexico, Native American Budget and Policy Institute, New Mexico Association of Bilingual Education, New Mexico Center on Law and Poverty, New Mexico District Court, New Mexico Institute for Children, Nipigon New Mexico, Partnership for Equity and Education Rights, Tribal Education Alliance

DECEMBER 2020

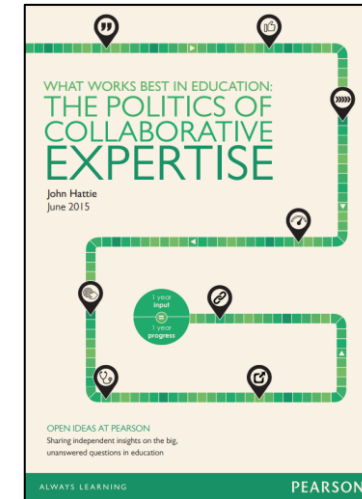
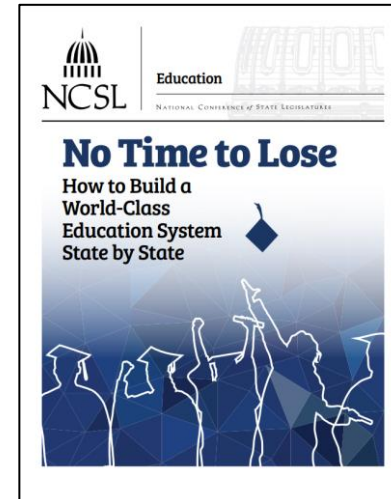
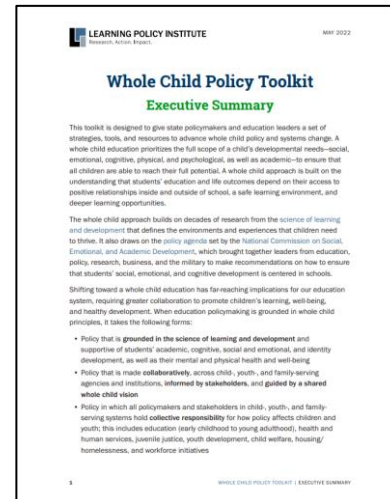
Pathways to Education Sovereignty: Taking a Stand for Native Children

Anja Rudiger, Ph.D.
 Presented by the Tribal Education Alliance, New Mexico

National and International Frameworks



- In addition to New Mexico specific research and engagement, LESL staff have also leveraged international and national frameworks to inform the LESL Roadmap.
 - Aspen Institute: [We Are What We Teach](#)
 - Learning Policy Institute: [Whole Child Policy Toolkit](#)
 - National Conference of State Legislatures: [No Time to Lose Report](#)
 - John Hattie: [On the Politics of Collaborative Expertise](#)



Crosswalk of Strategic Plans



LESC Roadmap:
Potential points of nuance, action, context, or divergence by entity.

Overarching Theme
• Areas of overlap or consistent mention of priorities, ideas, and themes.

Public Education Department (PED):
Potential points of nuance, action, context, or divergence by entity.

Tribal Remedy Framework (TRF):
Potential points of nuance, action, context, or divergence by entity.

Transform Education New Mexico (TENM):
Potential points of nuance, action, context, or divergence by entity.

LESC Roadmap:

Focuses broadly on academics with a focus on early literacy/numeracy, STEM, civics, and secondary school redesign alongside culturally and linguistically responsive and bilingual/multicultural education.

Academic Design

- Culturally and linguistically responsive curriculum that respects and incorporates New Mexico's diverse cultural heritage.
- Focus on enhancing academic preparedness, well-being, and ensuring students are ready for individually determined paths toward college, careers, and civic life.
- The integration of career and technical education (CTE) and work-based learning essential for student engagement and success.

PED:

Focuses on academic supports to target specific "at-risk" groups with the goal of closing achievement gaps.

TRF:

Emphasizes academic supports for Indigenous students that are culturally responsive and controlled/developed by tribal communities themselves.

TENM:

Advocates for a statewide approach with a specific focus on under-served communities including bilingual and Native American students.

LESC Roadmap:
Leading study of SEG with a focus on sufficiency of funding, targeted supports to student groups, and accountability mechanisms as funding flows.

Correct Funding

- There is a universal call for increased funding for education, particularly for programs targeting "at-risk" students and those requiring additional supports such as English learners, students with disabilities, economically disadvantaged students, and Native American students.
- All documents advocate for revising and improving the SEG and other funding streams to make them more equitable and responsive to student needs.

PED:
Suggests specific increases in funding allocations for at-risk groups and detailed accounting for how these funds are used to close the achievement gap.

TRF:
Calls for direct funding allocations to tribal education departments and specific tribal education initiatives.

TENM:
Advocates for a comprehensive overhaul of funding structures to ensure equitable distribution across all demographic groups, with specific provisions for bilingual and multicultural education funding

LESC Roadmap:

Outlines needed components to support the entire educator ecosystem including recruitment, preparation, retention, and rewarding career ladders. Includes a focus on school leadership and professional learning and planning time, as well as support staff for teachers.

Educator Ecosystem

- Need for significant investment in recruiting, retaining, and training a diverse teaching workforce that is culturally and linguistically responsive.
- Professional learning and support systems for educators and school staff.
- Initiatives to develop and support leadership within schools, including school principals and administrative staff.
- Efforts to competitively compensate and value educators.

PED:

Calls for class-size reductions and additional pay for teachers participating in extended learning time programs.

TRF:

Calls for specific investments in building a pipeline of Native and culturally competent teachers and more support for community-based educational leadership.

TENM:

Increased funding to address dire teacher shortages; expanded professional development programs.

LESC Roadmap:

Additional focus on the inclusion of arts and physical education as part of a whole child approach.

TRF:

Stresses the importance of a community-driven approach to education that includes extensive community and parental involvement

Whole Child Responsiveness

- Emphasis on the importance of addressing student well-being holistically by fostering high functioning and safe school environments for all.
- Inclusion of supporting social and emotional needs of students through comprehensive support services, including mental and behavioral health, counseling, and community involvement.
- Attention on equity, particularly for students with disabilities.

PED:

Calls for integration of supports specifically in educational settings and more teacher flexibility in classroom expenses that allow student responsiveness.

TENM:

Calls for a student bill of rights, mapping social service assets, expanding community schools, and fully funding health and social services for every school.

LESC Roadmap:

Has proposed consideration of a broader structure to coordinate the system, measure progress with intentional data systems, and monitor consistent metrics; Has also proposed collective design to bridge community voice with statewide structures.

TRF:

Advocates for tribal sovereignty in education, calling for tribal control over educational practices and policies.

Systems and Governance

- Calls for systemic reforms to improve education governance and accountability, with a focus on data-driven decision-making and transparency.
- Enhancing governance structures to better integrate community and tribal participation in education decision-making.

PED:

Emphasizes the need for targeted governance reforms that directly involve at-risk communities in decision-making processes, with specific calls for accountability in meeting the educational needs of these groups.

TENM:

Supports a collaborative governance model that includes significant state oversight coupled with substantial local and tribal engagement, aiming to empower these communities through formal governance structures.

Questions to Consider



- Where is there **overlap in recommendations** that align to *Martinez-Yazzie* student group needs—how might the state best support these needs?
- What is needed to ensure **continuous, sustained efforts** as leadership at various levels may change?
- What are the **roles and responsibilities of all entities** in the education ecosystem (Legislature, PED, school districts and charter schools, and tribes, nations, and pueblos)?
- What structures might be needed to **move beyond visioning and into cohesive action**?
- How might New Mexico design structures to serve not only immediate and pressing needs, but meaningfully redesign its governance and state leadership structures to build **educational resiliency well into the future**? Who needs to be at the table for this?

An Example in Governance to Consider: Maryland





Visioning alone will not produce outcomes.

As one example, the Maryland Commission on Innovation and Excellence in Education offers some lessons in its state designed “Blueprint.”

The commission’s study work took place from 2016-2018 with legislative reforms passed from 2018 through 2021.

The Blueprint will be implemented by 2032, with goals set through 2036.

The Blueprint for Maryland’s Future, as it was formally named in 2019, is based on the recommendations of the Commission on Innovation and Excellence in Education (known as the Kirwan Commission after its chair, Brit Kirwan). The Kirwan Commission was created by the Governor and General Assembly in 2016 (Chapters [701](#) and [702](#)) to make policy recommendations to enable Maryland’s education system to perform at the level of the world’s best systems and to review and recommend updated funding formulas. The Kirwan Commission made a sweeping set of recommendations addressing education policy from early childhood through secondary and postsecondary education and training that, if implemented, will enable Maryland’s public schools and students to perform at the levels of the world’s best and, ultimately, enable current and future generations of Maryland’s children to be successful in the 21st century workforce that requires more skills and knowledge than ever before. [For more information on the Kirwan Commission, click HERE.](#)

The Maryland General Assembly passed legislation annually in 2018 through 2021 based on the Kirwan Commission’s recommendations, modifying portions of it and incorporating additional priorities and funding provisions, including dedicated funding to support the Blueprint’s implementation. Overall, the State will invest an additional \$3.9 billion (45% increase) in Maryland’s public schools by fiscal 2034 and local governments will invest at least \$700 million (8% increase) over pre-Blueprint levels. [For more information on the Blueprint for Maryland’s Future law, click HERE.](#)

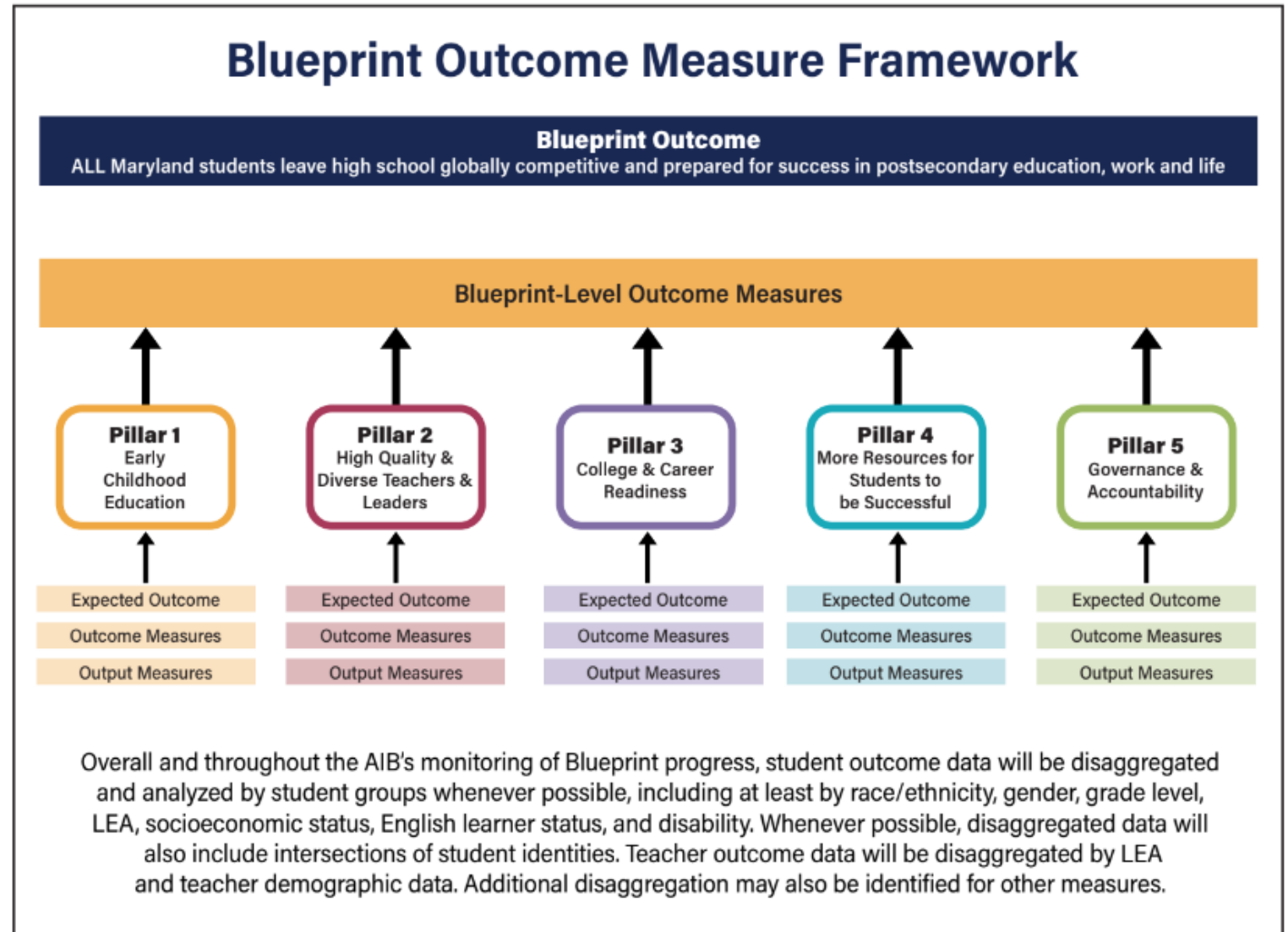
Implementing the Blueprint for Maryland’s Future and achieving its goals will take the sustained dedication and commitment of the public and all those charged with implementing it for decades to come. The policies and funding increases in the Blueprint will be fully implemented by 2032, but the results will not be fully evident until the cohort of students entering pre-kindergarten in fall 2022 graduate from high school in 2036.

However, it will be known well before 2036 whether the policies are implemented as intended, and whether student learning is continuously improving. There will be particular focus on students currently performing at the lowest levels, including students attending schools with a high concentration of poverty, English Learners, and students with disabilities.

In addition to a lengthy timeline, Maryland has coalesced around five “pillars” and identified expected outcomes, outcome measures, and output measures for each of these pillars.

A broad set of voices have informed not only the pillars, but the ways in which the state intends to reach each goal set out under each pillar.

Maryland also created an independent Accountability and Implementation Board with professional staff, and expert review teams (including teachers, school leaders, community members), to monitor progress of the Blueprint.



Source: Maryland Accountability and Implementation Board

Each pillar has agreed upon legislative requirements, output measures, and outcome measures.

This level of detail allows everyone to know exactly what the goal is, and how progress toward the goal will be measured.

Pillar Three

Legislative Requirements

- ▶ Percentage of LEAs offering a pre-K-12 instructional system fully aligned to the CCR standard.
- ▶ Percentage of students earning an industry-recognized credential (IRC) approved by the CTE Committee, disaggregated by type of IRC (e.g., a high school apprenticeship) among other student groups.
- ▶ Number and diversity of schools assessed by CTE Expert Review Teams.

Output Measures

- ▶ Number of pathways approved by the CTE Committee.
- ▶ Number of apprenticeships approved by the CTE Committee.
- ▶ Number of occupational skills standards adopted or revised by the CTE Committee.
- ▶ Percentage of teachers using high-quality instructional materials.
- ▶ Alignment of professional development to selection and use of high-quality instructional materials.
- ▶ Student satisfaction with career counseling.

Outcome Measures

- ▶ Percentage of students demonstrating grade-level proficiency in ELA and math at key points in a student's academic experience.
- ▶ Percentage of students who over two or more consecutive years do not demonstrate grade-level proficiency in ELA and math.
- ▶ Percentage of students who exit from Tier 2 and 3 interventions in ELA or math and demonstrate grade-level proficiency in these subject areas by the end of an academic year.

Further, the exact data to monitor has also been identified for each pillar.

This level of planning allows for clear understanding of the specific data points systems need to be designed to identify and track.

Data to Monitor

The list below includes both qualitative and quantitative data that shall be collected and monitored on an ongoing basis.

- Blueprint Level**
 - ▶ Maryland achievement on PISA.
 - ▶ Of the Maryland high school graduates who enroll in a Maryland community college/open enrollment public institution, the percentage who are not required to complete remedial/co-requisite courses.

- Pillar Three**
 - ▶ Student access to post-CCR pathways (including the number of college prep courses, college credits, and industry credentials accessible to students).
 - ▶ Student access to interventions and targeted supports (including tutoring services).
 - ▶ Number of LEA and business partnerships in support of CTE pathways.
 - ▶ Special education enrollment and exit rate.
 - ▶ Percentage of students needing extended learning time.
 - ▶ Access to a well-rounded curriculum, as mandated by COMAR.
 - ▶ Percentage of LEAs that have adopted comprehensive literacy plans aligned with the Blueprint, the science of instruction, and the science of learning.
 - ▶ Percentage of LEAs that have adopted comprehensive math plans aligned with the Blueprint, the science of instruction, and the science of learning.
 - ▶ Number and diversity of students participating in gifted and talented pathways/enrichment programs.



Questions to Consider

- What is relevant and informative about other state examples and **what unique and important variables are present in New Mexico?**
 - *Martinez-Yazzie* lawsuit
 - Student demographics and New Mexico context
 - Structure and capacity of LESC and its staff
 - History and context of state education governance
- New Mexico has already made many significant investments in education funding and programs—**what is the correct starting point to maintain momentum?**

Next Steps and Considerations



Planning with a Purpose



- The *Martinez-Yazzie* lawsuit prompted the state to refocus its efforts on education.
- While complying with the court's orders is an important and necessary step, it's critical to keep students at the center of this response.
- Comprehensive, structured planning can be valuable in creating intentional, sustainable systems that address student needs.
- It's time to take the next steps.

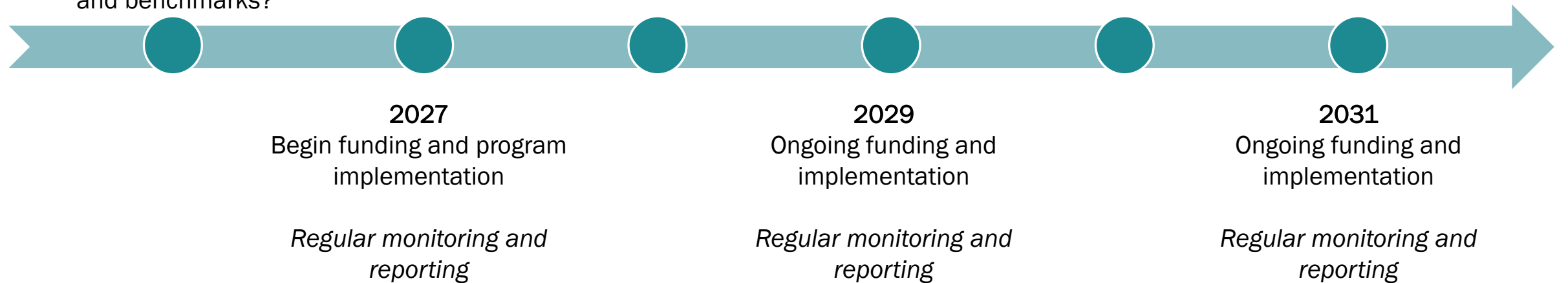
Planning and Implementation

2025-2026: Establish Goals

Who is responsible and should be part of the discussion?

What structures are necessary for ongoing process improvement?

What are the appropriate goals and benchmarks?



Planning Illustrated

2025-2026	2026	2027	2028	2029	2030
Goal <ul style="list-style-type: none"> • 1,800 more Native American (NA) educators 	Action toward Goal <ul style="list-style-type: none"> • Fund NA specific recruiting • Fund CLR ed prep (Ed Fellows, residencies) • Competitive teacher salaries 	Action toward Goal <ul style="list-style-type: none"> • Fund NA specific recruiting • Fund CLR ed prep (Ed Fellows, residencies) • Competitive teacher salaries 	Action toward Goal <ul style="list-style-type: none"> • Fund NA specific recruiting • Fund CLR ed prep (Ed Fellows, residencies) • Competitive teacher salaries 	Action toward Goal <ul style="list-style-type: none"> • Fund NA specific recruiting • Fund CLR ed prep (Ed Fellows, residencies) • Competitive teacher salaries 	Action toward Goal <ul style="list-style-type: none"> • Fund NA specific recruiting • Fund CLR ed prep (Ed Fellows, residencies) • Competitive teacher salaries
Stakeholders <ul style="list-style-type: none"> • Higher Education Institutions (both EPPs and institutional leadership) • Tribes, pueblos, and nations • CUP, NMACTE, PED, LEAs, unions 	Stakeholder Responsibilities <ul style="list-style-type: none"> • Ensure IHEs prioritize ed prep and NA ed prep, specifically • Ensure representative faculty • Focus on NA recruiting efforts 	Stakeholder Responsibilities <ul style="list-style-type: none"> • Ensure IHEs prioritize ed prep and NA ed prep, specifically 	Stakeholder Responsibilities <ul style="list-style-type: none"> • Ensure IHEs prioritize ed prep and NA ed prep, specifically 	Stakeholder Responsibilities <ul style="list-style-type: none"> • Ensure IHEs prioritize ed prep and NA ed prep, specifically 	Stakeholder Responsibilities <ul style="list-style-type: none"> • Ensure IHEs prioritize ed prep and NA ed prep, specifically
Benchmark <ul style="list-style-type: none"> • 140 more NA educators per year for the next 13 years 	<i>Regular monitoring and reporting</i>	<i>Regular monitoring and reporting</i>	<i>Regular monitoring and reporting</i>	<i>Regular monitoring and reporting</i>	<i>Regular monitoring and reporting</i>

An Example of Planning

Initial Blueprint Comprehensive Plan		FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
Implementation Timeline – Pillar 2: High-Quality and Diverse Teachers & Leaders												
Legend	<ul style="list-style-type: none"> ✦ Start and/or end date included in Blueprint statute ● Start and/or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final time line 											
2.1	Recruit and support high-quality and diverse teachers to meet workforce needs											
	2.1.1 Implement a statewide marketing campaign and outreach program to attract high-quality and diverse teaching candidates	←	→									→
	2.1.1(a) Governor shall appropriate at least \$250,000 in annual state budget for MSDE to implement the statewide marketing campaign	←	→									→
	2.1.1(b) MSDE shall establish a diverse steering committee by FY19	←	→									→
	2.1.1(c) MSDE shall build a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages	←	→									→
	2.1.1(d) MSDE shall work with MLDS, MHEC, MDL, and LEAs to develop a robust data infrastructure to gather information on workforce needs and employment outcomes	←	→									→
	2.1.1(e) MSDE shall engage prospective teachers with messaging that cultivates their interest in the profession	←	→									→
	2.1.1(f) MSDE shall implement the "Talk to a Teacher" program to create opportunities for prospective teachers to communicate with role model teachers	←	→									→
	2.1.1(g) MSDE shall provide information to increase awareness of available state incentives for individuals pursuing a teaching certificate (e.g., Maryland Teaching Fellows Scholarship and LARP)	←	→									→
	2.1.1(h) MSDE shall provide information to prospective teacher candidates to increase awareness of persistent opportunity gaps and racial disparities between students and teachers in Maryland schools	←	→									→
	2.1.2 Provide funding to the Maryland Teaching Fellows Scholarship to encourage highly-skilled and diverse candidates to teach in high-need schools	✦	→									→

Source: Maryland Accountability and Implementation Board

An Example of Planning, Continued

	2.1.4 MHEC implements and administers the new Teacher Quality and Diversity Program to support students from historically underrepresented populations		★										
	2.1.4(a) State budget shall include at least \$1,000,000 appropriation to the Teacher Quality and Diversity Program annually		★										
	2.1.4(b) MHEC shall increase awareness of Teacher Quality and Diversity Program Grants among IHEs		●										
	2.1.4(c) MHEC may adopt regulations to award Teacher Quality and Diversity Program Grants		●										
	2.1.4(d) State may provide additional grant funding to an IHE in an amount equal to or less than the grant funding that they receive from a non-state source to increase the quality and diversity of applicants for its teacher training program		●										
	2.1.4(e) MHEC shall provide assistance to IHEs applying for grants to increase quality and diversity of applicants for teacher training programs		●										
	2.1.4(f) MHEC shall monitor and annually report on the effectiveness of grants in increasing the quality and diversity of teacher applicants beginning 10/1/24				●								
	2.1.5 Monitor the quality and diversity of both State teacher candidates and existing teacher workforce		★				★						
	2.1.5(a) MLDS, in consultation with MSDE and MHEC, shall submit annual progress reports by 7/1 on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers		★									★	
	2.1.5(b) LEAs shall submit an initial report by 7/1/22 and reports by 12/1 annually on the diversity of their teacher workforce starting in FY 24		★	●									
	2.1.5(c) AIB shall continually monitor the quality, racial diversity, and geographic distribution of the Maryland teacher workforce		●										
	2.1.5(d) AIB shall, in consultation with MLDS and at least one IHE, beginning on 7/1/26 perform an evaluation of statewide efforts to increase diversity among teacher preparation program enrollees and graduates, as well as State teachers and leaders						★						
	2.1.5(e) AIB shall submit a report by 12/31/26 with evaluation results and recommendations for alterations to State programs and policies needed to diversify State educator workforce						★						
	2.1.5(f) AIB shall develop and LEAs shall implement a standardized exit survey to identify reasons teachers are leaving an LEA				●								

Source: Maryland Accountability and Implementation Board

Policy Considerations



1. Legislation creating and authorizing a structure to develop and oversee a long-term plan.
2. A 2025 LES C Work Plan aimed at long-term planning.