



# NM Public Education Department



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# Acknowledgements

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

# PED Strategic Planning

## **Vibrant Educator Ecosystem**

Addressing the critical teacher shortage through professionalizing education, recruiting and retaining top talent, providing extra support to new teachers, and providing resources to develop strong school leaders

## **Closing the Opportunity Gap**

Ensuring every student in New Mexico has equitable access to achieve personal success regardless of their demographics

## **Pathways and Profiles**

Develop multiple robust and relevant college and career pathways while defining the educational, social, and civic skills every New Mexico high school graduate will possess

## **Whole Child Education**

Providing the resources and accountability to ensure that 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

# Educator Ecosystem

## Educator Ecosystem

Strategies	Actions	Goals
Increase recruitment	<ul style="list-style-type: none"><li>• Educators Rising</li><li>• Increased Salaries</li><li>• Marketing</li><li>• Grow Your Own programs</li></ul>	<ul style="list-style-type: none"><li>• Increased enrollment in educator preparation programs</li><li>• Decrease number of teacher vacancies</li></ul>
Improve teacher preparation	<ul style="list-style-type: none"><li>• Teacher residencies</li><li>• Better collaboration between EPPs and schools</li></ul>	<ul style="list-style-type: none"><li>• Increase number of teacher residency programs</li></ul>
Induction/Retention	<ul style="list-style-type: none"><li>• Mentoring</li><li>• On-going professional development</li><li>• Hard-to-staff incentives</li></ul>	<ul style="list-style-type: none"><li>• Increase length of average teacher tenure</li><li>• Decrease teacher turnover in hard-to-staff areas and subjects</li></ul>

# Educator Ecosystem

## Addressing Student Groups Identified in Martinez-Yazzie

### Educator Ecosystem

Strategies	Focus on Martinez-Yazzie Student Groups
Increase recruitment	<ul style="list-style-type: none"><li>• Focus on schools serving high percentage of at-risk students</li><li>• Recruit teachers from low-income backgrounds</li><li>• Recruit Native American teachers</li><li>• Recruit special educators</li></ul>
Improve teacher preparation	<ul style="list-style-type: none"><li>• Teacher residencies in Native American and low-income communities</li><li>• Partnerships with tribal colleges</li><li>• Culturally and Linguistically Responsive Pedagogy</li><li>• TESOL certifications as part of teacher prep experience</li><li>• Preparation to serve students with special needs in Gen Ed setting</li></ul>
Induction/Retention	<ul style="list-style-type: none"><li>• Hard-to-staff incentives, including special education and bilingual</li><li>• Decrease teacher turnover in districts serving highest percentage of at-risk students</li></ul>

# Opportunity Gap

## Closing the Opportunity Gap

Strategies	Actions	Goals
Increase the number and sustainability of community schools	<ul style="list-style-type: none"><li>• Increase funding for planning and implementation</li><li>• Increase PED technical assistance to schools who want to implement the model</li></ul>	<ul style="list-style-type: none"><li>• More schools using the community school model</li><li>• Better use of funds to increase sustainability</li></ul>
Increase and improve health options for students	<ul style="list-style-type: none"><li>• Increase the number and access to school-based health clinics</li><li>• Work to find new funding strategies, (i.e. Medicaid, to provide additional services)</li></ul>	<ul style="list-style-type: none"><li>• More students have access to counseling and social work support</li></ul>
Increase access to extended learning opportunities	<ul style="list-style-type: none"><li>• K-5 Plus</li><li>• Extended school year</li><li>• Leverage funding to increase access to Out-of-school time activities</li></ul>	<ul style="list-style-type: none"><li>• Majority of school districts adding 10 instructional days</li><li>• Half of elementary schools implementing K-5 Plus</li></ul>

# Opportunity Gap

## Addressing Student Groups Identified in Martinez-Yazzie

### Closing the Opportunity Gap

Strategies	Focus on Martinez-Yazzie Student Groups
Increase the number and sustainability of community schools	<ul style="list-style-type: none"><li>• Community schools serve as hubs for community connections and access to services</li></ul>
Increase and improve health options for students	<ul style="list-style-type: none"><li>• Increase social service programs for students with disabilities</li><li>• Expand Medicaid supported healthcare services (beyond students with disabilities) to reach more low income students</li><li>• Increase number of school-based health centers in low-income communities</li></ul>
Increase access to extended learning opportunities	<ul style="list-style-type: none"><li>• Priority for schools with federal improvement designations</li><li>• Flexibilities and pilots for rural and tribal school districts</li></ul>

# Pathways and Profiles

## Pathways and Profiles

Strategies	Actions	Goals
Align systems and structures within the ecosystem	<ul style="list-style-type: none"> <li>• Increase % of students engaged in high-impact, dual-credit programs, aligned to high-value college credentials/degrees</li> <li>• Increase participation in early and ongoing college and career counseling</li> <li>• Streamline funding to mitigate barriers</li> </ul>	<ul style="list-style-type: none"> <li>• All students are engaged in early and ongoing college and career counseling</li> <li>• Statewide system in place for monitoring student engagement to and through graduation</li> <li>• All students have successfully completed gating courses (e.g. Algebra 1)</li> </ul>
Offer increased experiential learning opportunities	<ul style="list-style-type: none"> <li>• Coordinate strategic partnerships, apprenticeships, internships and other place-based learning opportunities</li> <li>• Increase % of Educators trained on STEAM integration</li> <li>• Design and implement additional mentorship programming and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• All students are exposed to robust STEAM educational opportunities</li> <li>• Increased participation in integrated career learning opportunities</li> </ul>
Bolster family and community engagement	<ul style="list-style-type: none"> <li>• Ensure schools have comprehensive, inclusive, co-created plans for equitable and effective family engagement</li> <li>• Develop a statewide plan for monitoring engagement and access over time</li> <li>• Operationalize statewide family engagement framework</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement is integrated into higher education teacher prep programs/curricula</li> <li>• Educators are equipped to implement effective engagement practices; School leaders promote a culture of community engagement</li> <li>• 100% of students complete the FAFSA</li> </ul>

# Pathways and Profiles

## Addressing Student Groups Identified in Martinez-Yazzie

### Pathways and Profiles

Strategies	Focus on Martinez-Yazzie Student Groups
Align systems and structures within the ecosystem	<ul style="list-style-type: none"><li>• Access to dual credit, early college, and CTE programs in low-income and tribal communities and for students with special needs</li><li>• Remove barriers for rural, tribal, and low-income communities</li></ul>
Offer increased experiential learning opportunities	<ul style="list-style-type: none"><li>• Increase percentage of students with special needs and low-income, ELL, Native American students participating in career-based and other experiential learning opportunities</li></ul>
Bolster family and community engagement	<ul style="list-style-type: none"><li>• Ensure schools have comprehensive, inclusive, co-created plans for equitable and effective family engagement</li><li>• Improve effectiveness of transition services for students with disabilities</li><li>• FAFSA support for low-income and tribal communities</li></ul>

# Whole Child Education

## Whole Child Education

Strategies	Actions	Goals
Improve the implementation of culturally and linguistically responsive instruction (CLRI)	<ul style="list-style-type: none"><li>• Embed CLRI in educator preparation</li><li>• Increase CLRI professional development</li><li>• Increase access to and funding for CLR instructional materials</li></ul>	<ul style="list-style-type: none"><li>• Every school has a CLRI trained expert (Train the trainer model)</li><li>• All teachers have access to CLRI training</li><li>• All students have access to CLRI materials</li></ul>
Improve social emotional well-being of all students	<ul style="list-style-type: none"><li>• Implement Multi-Layer Systems of Support</li><li>• Provide a statewide SEL framework and resources for districts</li></ul>	<ul style="list-style-type: none"><li>• Reduction in discipline referrals and suspensions and expulsions</li><li>• Decrease number of chronically absent students</li></ul>
Increase professional development and technical assistance to school districts and charter schools	<ul style="list-style-type: none"><li>• PD in supporting students with disabilities</li><li>• Professional development in early literacy</li><li>• More effectively fund and use REC supports to school districts</li></ul>	<ul style="list-style-type: none"><li>• More students reading at grade level</li><li>• Improved services and process for SWD</li><li>• Provide more regional support and technical assistance</li></ul>

# Whole Child Education

## Addressing Student Groups Identified in Martinez-Yazzie

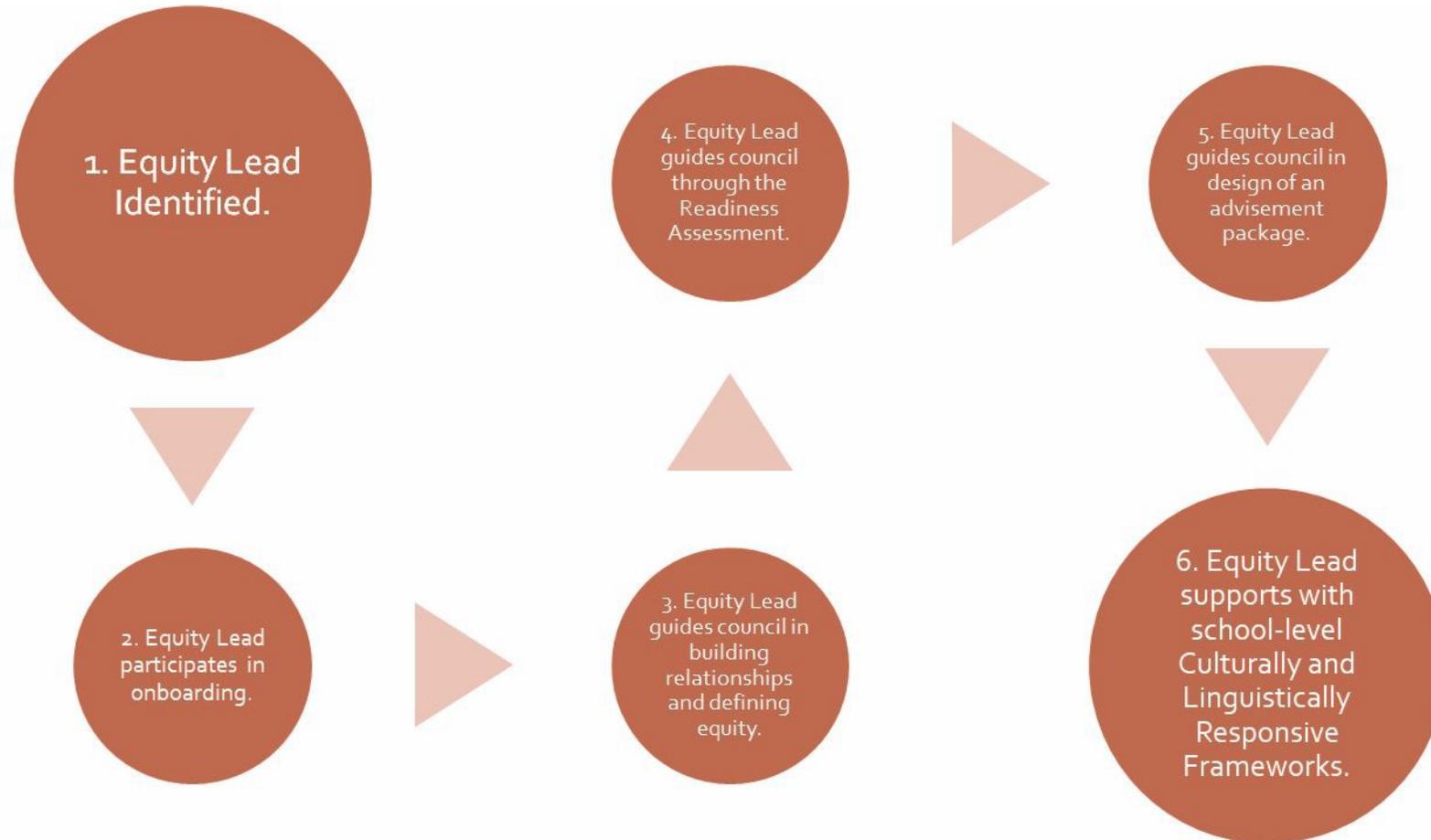
### Whole Child Education

Strategies	Focus on Martinez-Yazzie Student Groups
Improve the implementation of culturally and linguistically responsive instruction (CLRI)	<ul style="list-style-type: none"><li>• Embed CLRI in educator preparation</li><li>• Increase CLRI professional development</li><li>• Increase access to and funding for CLR instructional materials</li></ul>
Improve social emotional well-being of all students	<ul style="list-style-type: none"><li>• Reduction in discipline referrals and suspensions and expulsions (disaggregate data based on Martinez-Yazzie student groups)</li></ul>
Increase professional development and technical assistance to school districts and charter schools	<ul style="list-style-type: none"><li>• PD in supporting students with disabilities</li><li>• More effectively fund regional supports to school districts for training and oversight in at-risk services, special education, ELL services</li></ul>

# Equity Councils

- Conducted a Martinez/Yazzie Readiness Assessment provided by the NMPED—with a focus on economically disadvantaged students, English learners, Native American students, and students with disabilities — to support schools.
- Currently analyzing the Martinez/Yazzie Readiness Assessment data and establishing an equity plan.
- Support the adoption, creation, or revision of school-level CLR frameworks.
- Early, developing, emerging stages depending on the district or charter school.

# Equity Council Implementation



Investing for tomorrow, delivering today.

# Readiness Assessment

- PED required LEAs to complete the Martinez/Yazzie Readiness Assessment by June 15, 2020
- The Readiness Assessment provides an opportunity to examine the steps that can be taken to ensure that the needs of student groups identified in the lawsuit are included in PED's current processes and systems

# Readiness Assessment Sample

RATING STATEMENTS.	ALWAYS	USUALLY	ABOUT HALF THE TIME	SELDOM	NEVER
Our English Learner program is designed for English Learners to participate meaningfully in ALL instructional programs with language supports.					
Our English language development teachers are trained and qualified to teach English language acquisition for English learners.			sample		
Our district's school administrators and educators with expertise and knowledge of Native American language and culture incorporate Native American culture and language and historical contributions into the general curriculum.					
Our district employs staff, including Indian Education directors, English Language Development and Special Education teachers and administrators that support learning needs of Native American English Learners.					

# CLR Framework: Inventory

0

- WHO ARE OUR UNDERSERVED STUDENTS AND FAMILIES?
- WHAT DESIRED OUTCOMES DO FAMILIES HAVE FOR THEIR CHILDREN?

1

- WHAT ARE THE STUDENT, FAMILY, COMMUNITY, AND/OR TRIBAL DESIRED OUTCOMES FOR OUR UNDERSERVED STUDENT POPULATIONS?

2

- WHAT ONGOING EVIDENCE WILL WE COLLECT?
- HOW WILL WE KNOW WE ARE MEETING THE OUTCOMES FOR OUR UNDERSERVED?

3

- WHAT PLAN WILL RESULT IN INCREMENTAL PROGRESS TOWARD OUR OUTCOMES

4

- HOW WILL WE ENSURE CONSISTENT ATTENTION TO THE NEEDS OF OUR UNDERSERVED?

# CLR Framework: Inventory

<p>The Culturally and Linguistically Responsive Framework Inventory</p>	<p>We have a well-informed answer to this question; will use to enhance or build upon our current CLR framework.</p>	<p>We have begun to research / collect information to answer this question.</p>	<p>We are in the beginning stages of exploring this question.</p>
<p>STAGE 0: Who are our underserved student populations and their families and communities? What desired outcomes do these families and communities have for their child's education?</p>			
<p>Task 0A: Personal Perspective/Bias Analysis – We (individually and collectively) are approaching the work of CLR with a commitment to truth, racial healing, and transformation (TRHT)?</p>			
<p>Task 0B: Who are our underserved student populations and their families and communities?</p>		<p>sample</p>	
<p>Task 0C: What does a day/week/month/year in the life of our underserved student populations look like?</p>			
<p>Task 0D: Centering CLR - What does it look like to center CLR in our district/charter within the historical and current state of institutional power?</p>			
<p>Task 0E: Student/Family/Community Landscape Analysis - What do our underserved student populations and their families desire in terms of outcomes for students?</p>			

# The 5-Stage CLR Framework: Schooling by Design Tool

- Expands on the results of the inventory
- Supports CLR Teams in designing or redesigning a CLR Framework
- Includes practical tools that support schools and charter schools in building a framework that is sustainable and student-and-family centered
- Allows users to implement at their own pace and their own timeline
- Purposefully aligned with the CLR Guidance Handbook and laws tied to M/Y student groups

# NM DASH 90 Day Plans: Student Groups and Strategic Resource Allocation

- The Priority Schools Bureau (PSB) in collaboration with Language and Culture Bureau are pleased to announce the release of the NM DASH Learning Modules, a set of eight self-paced modules that is closely aligned with the NM DASH Process Guide for Schools and includes a focus on student groups and strategic resource allocation.
- The modules are built on the Canvas platform and utilize padlet, narrated PowerPoints, case studies, and video resources. These modules ensure that every educator and district level leader in the state of New Mexico has access to the same information, high quality training, and support, whether these are presented in a synchronous or asynchronous environment.



# Why We Appealed

*In addition to the technical issues, the April 15, 2020 US Department of Education decision...*

Pits schools against each other

Albuquerque:(\$11,927,374)

Las Cruces:(\$3,604,119)

Los Lunas:(\$1,054,262)

Hatch:(\$204,040)

AIMS Charter: (\$55,198)

Doesn't solve the problem

April 15, 2020 ruling *only applies to FY20.*

The state is *still obligated by law* to take credit for Impact Aid for future years.

*With no appropriation from the legislature to address the issue, funds come dollar for dollar from other districts*

# Executive Commitment

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This administration remains committed to providing increased funding for Native American Students

- Secured \$52 million in capital resources for Impact Aid districts over the last two years, but this is not enough
- Executive and the legislature made several efforts to change the legislation, but don't yet have the votes
- We need to look more deeply at core funding issues

# US Dept. of Education Findings

- The US Department of Education found that additional revenues needed to be included in the FY20 calculation



# Major problem with the findings

- Under federal law, capital expenditures are excluded from the disparity test calculation.
- The US Department of Education findings state that since some SB9 funds can be used for current expenditures, all SB9 funds must be counted as current expenditures.
- Major problem: The April 15, 2020 ruling did not include the **SB9 state match program**

# SB 9 Equalization Program (State Match)

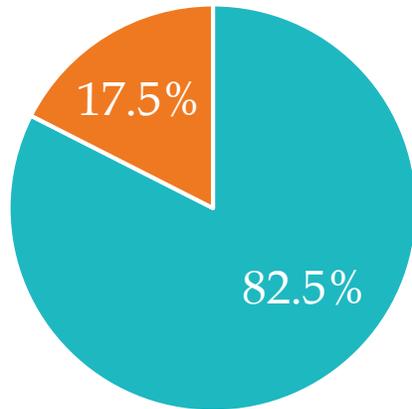
Serves as an equalization program for capital improvements

Establishes a guaranteed minimum amount of SB 9 funds a school district will receive



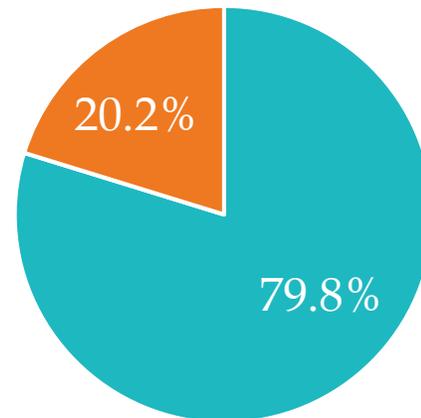
# Average Percent of SB 9 Funding Provided by State Match

Average of LEAs Not Receiving Impact Aid



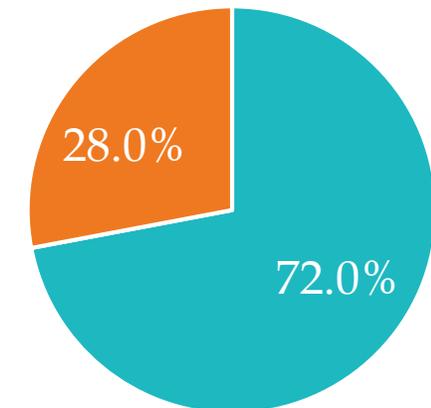
- Local SB 9 Revenue Raised
- State SB 9 Match

Average of all LEAs



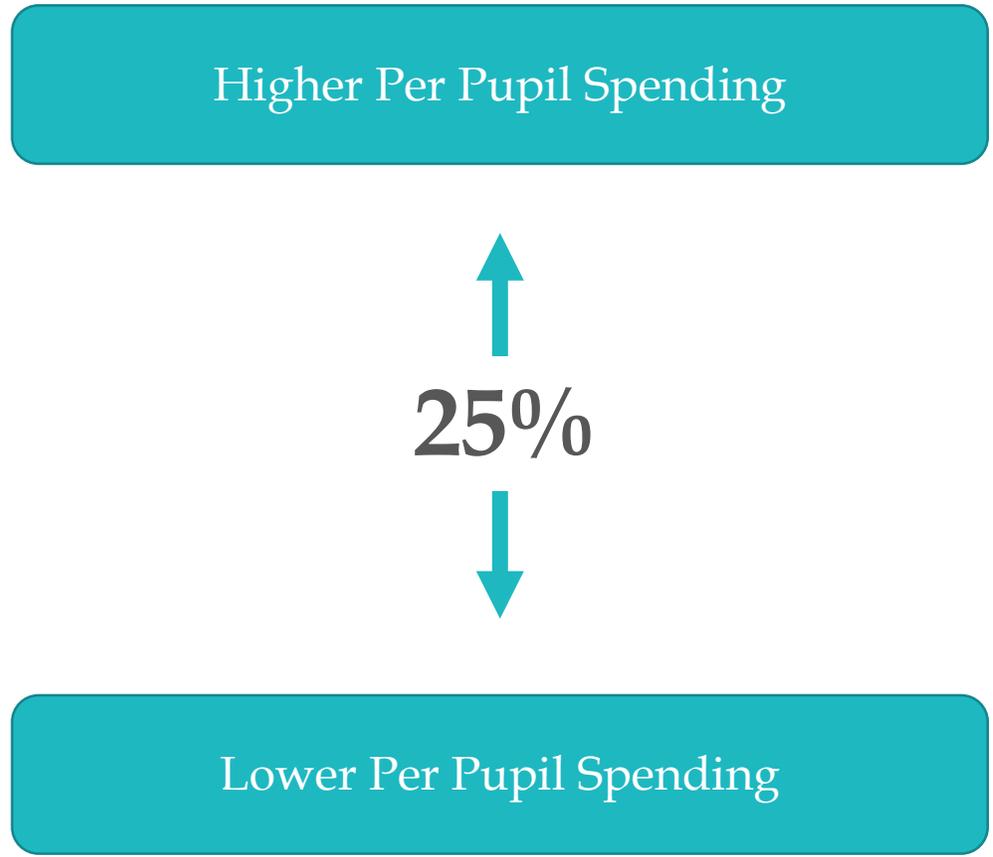
- Local SB 9 Revenue Raised
- State SB 9 Match

Average of Impact Aid Receiving LEAs



- Local SB 9 Revenue Raised
- State SB 9 Match

# Overview of Disparity Calculation



- The April US Dept. of Education ruling did not account for the SB9 state match
- PED resubmitted all of the information that plaintiff districts and US Dept. of ED requested be added, and also added SB9 state match

# Timeline and Current Status

- PED filed a motion to drop the appeal the decision
- PED submitted a revised set of FY21 calculations that ***fully*** complied with the Dept. of Ed's determination and ***included SB9 state match***
- The Dept. of Ed. Is currently reviewing the data submissions
- The Dept of Ed's Office of Hearings and Appeals has requested briefs from the parties
- A decision from the Dept. of Ed is expected after December 3.

Appeal

June 2020

Revised calculations

July 2020

PED drops appeal

August 2020

US Dept of Ed Hearing

August 2020

Data review and briefings

August-December 2020

Decision

After December 3,2020

# Executive Commitment

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

# Legislative Action is Required

- As the appropriating body, the legislature must take the opportunity to develop and pass a permanent solution to the taking of impact aid credits.
- The Governor has communicated to legislators the urgent need for the legislature to present her with a solution.
- Guiding Principles:
  - As we address Yazzie-Martinez, it is clear that the solution must not pit impact aid districts against non-impact aid districts. Funding needs to be identified from another source so that it does not result in a decrease in funding to other schools.
  - The state needs a permanent solution to the taking of impact aid credits.
  - There needs to be strong language on tribal consultation on the expenditure of these funds.
  - Impact aid funding must be used for the educational benefit and critical capital needs of the students living on the lands from which the impact aid revenue is generated.

# Thank You!

- Dr. Ryan Stewart, Secretary of Education, [Ryan.Stewart@state.nm.us](mailto:Ryan.Stewart@state.nm.us)
- Dr. Allison Briceno, Managing Director and Acting Deputy Secretary for Identity, Transformation, and Equity, [Allison.Briceno@state.nm.us](mailto:Allison.Briceno@state.nm.us)
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