



Yazzie Proposed Remedies

Multicultural Education

1. Restructure the PED to ensure that the foundation of a sufficient system of education is rooted in a multi-cultural and linguistically appropriate education.
2. Pass legislation that sets required qualifications for the PED Secretary that are in compliance with the constitution, including requirements that the Secretary have experience and expertise in multicultural education.
3. Provide PED resources and expertise to work with districts to fully implement BMEA, HEA and IEA.
4. Increase the required qualifications of PED staff in the Indian Education, and Bilingual Education Departments so that staff have expertise to provide technical assistance to districts and schools.

Indian Education Act

5. PED shall, in collaboration with local Tribal Communities and their experts, develop and provide culturally relevant curriculum training for all school district administrators and teachers in NM.
6. PED shall finalize statewide culturally relevant curricula standards for use in SY 2019-2020.
7. Ensure IED Headquarters and 3 Regional offices are staffed and have expertise in Native American education;
8. Ensure IED staff are certified teachers/administrators with experience working in schools serving NA students, with related expertise in curriculum and materials development, assessment of student learning, native language instruction, and bilingual/TESOL endorsements.

ELL/BMEA

9. Ensure that ELL students are provided an English language acquisition program that complies with federal law and state law – eliminate common practice of placing EL students in remedial reading or special education programs.
10. Mandate that all teachers are TESOL endorsed.
11. Appropriate additional funding for professional development for the development and delivery of rigorous ESL and sheltered content instruction training for all teachers, principals and assessment specialists.



PreK, Extended Learning Time, and Social Services

12. Expand full-day New Mexico PreK to full capacity give the limitations of current infrastructure and workforce; invest in infrastructure.
13. Amend the K-3 Plus statute to mandate that the program is available to all K-5 eligible children and that districts have the opportunity to implement it for all eligible children; include transportation cost.
14. Mandate that social services and health care services are a part of a basic education in New Mexico.

Teacher Recruitment, Retention & Capacity Building

15. Provide a pathway for Native Americans, dual language speakers, and early childhood educators to become licensed teachers in New Mexico by having the state pay their tuition and a stipend.
16. Provide a pathway for EAs to become teachers and pay for their tuition and a stipend while they work as EAs.
17. Mandate that all teachers are TESOL endorsed.
18. Increase teacher base salaries to make them competitive with surrounding states in order to address recruitment and retention concerns (\$45,000; \$55,000; \$65,000) and tie regular increases to inflation.
19. Increase *embedded* professional development and collaboration time for teachers by the equivalent of 10 days per year.

Funding/Resources

20. Reinstatement money lost since the recession back to 08-09 levels
21. Fund the proposed remedies previously discussed.

At-risk Funding

22. Increase the weighting of the at-risk index so that all at-risk children generate 25% more funding than other students; ensure at-risk money follows the student and is spent on programming for at-risk students.
23. Amend legislation to adjust the poverty factor of the funding formula to use the FRPL for poverty.
24. Increase the weighting in the dual language section of the formula so that districts have more money to implement dual language programs; ensure that money is actually spent on dual language programming.

Accountability

25. PED shall monitor the use of at-risk funding through the enforcement of NMSA § 22-8-23.3 so that schools specifically show that they have used their at-risk money on services that improve academic outcomes, for “at-risk” students: poverty, mobility, and ELL.
26. Dual language money follows students in dual language programs
27. Providing PED with more expertise to work with districts to implement the NMIEA, BMEA, and HEA.