



Legislative Education Study Committee Work Plan

MAY 15, 2023

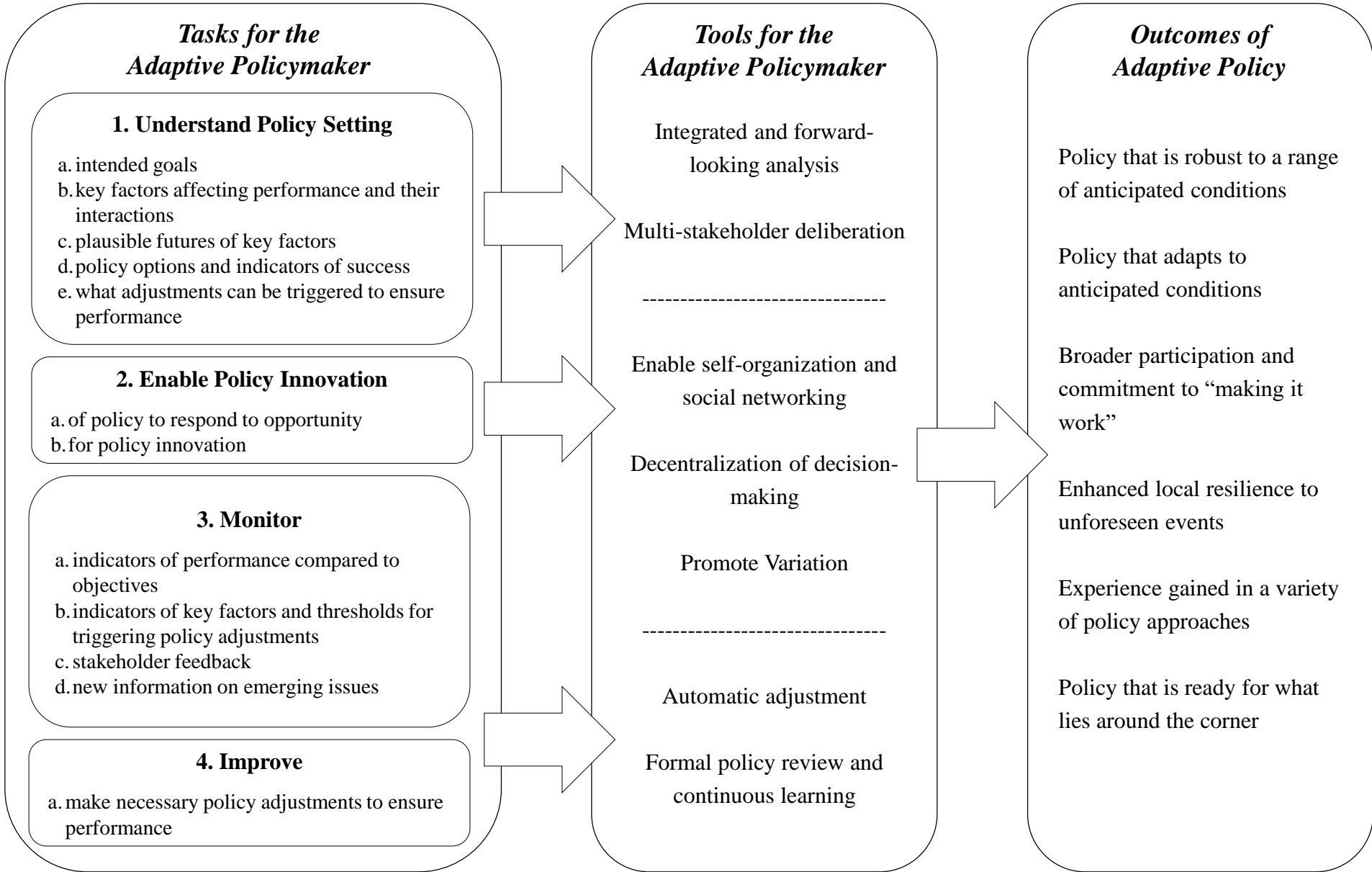
Overarching Plan

MAY 15, 2023

Educator Ecosystem	Student Success	Budget	Infrastructure	Community and Family Supports	Equity
Career Ladder, Recruitment and Retention, HR/Benefits, Leadership, Educator Prep	Early Childhood, College & Career Readiness, Standards, CTE, School Redesign, School Climate, Assessment	State-level, District-level, School-level funding, Federal Funding, Governance, School Boards	Capital Outlay, Transportation, Technology, School Safety, Data Systems, Assessment	Family and Community Engagement, Opportunity-gap programs, SEL, Out-of-school time programs, School Choice	Martinez/Yazzie, Language and Culture, Special Education, Indian Education Act, Hispanic Education Act, Bilingual Multicultural Ed Act, Black Education Act, Accountability
Emily Hoxie	Jessica Hathaway	Daniel Estupinan	Tim Bedeaux	Bridget Condon	Marit Andrews
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Educator Preparation Accountability	Secondary school redesign/ Innovation Zones	Funding Formula Review	Transportation Study	Counselors (Guidance, Advisement)	Special Education
Educator Supply and Demand/ Career Ladders and Differential Pay	College, Career, and Civic Readiness Metrics (defining student success)	Funding Formulas	Capital Outlay Monitoring, STARS Redesign (data systems)	Mental Health, Behavioral Health, SEL Programs	Mathematics
Teacher Residencies and Student Teaching Stipends, Educator Fellows	Attendance	Family Income Index, ESSER Funding	Learning Time Study	Community Schools	Indian Education and Indian Education Capital Outlay
	<i>High School Start Times</i>	<i>Funding Formula Study, Reducing School Reporting Requirements</i>	<i>Ventilation Study</i>	<i>Community School Task Force, Purple Star Public Schools</i>	<i>Genocide/ Holocaust, School Restraint and Seclusion</i>

Spotlights

Director	Deputy Director
Multilingualism, TESOL/Emergent Bilinguals & Structured Literacy	Accountability
Report on the Status of Education in New Mexico	Leadership
LESC Policy Map and Budget	LESC Policy Map and Budget



Analyst Presentations



Emily Hoxie

RESEARCH AREA: EDUCATOR ECOSYSTEM

Pressing Problem to Solve

- ❖ Topic: Teacher Preparation Accountability
- ❖ Problem Statement: Quality educators are perhaps the most vital component of a successful education system. New Mexico needs educator preparation programs that ensure educators enter schools prepared for effective, rigorous, relevant, and consistent instruction.
- ❖ Essential Questions:
 - What are the strengths and weaknesses of educator preparation programs in New Mexico? What evidence exists of these strengths and weaknesses?
 - What metrics or indicators hold educator preparation programs accountable? Are these the metrics or indicators that lead to a healthy and diverse educator workforce?
- ❖ Key Partners: Deans and Directors of New Mexico Colleges of Education, students enrolled in colleges of education, teachers, education leaders, and New Mexico based research and education support organizations.
- ❖ Outcome/Deliverable to the Committee: Report on teacher preparation programs.

Pressing Problem to Solve

❖ Topic: Principal Preparation

❖ Problem Statement: Principals drive positive school climate, ensure high expectations for educator and student performance, and impact teacher retention. New Mexico needs a principal workforce that is adequately prepared to meet the needs of schools in New Mexico.

❖ Essential Questions:

- What are the strengths and weaknesses of principal preparation programs in New Mexico? What evidence exists of these strengths and weaknesses?
- What skills, knowledge, and attributes do principals need and how does the current curricula and design of the principal preparation programs align to these needs?

❖ Key Partners: Deans and Directors of New Mexico Colleges of Education, educators currently enrolled in principal preparation programs, teachers, education leaders, and New Mexico based research and education support organizations.

❖ Outcome/Deliverable to the Committee: Report on principal preparation programs.

Broad Inquiry

- ❖ Topic: Teacher Supply and Demand
- ❖ Problem Statement: The LESC and the broader Legislature need a clear understanding of the complexities of the educator supply and demand system along with evidence-based strategies to provide ongoing support to the entire educator workforce.
- ❖ Essential Questions:
 - What promising practices could support the educator workforce in New Mexico?
 - Who is included in the "educator workforce"?
 - What are indicators and drivers of educator supply and demand in New Mexico? What is a reasonable amount of turnover? What is a reasonable amount of supply?
- ❖ Key Partners: Deans and Directors of New Mexico Colleges of Education, educators, education leaders, and New Mexico based research and education support organizations, teacher unions, school districts and charter schools.
- ❖ Timeline: LESC staff will continue to study the complexities of and policies to support the educator workforce during the 2023 and 2024 interim.
- ❖ Outcome/Deliverable to the Committee: LESC staff will present a policy brief on pay differentials for school personnel.

Policy Review/Evaluation

❖ Topic: Teacher Residencies

❖ Problem Statement: Our theory of change assumes that if teacher residents are prepared through an effective teacher preparation curriculum and receive high quality coaching and mentorship, then the state will see improved teacher efficacy and an improvement in expected student outcomes. Is the legislative investment meeting this intent?

❖ Essential Questions:

- What metrics are aligned to high quality teacher residencies?
- How are teacher residency programs in New Mexico implementing these practices?

❖ Timeline: LESC staff will conduct a policy review over the course of the 2023 and 2024 legislative interim.

❖ Outcome/Deliverable to the Committee: LESC staff will present a policy review of teacher residencies to the committee during the 2023 interim.



Jessica Hathaway

RESEARCH AREA: STUDENT SUCCESS

Pressing Problem to Solve

- ❖ Topic: Secondary School Engagement (Middle and High School Redesign)
- ❖ Problem Statement: School engagement drops sharply as students get older. By the time students reach 12th grade, only about a third (34 percent) are engaged in school. Secondary years are a pivotal time to engage students, provide relevant academic, social, and emotional learning experiences, and ensure school systems are connected to the changing needs of the economy and offer learning that serves the long-term success of students.
- ❖ Essential Questions:
 - What factors most reliably lead to greater engagement and how does the engagement curve vary between student groups?
 - What statutory changes would allow for systemic redesign of middle and high school years to foster school engagement, lead to positive student outcomes, and ready students for college, career, and civic life?
- ❖ Key Partners: New Mexico students and families, PED, school districts and charter schools, educators, workforce, higher education, and a significant number of New Mexico based education and research organizations.
- ❖ Outcome/Deliverable to the Committee: Work products on dual credit, high school math and financial literacy, high school redesign, and proposed statutory changes, including modernization of high school graduation requirements.

Broad Inquiry

- ❖ Topic: College, Career, and Civic Readiness Metrics (To Define Student Success)
- ❖ Problem Statement: Despite the state not having an operationalized and standardized measure of college, career, and civic readiness, the *Martinez-Yazzie* lawsuit ruling noted New Mexico is not sufficiently preparing its students for college and career.
- ❖ Essential Questions:
 - What does it mean to be college, career, and civic ready in New Mexico; what measures, experiences, and factors contribute to this definition; which of these can be directly measured (and with what data) to predict student success and understand effective policy controls?
 - Are legislative investments being dedicated to the most promising student programs and interventions; how can we assess the impact of these investments on an operationalized measure of college, career, and civic readiness?
- ❖ Key Partners: Harvard Strategic Data Partnership, New Mexico students and families, PED, school districts and charter schools, education leaders, educators, a large variety of organizations focused on education and workforce issues in the state, and additional partners as identified during the project.
- ❖ Timeline: 2023: Project scoping, data collection and categorization, iteration on methodology to operationalize a definition, stakeholder engagement; 2024: Continued work from 2023 and beginning to build a data system.
- ❖ Outcome/Deliverable to the Committee: 2023 outcomes: Staff reporting on scoping, stakeholder engagement, and operationalization work, as well as brief on secondary school redesign; 2024 and 2025 outcomes: Statutory recommendations, recommendations on a measure defining college, career, and civic readiness, and data system.

Policy Review/Evaluation

- ❖ Topic: Policy Review of Attendance
- ❖ Problem Statement: When children are not in school, it is impossible for them to learn what the teacher is teaching. Research also shows chronically absent students are at major risk academically, being less likely to read on grade level, scoring lower on assessments, and being less likely to complete high school. 30 percent of children in New Mexico are chronically absent. For school programs to be effective, it is imperative to understand the depth of attendance challenges and understand how the state can support increased school attendance.
- ❖ Essential Questions:
 - What is the depth of the chronic absenteeism challenge in New Mexico; which students, and where in the state, are there the biggest challenges with attendance?
 - How do current statutory options impact attendance? What statutory options exist to address attendance?
- ❖ Timeline: Spring/Summer 2023: Gathering preliminary research and completing landscape review; Fall 2023: Synthesis of findings and evaluation of current statutory options; Winter 2023: Recommendations to LESC about policy options and research needs to address attendance and school engagement.
- ❖ Outcome/Deliverable to the Committee: LESC staff briefs including a landscape review of attendance (July 2023) and policy options to address attendance/chronic absenteeism (October 2023).

Policy Review/Evaluation

- ❖ Topic: Evaluation of CTE Funding (Next Gen CTE Pilot and Innovation Zones)
- ❖ Problem Statement: The Legislature has made significant investments to support CTE and understands the importance of CTE in fostering an education system responsive to student, workforce, and educational needs. A policy review/evaluation of how CTE funds are being allocated, where/what funding gaps may remain, and statutory options to build a robust and modern CTE system in New Mexico could help the Legislature to better understand the cost, structures, and policies needed for CTE programming.
- ❖ Essential Questions:
 - How are CTE funds being allocated and what gaps in funding exist?
 - How does the cost of CTE vary compared with traditional academic programming?
 - What does a statewide system of robust CTE programming look like and what statutory supports might be needed?
- ❖ Timeline: Summer of 2023: Data gathering and stakeholder engagement; Summer/Fall 2023: Data analysis; Fall/Winter 2023: Reporting to LESC to address essential questions; Winter 2023: LESC staff recommendations.
- ❖ Outcome/Deliverable to the Committee: Evaluation of CTE funds and recommendations about funding and programmatic changes needed to support the provision of high-quality, modern CTE programs.

Memorial or Taskforce Work

❖ Topic: High School Start Times

❖ Problem Statement: Research suggests later school start times can support sleep needs of students, and some states and cities have begun to mandate later school start times to support adolescent sleep needs. These changes, however, can create logistical and operational challenges to schools and families. There is currently no requirement in state law about when high schools must start their day in New Mexico. HM56 also requests the LESC to study this issue.

❖ Essential Questions:

- What policy options exist regarding a statutory high school start time?
- What impacts, operationally and logistically, would need to be accounted for should New Mexico schools be required to adapt to a statutory high school start time?

❖ Key Partners: High school students, PED, and staff from New Mexico school districts and charter schools.

❖ Outcome/Deliverable to the Committee: LESC staff/taskforce summary of findings and recommendation about a statutory high school start time.



Daniel A. Estupiani

RESEARCH AREA: PUBLIC SCHOOL FINANCE

Pressing Problem to Solve

- ❖ Topic: Public School Funding Formula Review
- ❖ Problem Statement: While the Legislature has significantly increased appropriations to public schools, student achievement has not measurably improved. Therefore, it is unclear whether the public school funding formula adequately identifies student need, reflects the true costs of adequately operating public schools, and allocates adequate funds to improve student outcomes and support the diverse and evolving needs of public schools.
- ❖ Essential Questions:
 - Is the funding formula adequately supporting public schools in providing a sufficient public education?
 - What constitutes sufficiency in the context of the public school funding formula; how is that balanced with the concept with meeting the needs of local communities?
 - What ongoing challenges associated with the funding formula have not been addressed by the Legislature?
 - What is our vision for public education in New Mexico, what metrics of student success will we use in measuring progress, and how can local leaders be trained to leverage the funding formula in making sustainable and measurable progress toward achieving that vision?
- ❖ Key Partners: LFC, PED, school districts, charter schools, and other relevant stakeholders and partners.
- ❖ Outcome/Deliverable to the Committee: LESC staff will complete a comprehensive report of relevant findings before the end of the 2023 interim.

Broad Inquiry

- ❖ Topic: Public School Funding Formula Redesign
- ❖ Problem Statement: Since its inception in 1974, the funding formula has been revised but has not been significantly redesigned in response to the ongoing and emerging challenges in public schools. Therefore, a comprehensive redesign of the formula may be needed to ensure the comprehensive costs of operating public schools are being adequately met.
- ❖ Essential Questions:
 - Are existing differentials in the public school funding formula adequate in supporting the diverse needs of public school students, or are additional differentials needed to support the evolving needs of public schools?
 - Does the public school funding formula adequately support public schools in meeting all existing statutory and regulatory requirements?
 - Does the public school funding formula adequately balance flexibility with accountability, and does it draw on revenue sources that are both sustainable and sufficient for distribution to public schools?
 - Can the funding formula be streamlined or refined in its calculation of program units, what systems or processes can be refined at PED in how the department administers, allocates, and distributes funding, and what training would department staff need to support a successful implementation of a redesigned funding formula?
- ❖ Key Partners: LFC, PED, school districts and charter schools, and other relevant stakeholders and partners.
- ❖ Timeline: A potential redesign will follow the completion of the LESC review of the public school funding formula and will continue through the 2024 interim.
- ❖ Outcome/Deliverable to the Committee: LESC staff will present potential legislation for consideration by the committee before the 2025 legislative session.

Policy Review/Evaluation

❖ Topic: ESSER Funds

❖ Problem Statement: As the final deadline for expending federal relief funds approaches, it is unclear how school districts and charter schools will leverage their remaining funds and whether there will be a disruption of programs and services when those funds are depleted.

❖ Essential Questions:

- How have school districts and charter schools leveraged ESSER funds thus far?
- What measurable impact have ESSER funds had on student opportunity, unfinished learning, facility quality, and other relevant areas?
- How many employees are currently supported by ESSER funding?
- What role should the Legislature play in supporting districts and charter schools in their transition from ESSER funding?

❖ Timeline: LESC staff will complete a deliverable for the committee by the end of the 2023 interim.

❖ Outcome/Deliverable to the Committee: A brief will be distributed to LESC members along with a potential recommendation for inclusion in the LESC's FY25 public school support scenario.

Policy Review/Evaluation

- ❖ Topic: Family Income Index
- ❖ Problem Statement: As the final year of the Family Income Index pilot program begins, it is unclear whether the index adequately measures poverty and directs sufficient supplemental funds to schools with the highest concentrations of poverty.
- ❖ Essential Questions:
 - How effective is the Family Income Index in identifying poverty?
 - How effectively has the Family Income Index distributed funds to the schools with the highest concentrations of poverty?
 - Is there sufficient capacity at the school-level to adequately expend supplemental funds on data-driven practices that improve student achievement?
 - Should any components of the Family Income Index be recommended for incorporation in the public school funding formula?
- ❖ Timeline: LESC staff will complete a policy review for the committee by the end of the 2023 interim.
- ❖ Outcome/Deliverable to the Committee: LESC staff will compile potential legislation for committee endorsement and inclusion in the LESC's FY25 public school support scenario.



Tim Bedeaux

RESEARCH AREAS: SCHOOL INFRASTRUCTURE, DATA ANALYSIS

Pressing Problem to Solve

- ❖ Topic: Study Transportation Formula
- ❖ Problem Statement: The public school transportation formula does not reflect the actual costs of running a transportation program.
- ❖ Essential Questions:
 - Objectively, what is the actual cost of running a school transportation program?
 - What are the primary drivers of transportation costs and how do they vary regionally?
 - What is the state's role in funding transportation? Should the state prioritize efficiency or provide funding for a wide range of transportation services? How can the state efficiently fund a range of services or need?
 - What tools can the state use to administer the transportation formula?
 - How can the transportation formula be adaptive to emerging safety technology and electric vehicles?
- ❖ Key Partners: School districts of varying sizes and population density, charter schools, PED, and LFC.
- ❖ Outcome/Deliverable to the Committee: Issue briefs, final report, draft legislation.

Broad Inquiry

- ❖ Topic: Redesigning Educational Data Systems
- ❖ Problem Statement: New Mexico's data systems for student information, assessments, accountability, teacher licensure, and school financials do not communicate with each other.
- ❖ Essential Questions:
 - What do school districts and charter schools need from a student information system?
 - Are there options to quickly aggregate information from the various student information systems statewide?
 - What supports would schools need to transition to a statewide data system?
 - How do other states integrate student and teacher data, school financials, and accountability systems?
 - Does PED need additional staffing or other organizational changes to effectively implement data systems?
- ❖ Key Partners: School districts, charter schools, PED, NCSL, and ECS.
- ❖ Timeline: Report finalized in June 2023.
- ❖ Outcome/Deliverable to the Committee: Policy brief, budget recommendations.

Broad Inquiry

- ❖ Topic: “Beating the Odds”
- ❖ Problem Statement: Some schools see high levels of student achievement despite serving some of the state’s neediest populations. The lessons these schools hold may help improve student achievement statewide.
- ❖ Essential Questions:
 - Are the schools “beating the odds” doing so consistently, year after year?
 - Are there common elements of schools beating the odds? Are these factors, behaviors or practices replicable?
 - How do less tangible school characteristics, like leadership, teacher effectiveness, and school culture contribute to schools’ ability to beat the odds?
 - What are the most impactful things a school can do to increase its probability of beating the odds? What role should the Legislature have in helping to scale or require these effective activities?
- ❖ Key Partners: PED, “beating the odds” school leadership and faculty.
- ❖ Timeline: Report finalized in September 2023.
- ❖ Outcome/Deliverable to the Committee: Case studies, report, budget recommendations.

Policy Evaluation

❖ Topic: Learning Time

❖ Theory of Change: ***if*** the legislature increases instructional hours, creates a flexible statutory framework, and provides sufficient funding, ***then*** school districts will increase instructional time, allocate space for professional work time, and incentivize high-quality interventions and academic enrichment for students.

❖ Essential Questions:

Short Term

- Did the K-12 Plus Program increase the number of hours and days students spend at school?
- Did the program increase student attendance and engagement?
- Did the program give teachers more opportunities for high-quality professional development?

Long Term

- Is the K-12 Plus Program improving student academic outcomes?
- What changes should be made to the program to improve the quality of time spent at school?
- Is the K-12 Plus Program improving student attendance or other indicators of engagement?

❖ Timeline: Study framed in July 2023; short-term results presented in December 2023.

❖ Outcome/Deliverable to the Committee: Two-part policy evaluation.



Bridget Condon

RESEARCH AREA: COMMUNITY & FAMILY SUPPORTS

Pressing Problem to Solve

- ❖ Topic: Counselors (Guidance, Advisement)
- ❖ Problem Statement: School counselors play a critical role in student success. For students in New Mexico to achieve their potential, adequate funding, effective preparation programs, and resources must be understood to support the growth, development, and the continued supply of high quality school counselors.
- ❖ Essential Questions:
 - What is the ideal ratio of counselors to students?
 - How do we collect and analyze data to understand the role of counselors in student outcomes? Particularly, can we correlate these roles with attendance, acceptance/completion of post-high school academic or training programs?
- ❖ Key Partners: PED, HED, New Mexico School Counselor Association, current counselors and advisors, school districts and charter schools, current or recently graduated students, community partners, and unions.
- ❖ Outcome/Deliverable to the Committee: Presentation and brief in July 2023; Bill proposal/potential committee-endorsed legislation in December 2023.

Broad Inquiry

- ❖ Topic: Mental Health, Behavioral Health, Social Emotional Learning (SEL) Programs
- ❖ Problem Statement: How can New Mexico best support the mental health, behavioral health, and SEL needs of students through funding or policy changes, and likewise what support do teachers and staff providing these services need?
- ❖ Essential Questions:
 - What are the current services/programs available to students? What is the variation in access across school districts? What data and tracking mechanisms are needed to understand student outcomes as a result of these programs?
 - How is the state MLSS system being utilized to address SEL?
- ❖ Key Partners: PED, HED, a variety of New Mexico based organizations and providers, current teachers/staff providing mental health, behavioral health, and SEL programs, school districts and charter schools, current or recent graduated students, community partners, teacher unions.
- ❖ Timeline: Summer 2023 landscape analysis, including review of current total staff and student to counselor ratios in New Mexico school districts. Fall 2023: Hold stakeholder groups and incorporate qualitative feedback into landscape and quantitative analysis.
- ❖ Outcome/Deliverable to the Committee: Presentation and brief in November 2023; Bill proposal/potential committee-endorsed legislation in December 2023.

Policy Review/Evaluation

- ❖ Topic: Community Schools (Internal LESC review in addition to Community Schools Funding Task Force)
- ❖ Problem Statement: Community schools are a strategy for school improvement. The PED and LEAs need better guidance and understanding of high quality community school attributes and implementation steps to ensure the strategy is successful and effective. Further, the Legislature needs information about whether funding adequately supports implementation for sustained programming and impact.
- ❖ Essential Questions:
 - How should the state fund community schools (ex: expand grant funding years, consider a new factor in the SEG, make recurring, phase-based funding)?
 - How do we define and regulate "high quality" implementation and practices?
- ❖ Timeline: This review and evaluation will take place over two interims. Summer 2023: Landscape analysis, including review of current community schools and grant awards. Fall 2023: Stakeholder group visits/site visits to community schools to incorporate qualitative feedback into landscape and quantitative analysis. Community Schools Funding Task Force will report initial findings, future planned action, and potential legislative recommendations. Spring 2024: Identify legislative changes/priorities that still need to be addressed during 2024 interim. Summer 2024: Make final visits to community schools, complete listening sessions, incorporate work into a final report. Fall 2024: Community Schools Funding Task Force reports findings and policy recommendations.
- ❖ Outcome/Deliverable to the Committee: Presentation/report in October 2023; Bill proposal/potential committee-endorsed legislation in December 2023; Final report from Community Schools Task Force and bill proposal/potential committee-endorsed legislation in Fall 2024.



Marit Andrews

RESEARCH AREA: EQUITY

Pressing Problem to Solve

- ❖ Topic: Special Education
- ❖ Problem Statement: Low educational outcomes for special education students, achievement gaps between special education student subgroups, and feedback from families and advocates have raised a series of concerns related to the services available to students with disabilities in New Mexico.
- ❖ Essential Questions:
 - What are the concerns of special education stakeholders regarding the provision of special education services in New Mexico?
 - What are the root causes of achievement gaps between special education subgroups?
 - What can we learn from successful schools such as the NM School for the Deaf, the Albuquerque Sign Language Academy, and the NM School for the Visually Impaired, as well as from other states and better leverage evidence-based practices in special education in New Mexico?
- ❖ Key Partners: PED, ECECD, HED, Division of Vocational Rehabilitation, Developmental Disabilities Council/Office of the Special Education Ombud, special education parents and guardians, special education teachers, school districts, charter schools, school boards, special education advocacy groups, unions
- ❖ Outcome/Deliverable to the Committee: Presentation and brief in October 2023; Bill proposal/potential committee-endorsed legislation in December 2023.

Broad Inquiry

- ❖ Topic: Mathematics
- ❖ Problem Statement: Low student achievement in mathematics poses a substantial risk to student success in life including college, career, and civic opportunities in addition to the progress and well-being of the state itself.
- ❖ Essential Questions:
 - How has mathematics instruction contributed to low student achievement before and after the Covid-19 pandemic?
 - What is contributing to the math vacuum in educators (both in terms of content and pedagogical knowledge)? Do future math teachers enter college with strong math skills? A
 - re future math teachers leaving college with the math skills necessary to effectively teach students at all levels? How can we improve both teaching and accountability systems to provide more clarity on student growth in math and provide support to struggling schools?
- ❖ Key Partners: PED, Math and Science Advisory Council, school districts, charter schools, school boards, math/STEAM educators, educator prep programs, other education stakeholders.
- ❖ Timeline: Two year in-depth study, culminating in a proposal to be presented to LESC in 2024.
- ❖ Outcome/Deliverable to the Committee: Presentation and brief in September 2023. Present bill proposal/potential committee-endorsed legislation to LESC in Summer/Fall 2024.

Policy Review/Evaluation

- ❖ Topic: Indian Education and Indian Education Capital Outlay
- ❖ Problem Statement: Our theory of change contends that if Native American students have access to strong language and culture programs in their home language, and educators have sufficient resources, and school culture and climate supports these programs, these students will outperform their peers in schools without access to strong language and culture programs. Will and how might this increase the role Indian nations, tribes, and pueblos have in the education of Native American students and consequently impact educational outcomes for these students?
- ❖ Essential Questions:
 - What do language and culture programs look like regarding teaching Indigenous languages in New Mexico?
 - What is a strong language and culture program? What is strong language curriculum?
 - How can the Public School Capital Outlay Act be amended to allow capital outlay funding for tribally-authorized schools?
- ❖ Timeline: May to June 2023: Landscape analysis, including an Indian Education Fund historical review. June 2023: Present brief to LESC, including Indian Education fund review and landscape analysis. October 2023: Identify what parts of the system are in place (resources, professional development, curriculum) and begin targeted interviews with teachers and students.
- ❖ Outcome/Deliverable to the Committee: Presentation and brief to the committee in June 2023. Potential bill proposal/committee-endorsed legislation in December 2023 or December 2024.

Additional Ideas

1. Does the committee have thoughts on potential partners to support research agenda?
 - Harvard
 - Westat or other regional education labs
 - Learning Policy Institute
 - National Conference of State Legislatures
 - Education Commission of the States
 - Georgetown/ Edunomics Lab
2. Does the committee believe we are missing any critical items to study this interim?

Thank you!

