

Progress on Martinez-Yazzie Goal Areas

The below chart summarizes New Mexico’s work to date. Categorized by NMPED goal areas, each legislative, programmatic, and monitoring remedy is displayed as it aligns with Martinez/Yazzie findings.

Martinez Yazzie Findings by NMPED Goal Area										
Remedies:		Lack of funding	Availability of Pre-K	Availability of Extended Learning Time	Teacher Quality	Outcomes/Programs for At-risk Students	Indian Education Act Implementation	College and Career Readiness	Social Services	Monitoring and Oversight
Remedies: ■ Legislative ■ Programming ■ NMPED Resource/Monitoring										
Phase: ■ Phase 1 (January 2019-June 2019) ■ Phase 2 (July 2019-June 2020) ■ Phase 3 (July 2020-June 2021)										
GOAL: Educational Ecosystem that Benefits the Whole Child										
Phase 1	Revamp holistic school dashboard to provide families information on student proficiency and growth, absenteeism, college and career readiness, graduation rates, budget information, teacher licensure levels, counselor availability, and after school programs.					■			■	■
	Increased funding from 2019 Legislature can be directed at district level to research- or evidence-based social, emotional, or academic interventions, such as: case management, tutoring, reading interventions, and after-school programs that are delivered by social workers, counselors, teachers or other professional staff.	■		■					■	
Phase 2	Provide support and guidance for schools and districts to implement social emotional framework and curricula.					■		■	■	
	Revise the NM Early Learning Guidelines in collaboration with CYFD; implement initiatives in early literacy and early numeracy.		■							
	Establish literacy/numeracy frameworks and improve educator practice in early numeracy and early literacy.		■		■					
	Provide guidance for efficient and compliant special education systems.					■				■
Phase 3	Redesign social studies curricula to better reflect NM's diverse culture; support tribal departments of education and districts/charters who serve Native American students to ensure curriculum is reflective, accurate, and culturally relevant.					■				
GOAL: Vibrant Educator Ecosystem										
Phase 1	Increase teacher salaries and provide equivalent increases for non-certified educators.	■			■					
	Provide loan repayments for high-need teachers or those serving in low-performing or schools with high #s of economically disadvantaged students				■					
Phase 2	Revise teacher evaluations to include more holistic measures of achievement and progress, and provides feedback, incentivizes collaboration, and celebrates the profession.				■	■				■
	Use evaluations for continuous quality improvement.				■	■				■
Phase 3	Provide professional development opportunities through communities of practice, teacher institutes, and online training.				■	■				
	Provide 80 hours of professional development time for instructional staff in order to improve student outcomes.				■	■		■		
	Establish programming that develops administrators as instructional, community-focused leaders.				■					
	Conduct grow-your-own initiatives and marketing campaigns to honor and cultivate educators across New Mexico.				■					
	Establish residency programs and provide stronger technical assistance, monitoring, and partnerships with teacher preparation programs.				■					■
	Establish funds to support supplies for classroom success.	■			■					

Martinez Yazzie Findings by NMPED Goal Area

- Legislative
- Programming
- NMPED Resource/Monitoring

Phase:

- Phase 1 (January 2019-June 2019)
- Phase 2 (July 2019-June 2020)
- Phase 3 (July 2020-June 2021)

Lack of funding	Availability of Pre-K	Availability of Extended Learning Time	Teacher Quality	Outcomes/Programs for At-risk Students	Indian Education Act Implementation	College and Career Readiness	Social Services	Monitoring and Oversight
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GOAL: Equitable Access to Educational Opportunities for Students and Families

Phase 1	\$7 million appropriation to SEG to expand bilingual/multicultural education program (BMEP) operational funding; recurring appropriation of \$2.5 million.	■				■		
	Increase IEA funding by \$3.5 million; recurring appropriation of \$1 million was created to implement Indigenous education initiatives.	■				■		
	Creation of ECECD for consistent access, coordination, and alignment of programs and services.		■					
	K-3 Plus extended to K-5 Plus, with priority of districts with low-income students, low-performing schools, and preexisting program sites.			■		■		
	\$13.6 million increase in transportation funding.	■				■		
	Allocate \$34 million for capital outlay to federally impacted districts.	■				■	■	
	Increase at-risk factor from 0.13 to 0.25, with an accompanying increase in funding of \$113 million.	■				■	■	
Phase 2	Create a consultation guide for Bilingual Education Development for districts and schools providing bilingual education programs.					■	■	
	Equity councils provide a forum for students & community to set local vision for education and allocate resources.					■		
	Resource Assessment / EPSS establish annual priorities to address at school/district level.					■	■	■
	A statewide CLR Framework provides a guiding document for more responsive school models and intervention.					■	■	
	Tribes must be consulted when schools open or close on tribal lands.						■	
	New extended learning program adds 10 days to the school year, and option for K-5 Plus adds 25 days to the school year.			■				
	Conduct a student needs assessment for Native American students; develop a framework to improve outcomes for students.						■	
	Create a Tribal Consultation guide.						■	
	Hold regular, formal government-to-government meetings.						■	
	Districts provide annual plan for NMPED approval for students who are considered at-risk.					■		■
	Conduct a school climate survey to identify school-based areas of strength and room for improvement.			■	■	■	■	■
	NM DASH revamped so schools/districts can provide 90-Day Plans for resource allocation and oversight by NMPED.							■
	Phase 3	ECECD to consult with tribes and pueblos for creation of early care and learning guidelines in Native American language, culture, and history.		■				■
Districts submit a report on spending that was a result of the increased at-risk index.								■
Implement a "cycles of support" model in collaboration with RECs.						■		■
Implement progressive action and corrective action plans, monitoring of districts/schools for compliance with laws and regulations.								■
Monitor district financial accountability through annual budget approval and site-based budgeting for special education and at-risk student expenditures.						■		■
Assess and prioritize rulemaking to ensure IEA, HEA, MBEA, and finance for programs for at-risk students are up to date and revised regularly.						■	■	■
Conduct a full audit and review of programs that serve students with disabilities and assess gaps/areas of need.						■		■
Track progress of at-risk students who have access to public Pre-K, advanced placement, dual credit, apprenticeships, and college and career advisement.			■			■	■	■
Assess district and school ELL identification process and review thrice annual reports regarding ELL programs; require annual ELL assessments to track student progress.						■		■

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GOAL: College and Career Pathways Aligned with the Profile of a New Mexico Graduate

Phase		Lack of funding	Availability of Pre-K	Availability of Extended Learning Time	Teacher Quality	Outcomes/Programs for At-risk Students	Indian Education Act Implementation	College and Career Readiness	Social Services	Monitoring and Oversight
Phase 1	Develop the profile of the New Mexico Graduate to address college and career readiness holistically.							■		
Phase 2	Create opportunities for innovative high school design and programming that provides supports for college applications, career advisement, and mentorship.					■		■		
	Provide widespread, accessible dual credit and advanced placement programs.					■		■		
	Create and provide curriculum and professional development that targets STEAM education.				■	■		■		
	Create statewide STEM coalition and partnerships that link STEAM and computer science initiatives with industry.					■		■		
Phase 3	Create and provide instructional materials to help students succeed in dual education coursework.					■		■		
	Provide strategic communications, outreach, and feedback loops with all stakeholders to inform pathways across the system.					■		■		
	Provide vibrant career technical education programs that are informed by industry priority sectors and regional strengths.					■		■		
	Increase slots and educators in high-quality PreK classrooms.	■								