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Introduction

A. Background

New Mexico families, students, educators, and leaders desire an education system that upholds the rights and meets the needs of Native American students, English Learners, students with disabilities, and economically disadvantaged students (MY students). A transformed education system will further enable MY students—nearly 70 percent of New Mexico’s students—to thrive, contribute to their communities, and pursue college and career paths with their peers.

The Martinez/Yazzie lawsuit began in 2014 when families, students, and advocates alleged that New Mexico was failing to provide the “sufficient education” to MY students guaranteed by the state constitution. The plaintiffs were parents, students, and school districts from across the state.

The 2019 Martinez/Yazzie decision affirmed that the state has a constitutional responsibility to provide every student with an equal opportunity for a sufficient and uniform education and that the state needed to do more to meet that responsibility. The state has made significant efforts to address the court’s findings since that original decision.

In its May 2025 order, the Court required the New Mexico Public Education Department (PED) to draft an action plan to address the outstanding needs of MY students by October 1, 2025.

B. Development of the Sequenced Action Plan

This sequenced action plan, developed by the PED in partnership with the Los Alamos National Laboratory Foundation (LANL Foundation), the Legislative Education Study Committee (LESC), and WestEd, provides the actions the state will take over the next three years to provide the necessary educational opportunities, such as healthy universal school meals, high-quality instructional materials, behavioral health supports, out-of-school time learning, broadband internet and educational devices, effective teachers, culturally and linguistically responsive instruction, and quality individualized education programs (IEPs) that will improve outcomes for students.

The plan addresses four critical needs highlighted by the Court:

- Equitable access to high-quality instruction.

- Equitable access to well-prepared, culturally, and linguistically responsive educators.
- Equitable access to academic, social, well-being, and behavioral supports.
- Effective funding and accountability to meet students' needs.

Phases of Work

The overall engagement to inform the plan was divided into three phases.

Phase 1: Stakeholder Engagement

The PED, with support from the LANL Foundation, LESC, and WestEd, engaged in an extensive process to gather input from students, families and caregivers, educators, advocates, tribal leaders, elected officials, community partners, and other stakeholders across the state.

The PED hosted a daylong session with community-based organizations and stakeholders on July 30, 2025, for input on the current assets and barriers of the existing education system and the vision and actions necessary to meet the needs of MY students. The PED then hosted 12 regional community meetings and five virtual sessions in August 2025 to gather public input to shape the plan. Additionally, from August to September 2025, the PED engaged in meetings with state legislators, deans and directors of education preparation programs (EPPs), tribal leaders, and tribal educators. The LANL Foundation led engagement with stakeholders in partnership with local facilitators who were representative of the community.

The PED maintained a website to communicate with the public about the plan and encourage participation in the plan's development. This website hosted a survey that invited New Mexico residents to provide input and suggest actions.

More than 1,000 event participants and more than 1,200 survey respondents provided thousands of recommended actions.

Phase 2: Analysis of Input and Sequenced Action Plan Drafting

Phase 1 input was analyzed to guide the development of the plan. In addition, the research team incorporated dozens of documents that were produced in response to the lawsuit. Using themes derived from an analysis of these materials, the PED and WestEd developed a draft of the plan.

Phase 3: Sequenced Action Plan Draft Review

The PED coordinated a broad collection of feedback after the initial release of the draft plan. The plan was released for public comment on the PED's website during October 2025, prior to the court's deadline for a final draft by November 3, 2025.

Necessary Plan Supports

PED has identified key actions for each goal within a critical need highlighted by the Court to guide targeted progress. These actions build on progress made in response to the 2019 decision. Successful implementation of the plan will require the state, schools, families, and communities to participate in the key actions. Effective implementation is also dependent on legislative actions, increased and recurring funding, and an investment in capacity at the PED and partner agencies.

The Sequenced Action Plan Structure

The plan is organized by the four critical needs highlighted by the Court. Each critical need section includes a series of core issues that were identified through community engagement events and recommendations from existing frameworks and evidence-based best practices. The critical need sections are divided into the following components:

- Core issues
- Definitions/evidence-based practices
- Themes from input received through community engagement events
- Sequenced actions
 - The actions include progress to build on and actions throughout Year 1, Year 2, and Year 3.
 - The actions are organized by goals that represent the intended outcomes for MY students.

Critical Need 1: Equitable Access to High-Quality Instruction

High-quality instruction is the cornerstone of an equitable education and includes three core issues that were consistently elevated by stakeholders. The first issue focuses on the importance of MY students having access to high-quality instruction and curricula. The second issue, raised by stakeholders, is the idea that multilingual and multicultural education must be universally available to MY students. Finally, stakeholders widely shared that MY students must have equal access to all opportunities for learning.

Each of these issues is briefly described in this section, along with key themes from stakeholder input and sequenced actions for the state to take to ensure equitable access to high-quality instruction for MY students.

Core Issue #1: High-Quality Instruction and Curricula

Input received during community engagement sessions made it clear that MY students must have access to both high-quality instruction and high-quality instructional materials. PED has taken steps to support districts and schools in their adoption and implementation of high-quality instruction and materials. The sequenced action plan demonstrates the next steps necessary to support MY students.

High-quality instruction (HQI):

- Aligns with standards.
- Engages students as active learners and critical thinkers.
- Connects students to their cultural, linguistic, historical, and societal contexts.
- Celebrates students' individual and cultural assets (Learning Forward, n.d.).
- Enables full student participation in the curriculum, along with responsiveness to and inclusion of all student groups.

High-quality instructional materials (HQIM) are:

- Aligned with grade-level expectations and clear learning outcomes (Chan, 2022).
- Content rich.
- Support all learners, including those with diverse learning needs.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding curricula and instruction. This input has been analyzed and synthesized into the themes described in Table 1.

Table 1. Themes Related to HQI and HQIM

Community members shared that . . .
Teaching and curricula do not reflect NM students.
Students with special education needs do not have the same access to academics and activities as their peers do.
A review and overhaul of existing curricula is needed to reflect diverse student needs and local communities, moving away from one-size-fits-all approaches.
Collaboration with community members and organizations is needed to enhance educational offerings and leverage local expertise.

Source: Stakeholder engagement meetings, August 2025

Core Issue #2: Multilingual and Multicultural Education

All MY students should be exposed to and have equal access to participation in high-quality multilingual programs that lead to biliteracy and celebrate New Mexico’s unique student identities. PED emphasizes the importance of a multilingual and multicultural education throughout the sequenced action plan.

Multilingual education is an assets-based approach to teaching that allows students to develop and demonstrate proficiency in multiple languages by using “all their ways of talking, being, and knowing to power their thinking and communicating” (WIDA, n.d.). Multilingual education requires culturally and linguistically responsive educational materials that include assessments of language and content and well-prepared educators with expertise in the languages and academic content.

Multicultural education affirms the cultural differences of students, teachers, and communities, and develops positive student identities by providing knowledge about the histories, cultures, and contributions of diverse groups. Racially, culturally, and linguistically diverse educators create the conditions for multiculturalism.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding multicultural education. This input has been analyzed and synthesized into the themes described in Table 2.

Table 2. Themes Related to Multilingual and Multicultural Education

Community members shared that . . .
Resources and funding are needed to improve training for bilingual and culturally rich education.
Partnerships and programs are needed that leverage community expertise and support language preservation.
The state should do more to create K-12 bilingual programs and to sustain language development.

Source: Stakeholder engagement meetings, August 2025

Core Issue #3: Opportunity to Learn

PED heard from multiple stakeholders that MY students do not have equal access to opportunities to learn. The sequenced action plan addresses this need and takes steps to remove barriers and increase inclusive participation.

The opportunity to learn requires:

- Quality teaching, programming, and curricula in schools.
- Meeting the foundational needs of students and families to be able to participate in the curricula.
- The ability for educators to address potential sources of inequity in the classroom.
- After-school and summer learning programs, including summer nutrition programs.
- Equitable access to high-quality early childhood health supports and early learning.
- Access to advanced courses, industry-recognized career credentials, and other supports tied to college and career readiness for students.

Access to opportunities is inequitable when resources and learning opportunities are available but not accessible to all. The opportunity to learn exists when students and teachers have access to the components of quality schools. Ensuring that MY students have equitable access to learning opportunities requires removing barriers to participation.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding opportunity to learn. This input has been analyzed and synthesized into the themes described in Table 3.

Table 3. Themes Related to Opportunity to Learn

Community members shared that . . .
Reliable broadband access and digital devices are needed for MY students and their teachers to facilitate learning both at school and at home.
Diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all MY students.
Lack of transportation impedes access for rural students, Native American students, economically disadvantaged families, and students with disabilities.
Students with disabilities lack the same access to activities and resources as their peers.
There is inequitable access to career technical education and agricultural programming.
There is insufficient funding and other barriers to accessing early childhood education and preK.

Source: Stakeholder engagement meetings, August 2025

Critical Need 1: Sequenced 3-Year Action Plan

The tables in this section reflect four goals related to equitable access to high-quality instruction. Each table includes a column titled “Progress to build on” that illustrates key starting points that the sequenced 3-year actions will build on. The actions were determined based on community input, evidence-based practices, and successful state initiatives that could be enhanced or expanded.

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.

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Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Access to High-Quality Instruction</p> <p>✓ Guidance has been provided on the implementation of HQIM in schools.</p>	<p>Access to High-Quality Instruction</p> <p>1.1a. Provide technical assistance and professional development for HQIM implementation, utilizing pedagogical strategies aligned with HQIM to ensure CLRI.</p> <p><i>Responsible: PED</i></p>	<p>Access to High-Quality Instruction</p> <p>1.1a. Pass legislation to require districts and charter schools to purchase HQIM.</p> <p><i>Responsible: Legislature</i></p>	<p>Access to High-Quality Instruction</p> <p>1.1a. Monitor implementation of HQIM and the impact on student outcomes.</p> <p><i>Responsible: PED</i></p>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<ul style="list-style-type: none"> ✓ District purchases of HQIM are monitored on the HQIM Dashboard. ✓ HQIM is vetted for culturally and linguistically responsive instruction (CLRI). 	<p>1.1b. Core materials are vetted at statewide convening of Summer Review Institute (Levels 2 and 3 teacher applicants) to ensure cultural and linguistic relevance.</p> <p><i>Responsible: PED</i></p>	<p>1.1b. Recruit MY teachers for HQIM designation committees.</p> <p><i>Responsible: School Districts and Charter Schools, Tribal Partners</i></p>	<p>1.1b. Continue Year 1 and Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools, Tribal Partners</i></p>
<p>Improve Literacy Learning Outcomes</p> <ul style="list-style-type: none"> ✓ HB398 was enacted to mandate that teachers begin professional development based in the science of reading. ✓ All elementary teachers are trained in structured literacy. ✓ Regional literacy coaches were hired to support 	<p>1.1c. Implement HB156 from the 2025 session, requiring the EPPs to integrate the science of reading into their coursework and field experiences.</p> <p>Conduct a course review of all EPPs and complete common course numbering to ensure alignment with structured literacy.</p> <p><i>Responsible: PED, Higher Education Department (HED), EPPs</i></p>	<p>1.1c. Monitor and enforce the implementation of structured literacy in EPPs through program accreditation.</p> <p><i>Responsible: PED, EPPs</i></p>	<p>1.1c. Continue Year 2 actions.</p> <p><i>Responsible: PED, EPPs</i></p>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>implementation of structured literacy.</p> <ul style="list-style-type: none"> ✓ Structured literacy interventions were implemented in school districts and charter schools. ✓ Structured literacy educator training and support was expanded to middle schools. ✓ PED hosted a summer reading program to provide literacy interventions to students. 	<p>1.1d. Pass legislation that will require structured literacy instruction, parent notification, and student interventions.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>1.1d. Train school leaders to use structured literacy classroom observation rubrics.</p> <p><i>Responsible: PED</i></p>	<p>1.1d. Monitor and enforce implementation of structured literacy</p> <p><i>Responsible: PED</i></p>
<p>Establish the New Mexico Literacy Center</p> <ul style="list-style-type: none"> ✓ Funding appropriated to construct the New Mexico Literacy Center to provide free literacy interventions to students and adults. 	<p>Establish the New Mexico Literacy Center</p> <p>1.1e. Plan, design, and construct the literacy center.</p> <p><i>Responsible: PED, HED, General Services Department (GSD)</i></p>	<p>Establish the New Mexico Literacy Center</p> <p>1.1e. Implement year-round structured literacy programming for students, educators, families, and community partners.</p> <p><i>Responsible: PED, HED, EPPs</i></p>	<p>Establish the New Mexico Literacy Center</p> <p>1.1e. Continue Year 2 actions.</p> <p><i>Responsible: PED, HED, EPPs</i></p>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Improve Mathematics Instruction</p> <ul style="list-style-type: none"> ✓ Piloted the Numeros program in elementary schools. ✓ Developed algebra professional development. ✓ Developed teacher resources for implementation of NM STEM Ready! Science Standards. ✓ Funding appropriated to construct the New Mexico STEM Center to provide free programming and interventions. 	<p>Improve Mathematics Instruction</p> <p>1.1f. Pass legislation that will require math screening, parent notification, student interventions, and math courses for teacher candidates.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Improve Mathematics Instruction</p> <p>1.1f. Implement legislation that includes expanding PED's math professional development.</p> <p><i>Responsible: PED</i></p>	<p>Improve Mathematics Instruction</p> <p>1.1f. Monitor and enforce the implementation of math legislation, including EPP coursework.</p> <p><i>Responsible: PED, EPPs</i></p>
	<p>1.1g. Plan and design the STEM Center.</p> <p><i>Responsible: PED, HED, GSD</i></p>	<p>1.1g. Construct the STEM Center.</p> <p><i>Responsible: PED, HED, GSD</i></p>	<p>1.1g. Continue Year 2 actions.</p> <p><i>Responsible: PED, HED, GSD</i></p>
	<p>1.1h. Continue pilots of professional development in elementary and middle school math programs.</p> <p><i>Responsible: PED</i></p>	<p>1.1h. Expand delivery of professional development pilot programs in math.</p> <p><i>Responsible: PED</i></p>	<p>1.1h. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
Improve Mathematics Learning Outcomes ✓ Math lab funding appropriated for 3 years.	Improve Mathematics Learning Outcomes 1.1i. Implement math lab pilot. <i>Responsible: PED</i>	Improve Mathematics Learning Outcomes 1.1i. Evaluate pilot program. <i>Responsible: PED</i>	Improve Mathematics Learning Outcomes 1.1i. Continue Year 1 and Year 2 actions. <i>Responsible: PED</i>
	1.1j. Establish a new high school math course to provide additional options for MY students to meet graduation requirements. <i>Responsible: PED and Partner Districts</i>	1.1j. Offer the new course in high schools. <i>Responsible: School Districts and Charter Schools</i>	1.1j. Continue Year 2 actions. <i>Responsible: PED</i>
Multi-Layered System of Supports (MLSS) Accelerated Learning for All ✓ The statewide MLSS framework has been implemented.	MLSS Accelerated Learning for All 1.1k. Provide training and professional development that includes inclusive practices; Universal Design for Learning (UDL); CLRI practices; technical assistance; and monitoring for grade-level classroom instruction.	MLSS Accelerated Learning for All 1.1k. Provide professional development to promote equity and inclusive learning for MY students. <i>Responsible: PED, School Districts and Charter Schools</i>	MLSS Accelerated Learning for All 1.1k. Pilot proficiency scales to ensure that MY students have daily access to grade-level instruction. <i>Responsible: PED, School Districts and Charter Schools</i>

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Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
✓ MLSS interventions have been defined to include culturally and linguistically relevant instruction, and inclusive practices.	<i>Responsible: PED, School Districts and Charter Schools</i>		
		1.1i. Train administrators and instructional coaches on MLSS, HQIM, CLRI, and inclusive practices for schools in need of improvement. <i>Responsible: PED, School Districts and Charter Schools</i>	1.1i. Deploy the instructional coaches for implementation of MLSS, HQIM, CLRI, and inclusive practices. <i>Responsible: PED</i>
		1.1m. Recruit and train MLSS coaches for school improvement. <i>Responsible: PED, School Districts and Charter Schools</i>	1.1m. Align MLSS and structured literacy coaches to support MY students by ensuring they receive timely, scaffolded supports in reading. <i>Responsible: PED, School Districts and Charter Schools</i>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
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<p>Access to High-Quality, Culturally Relevant Assessments</p> <ul style="list-style-type: none"> ✓ The Early Development Indicator (EDI) is administered to kindergarten students to assess children’s readiness for school. ✓ Funding appropriated for universal access to prekindergarten (pre-K) for 4-year-olds. ✓ NM pre-K meets nine of the 10 quality indicators as outlined in the National Institute of Early Education Research’s State of Pre-K report. ✓ ECECD has eight intergovernmental 	<p>Access to High-Quality, Culturally Relevant Assessments</p> <p>1.1n. Develop culturally relevant questions for the NM Measures of Student Success and Achievement for grades 3–8 in literacy and mathematics.</p> <p>Develop culturally relevant questions for the NM Assessment of Science Readiness (NM-ASR).</p> <p><i>Responsible: PED, NM Teachers</i></p>	<p>Access to High-Quality, Culturally Relevant Assessments</p> <p>1.1n. Field-test assessment questions with students for science.</p> <p><i>Responsible: PED</i></p>	<p>Access to High-Quality, Culturally Relevant Assessments</p> <p>1.1n. Field-test assessment questions with students for math and reading.</p> <p><i>Responsible: PED</i></p>
	<p>1.1o. Conduct the second year of Kindergarten Readiness Resource Survey. Use results to identify resources needed for preschool transition for MY students.</p> <p><i>Responsible: PED, Early Childhood Education and Care Department (ECECD)</i></p>	<p>1.1o. Provide identified resources to support MY students.</p> <p><i>Responsible: PED, ECECD</i></p>	<p>1.1o. Monitor EDI to support kindergarten, first, and second grade readiness.</p> <p><i>Responsible: PED, ECECD</i></p>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
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<p>agreements with tribal partners who provide pre-K using tribal standards, language, and curricula.</p> <p>✓ Three tribal NM pre-K programs use state funding to improve their Head Start programs.</p>	<p>1.1p. Provide universal access to pre-K for 4-year-olds.</p> <p><i>Responsible: ECECD, Legislature</i></p>	<p>1.1p. Provide universal access to pre-k for 3-year-olds.</p> <p><i>Responsible: ECECD, Legislature</i></p>	<p>1.1p. Continue Year 2 actions.</p> <p><i>Responsible: ECECD, Legislature</i></p>
	<p>1.1q. Expand NM pre-k programs to additional pueblos, tribes, and nations.</p> <p><i>Responsible: ECECD</i></p>	<p>1.1q. Continue Year 1 actions.</p> <p><i>Responsible: ECECD</i></p>	<p>1.1q. Continue Year 2 actions.</p> <p><i>Responsible: ECECD</i></p>
<p>Implement Instructional Scopes</p> <p>✓ Content instructional scopes (CIS) have been published in English language arts, math, science, social studies</p>	<p>Implement Instructional Scopes</p> <p>1.1r. Create Hispanic culture instructional scope for content area subjects.</p> <p><i>Responsible: PED</i></p>	<p>Implement Instructional Scopes</p> <p>1.1r. Provide professional development for the Hispanic culture instructional scope for content area subjects.</p> <p><i>Responsible: PED</i></p>	<p>Implement Instructional Scopes</p> <p>1.1r. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.			
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<p>and Spanish language arts as a strategy for assuring guaranteed, viable, and equitable curricula across the state.</p> <p>✓ Culturally guiding instructional scopes, including Indigenous scopes, have been published to support cultural responsiveness in content area subjects.</p>	<p>1.1s. Create an open education resource (OER) digital resource library for educators that provides instructional resources for integrating all scopes.</p> <p><i>Responsible: PED</i></p>	<p>1.1s. Expand the OER and support educators in using the cultural content for student instruction.</p> <p><i>Responsible: PED</i></p>	<p>1.1s. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>

Goal 1.2: Every community has access to high-quality programming that leads to biliteracy, including in heritage and native languages.

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<p>Access to Native Language Instruction</p> <ul style="list-style-type: none"> ✓ Professional development is provided on CLRI. ✓ Partnerships exist with organizations such as equity councils of districts and charter schools and Dual Language Education of New Mexico to support bilingual programming. 	<p>Access to Native Language Instruction</p> <p>1.2a. Expand the instructional materials resource library for heritage language programs and bilingual multicultural education programs (BMEPs).</p> <p><i>Responsible: PED</i></p>	<p>Access to Native Language Instruction</p> <p>1.2a. Increase the number of heritage language programs and BMEPs.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Access to Native Language Instruction</p> <p>1.2a. Evaluate program quality and effectiveness.</p> <p><i>Responsible: PED</i></p>
	<p>1.2b. Develop strategies to incentivize teachers to provide bilingual instruction.</p> <p><i>Responsible: PED</i></p>	<p>1.2b. Create virtual classes to improve K-12 student access to language and culture classes across the state.</p> <p><i>Responsible: PED, Tribal Partners, School Districts and Charter Schools</i></p>	<p>1.2b. Continue Year 2 actions.</p> <p><i>Responsible: PED, Tribal Partners, School Districts and Charter Schools</i></p>

Goal 1.2: Every community has access to high-quality programming that leads to biliteracy, including in heritage and native languages.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Expand Seal of Bilingual Literacy</p> <ul style="list-style-type: none"> ✓ A collaboration with Dulce Independent Schools will develop an assessment for Jicarilla Apache students and identify additional tribal languages that would allow students to obtain the Seal of Bilingualism-Biliteracy in native languages. ✓ 1,603 graduates in 2025 earned the Seal of Bilingualism-Biliteracy. 	<p>Expand Seal of Bilingual Literacy</p> <p>1.2c. Increase the number of bilingual seal programs.</p> <p><i>Responsible: PED, Tribal Partners</i></p>	<p>Expand Seal of Bilingual Literacy</p> <p>1.2c. Increase the number of bilingual seals awarded to students, and recruit Native American students with a bilingual seal to become 520 Native American language and culture certificate holders and classroom teachers.</p> <p><i>Responsible: PED, Tribal Partners</i></p>	<p>Expand Seal of Bilingual Literacy</p> <p>1.2c. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>
<p>Indian Education Fund Grants</p> <ul style="list-style-type: none"> ✓ \$30 million appropriated annually to support Indian education. 	<p>Indian Education Fund Grants</p> <p>1.2d. Release a grant from the Indian Education Fund that increases the award amounts and the eligible grantees to include tribally controlled schools, Bureau of Indian Education schools, tribal colleges, and universities.</p>	<p>Indian Education Fund Grants</p> <p>1.2d. Continue Year 1 actions.</p> <p><i>Responsible: PED</i></p>	<p>Indian Education Fund Grants</p> <p>1.2d. Evaluate performance of Indian education programs.</p> <p><i>Responsible: PED</i></p>

Goal 1.2: Every community has access to high-quality programming that leads to biliteracy, including in heritage and native languages.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
	<i>Responsible: PED</i>		

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.			
Progress to build on: 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Office of Special Education</p> <ul style="list-style-type: none"> ✓ The Office of Special Education (OSE) was established within the PED. ✓ PED and ECECD collaborated to develop shared responsibilities in the administration and monitoring of 	<p>Office of Special Education</p> <p>1.3a. Pass legislation to codify the Special Education Act to make the OSE permanent and to provide consistent training, resources, and accountability for special education services.</p> <p><i>Responsible: PED, ECECD, Legislature</i></p>	<p>Office of Special Education</p> <p>1.3a. Expand training, technical assistance, monitoring, and enforcement of corrective action plans to ensure compliance with the Individuals with Disabilities Education Act (IDEA), including timely identification and evaluation of students with disabilities, adequate provision of services, reduction of restraint and seclusion and disciplinary removals, parent participation and engagement in the IEP process, and</p>	<p>Office of Special Education</p> <p>1.3a. Continue Year 2 actions.</p> <p><i>Responsible: PED, ECECD</i></p>

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.			
Progress to build on: 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
preschool special education services.		early childhood and high school to college or career transitions. <i>Responsible: PED, ECECD</i>	
Unified IEP to Improve Student Services ✓ A unified IEP template has been developed.	Unified IEP to Improve Student Services 1.3b. Provide professional development to support adoption of the unified IEP template. <i>Responsible: PED</i>	Unified IEP to Improve Student Services 1.3b. Require school districts and charter schools to implement the unified IEP template. <i>Responsible: PED</i>	Unified IEP to Improve Student Services 1.3b. Provide training, monitoring, and technical assistance on the unified IEP template. <i>Responsible: PED</i>
Behavioral Intervention Support ✓ In-person and virtual training is offered to school districts and charter schools on behavioral interventions.	Behavioral Intervention Support 1.3c. Provide regional training and support for the following: identifying and responding to diverse disability needs in the classroom, functional behavior assessment, and behavior interventions. <i>Responsible: PED</i>	Behavioral Intervention Support 1.3c. Provide technical assistance on behavior intervention plans for compliance and quality. <i>Responsible: PED</i>	Behavioral Intervention Support 1.3c. Continue Year 2 actions. <i>Responsible: PED</i>

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.			
Progress to build on: 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Support for English Learners with Disabilities</p> <p>✓ The <i>Identifying and Serving English Learner Students with Disabilities Guidance Manual</i> and online course have been developed.</p>	<p>Support for English Learners with Disabilities</p> <p>1.3d. Provide regional trainings on implementing the disabilities guidance manual.</p> <p><i>Responsible: PED</i></p>	<p>Support for English Learners with Disabilities</p> <p>1.3d. Monitor statewide data on identification, services, and outcomes for English Learners with disabilities to ensure equity, improved instructional practices, and compliance with state and federal requirements.</p> <p><i>Responsible: PED</i></p>	<p>Support for English Learners with Disabilities</p> <p>1.3d. Create supplemental tools, including checklists and family engagement guides, to support educators.</p> <p><i>Responsible: PED</i></p>
<p>Strengthen Postsecondary Transition Supports</p> <p>✓ In-person and virtual training is offered for districts and charters to support students who are transitioning out of high school into college and career.</p>	<p>Strengthen Postsecondary Transition Supports</p> <p>1.3e. Include diploma pathway and transition plan components for students with disabilities in regional trainings to improve graduation rates for students with disabilities.</p> <p><i>Responsible: PED</i></p>	<p>Strengthen Postsecondary Transition Supports</p> <p>1.3e. Provide trainings on postsecondary transition for students with disabilities in college and career readiness and career and technical education conferences and workshops.</p> <p><i>Responsible: PED</i></p>	<p>Strengthen Postsecondary Transition Supports</p> <p>1.3e. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>
	<p>1.3f. Conduct a statewide survey of existing career-connected learning transition programs to identify</p>	<p>1.3f. Develop and pilot regional career-connected learning transition programs.</p>	<p>1.3f. Create regional career-connected learning programs to</p>

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.			
Progress to build on: 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
	<p>availability, quality, opportunities, and gaps in services.</p> <p><i>Responsible: PED, Division of Vocational Rehab (DVR), and Workforce Solutions</i></p>	<p><i>Responsible: PED, DVR, and Workforce Solutions</i></p>	<p>serve school district and charter schools across the state.</p> <p><i>Responsible: PED, DVR, and Workforce Solutions</i></p>
	<p>1.3g. Develop a special education transition resource hub for schools and families.</p> <p><i>Responsible: PED</i></p>	<p>1.3g. Expand the special education transition resource hub for schools and families.</p> <p><i>Responsible: PED</i></p>	<p>1.3g. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>

Goal 1.4: MY students and families have equitable access to opportunities outside of traditional academic experiences.

Goal 1.4: MY students and families have equitable access to opportunities outside of traditional academic experiences.			
Progress to build on 2018 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 thorough June 30, 2028
<p>Extended Learning and Enrichment Opportunities</p> <ul style="list-style-type: none"> ✓ Reading tutoring services have been provided by the PED over the summer. ✓ High dosage tutoring services were provided to 4,000 students during the school year for enrichment and intervention. ✓ Out-of-school-time activities are provided to students in locations around the state. 	<p>Extended Learning and Enrichment Opportunities</p> <p>1.4a. Pass legislation that requires the creation of individualized academic plans to provide appropriate interventions for students who are not proficient in reading and math.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Extended Learning and Enrichment Opportunities</p> <p>1.4a. Implement legislation.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Extended Learning and Enrichment Opportunities</p> <p>1.4a. Monitor and enforce legislation and academic plans.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>1.4b. Identify students who do not meet goals in individualized academic plans or are not on grade level by end of the school year for math or reading programming and interventions.</p> <p><i>Responsible: School Districts and Charter Schools</i></p>	<p>1.4b. Provide technical assistance and guidance for interventions and individualized academic plans.</p> <p><i>Responsible: PED</i></p>	<p>1.4b. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>
	<p>1.4c. Create an item analysis dashboard of student assessment</p>	<p>1.4c. Provide ongoing support for the use of the item analysis</p>	<p>1.4c. Continue Year 2 actions.</p>

Goal 1.4: MY students and families have equitable access to opportunities outside of traditional academic experiences.			
Progress to build on 2018 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 thorough June 30, 2028
	<p>results for educators to use in effectively identifying students most in need of intervention.</p> <p><i>Responsible: PED</i></p>	<p>dashboard to classroom teachers and school district and charter staff.</p> <p><i>Responsible: PED</i></p>	<p><i>Responsible: PED</i></p>
<p>Enhance Summer Enrichment Programs</p> <p>✓ Summer enrichment internship programs have been provided to students.</p>	<p>Enhance Summer Enrichment Programs</p> <p>1.4d. Increase MY student participation in summer enrichment internship programs .</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Enhance Summer Enrichment Programs</p> <p>1.4d. Evaluate program effectiveness.</p> <p><i>Responsible: PED</i></p>	<p>Enhance Summer Enrichment Programs</p> <p>1.4d. Continue Year 2 actions.</p> <p><i>Responsible: PED</i></p>
<p>Career-Connected Learning</p> <p>✓ Passed legislation that updated graduation requirements to provide greater flexibility in accessing CTE courses.</p>	<p>Career-Connected Learning</p> <p>1.4e. Require increased MY student participation in career-connected learning at the high school level.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Career-Connected Learning</p> <p>1.4e. Require increase career-connected learning for MY students in middle school grades.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Career-Connected Learning</p> <p>1.4e. Evaluate career-connected learning program effectiveness for outcomes, including graduation rates, attendance, and engagement.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>

Critical Need 2: Equitable Access to Well-Prepared, Culturally, and Linguistically Responsive Educators

High-quality educators are essential for achieving an equitable education for MY students. Three core issues were persistently raised by families, advocates, and other stakeholders. The first issue focuses on the importance of educator quality and the need for MY students to be taught by teachers whose methods demonstrate the research-based qualities and characteristics that make the biggest difference in student outcomes. The second issue is the concern that the current educator pipeline is not diverse or sufficient enough to meet the needs of MY students. Finally, stakeholders widely shared that MY students must be provided the resources necessary to meet their diverse needs in ways that reflect their cultural and linguistic backgrounds.

Each of these issues is briefly described in this section, along with key themes from stakeholder input and sequenced actions for the state to take to ensure equitable access to high-quality educators for MY students.

Core Issue #1: Educator Quality

PED's recent community engagement sessions made it clear that MY students must have access to both high-quality educators at all levels of the preK-12 system. PED acknowledges the importance of quality educators and has taken several steps to support districts and schools in implementing innovative approaches to prepare and develop highly effective teachers. New Mexico defines a quality educator to have the following characteristics, and the sequenced action plan demonstrates the next steps necessary to support MY students.

A high quality educator must:

- Be committed to students and their learning.
- Know the subjects they teach and how to teach them.
- Manage and monitor student learning.
- Think systematically about their practice and learn from experience.
- Participate as members of learning communities. (National Board for Professional Teaching Standards, 2016)

Critical Need 2: Equitable Access to Well-Prepared, Culturally, and Linguistically Responsive Educators

In New Mexico, a high-quality educator must also be culturally and linguistically responsive and adapt instruction to support students with diverse needs.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding teacher quality. This input has been analyzed and synthesized into the common themes described in Table 4.

Table 4. Themes Related to Educator Quality

Community members shared that . . .
Improvements to working conditions are needed in teacher pay and recognition, such as providing allowances and incentives for retention.
To deepen expertise, teachers need cultural sensitivity training, involvement with local communities, and skills in diverse educational approaches.
Resources, funding, and professional development for improving training for bilingual education are insufficient.
Adequate resources and training for teachers are not available to effectively support special education and diverse learning needs.
There are barriers to professional development and accessing resources in rural and underserved areas.

Source: Stakeholder engagement meetings, August 2025

Core Issue #2: Educator Pipeline (Teacher Recruitment and Retention)

MY students are impacted by New Mexico's ability to effectively recruit and retain teachers, particularly in rural communities. Teacher vacancies in New Mexico are one of the biggest challenges to improving student outcomes. The educator pipeline is affected by many factors, including compensation, retention incentives, career ladders and opportunities, and evaluation systems. Community factors, such as cost of living and available amenities, also affect the pipeline. Community engagement sessions affirmed that students and families would like to see more teachers who represent their local communities and underrepresented student groups. A 2019 study by the LANL Foundation and the Learning Alliance found that teachers who live and work in their home communities have higher retention rates and a deeper understanding of local educational challenges, which supports student success (LANL Foundation, 2019). PED recognizes the importance of local context, and the sequenced action chart reflects the next steps necessary to implement effective strategies for recruitment and retention.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding the teacher pipeline. This input has been analyzed and synthesized into the themes described in Table 5.

Table 5. Themes Related to Teacher Recruitment and Retention

Community members shared that . . .
Strategies are needed to attract and retain teachers from local communities and underrepresented groups, including expansion of alternative pathways to teaching.
Stronger partnerships are needed with universities and community-based educational institutions to support teacher pipelines.
Cultural and linguistic training is needed, particularly for new teachers and bilingual educators of diverse students.

Source: Stakeholder engagement meetings, August 2025

Core Issue #3: Staffing for Diverse Student Needs

To better support MY students, schools need effective educators—including special education teachers, bilingual teachers, teachers for advanced courses, counselors, and interventionists—but staffing shortages in these areas persist. Student outcomes also improve when they have educators who share their cultural and linguistic heritage. Research illustrates that students who have supportive social and academic experiences maintain their motivation and achievement through the transition to secondary school (Wang & Hofkens, 2020). Schools need educators who are trained in trauma-informed practices, collaborative learning models, and instructional practices that support social interactions.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding staffing for diverse student needs. This input has been analyzed and synthesized into the themes described in Table 6.

Table 6. Themes Related to Staffing for Diverse Student Needs

Community members shared that . . .
There is a need for more interactive and personalized learning for MY students.
More oversight and accountability is needed in special education, with leadership that prioritizes student needs and inclusivity.

Critical Need 2: Equitable Access to Well-Prepared, Culturally,
and Linguistically Responsive Educators

More support is needed for bilingual education to ensure programs support the preservation of heritage languages and cultural identities.

Source: Stakeholder engagement meetings, August 2025

Critical Need 2: Sequenced 3-Year Action Plan

The tables in this section reflect three goals related to equitable access to high-quality educators. Each table includes a column titled “Progress to build on” that illustrates key starting points that the sequenced 3-year actions will build on. The actions were determined based on community input, evidence-based practices, and successful state initiatives that could be enhanced or expanded.

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve MY students.

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Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Improve Educator Recruitment and Retention</p> <p>✓ There are multiple pathways for active recruitment into the teaching profession:</p> <ul style="list-style-type: none"> ◦ Ed Fellows ◦ Paid student teaching 	<p>Improve Educator Recruitment and Retention</p> <p>2.1a. Require institutions of higher education (IHEs) to work with partners to implement recruitment strategies to increase the proportion of Hispanic and Native American students enrolling in EPPs.</p> <p><i>Responsible: PED, IHEs</i></p>	<p>Improve Educator Recruitment and Retention</p> <p>2.1a. Evaluate the effectiveness of recruitment strategies to ensure goals are met.</p> <p><i>Responsible: PED, IHEs</i></p>	<p>Improve Educator Recruitment and Retention</p> <p>2.1a. Continue Year 2 actions.</p> <p><i>Responsible: PED, IHEs</i></p>

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<ul style="list-style-type: none"> ◦ Near peer tutoring ◦ Teacher residencies ◦ Principal residencies ◦ Educators Rising <p>✓ Passage of HB157 from 2025 creates specific pathways for school site administrator licenses and superintendent licenses.</p> <p>✓ PED guidance was updated to allow Indian Education funds to be used for approved professional development, recruitment, and retention of Native American teachers,</p>		<p>2.1b. The NM Vistas online dashboard for school accountability information will be updated to include teacher vacancy, attrition data, and teacher licensure levels.</p> <p><i>Responsible: PED</i></p>	<p>2.1b. Use data for staff recruitment and training.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>2.1c. Expand Educators Rising partnership to focus on recruitment in rural areas and in tribal communities.</p> <p><i>Responsible: PED, Tribal Partners</i></p>	<p>2.1c. Evaluate Educators Rising programs to assess the placement of educators in school districts and charter schools.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.1c. Continue Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>2.1d. Establish transition plans to IHEs for all high school students participating in Educators Rising.</p> <p><i>Responsible: PED, HED, School Districts and Charter Schools</i></p>	<p>2.1d. Monitor implementation of the transition plans.</p> <p><i>Responsible: PED, HED</i></p>	<p>2.1d. Continue Year 2 actions.</p> <p><i>Responsible: PED, HED</i></p>

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>administrators, social workers, and school counselors.</p> <p>✓ The special education teacher mentor program pairs new teachers with experienced teachers for mentorship, support, and encouragement.</p> <p>✓ A minimum wage was established for all school personnel in 2020 and was increased in 2022 and 2023.</p> <p>✓ Senate Bill 1 increased the minimum salaries by \$10,000 for all three tiers of teachers.</p> <p>✓ NM preK rates support Level I</p>	<p>2.1e. Increase the proportion of Native American and Hispanic aspiring teachers in teacher residency and Educator Fellows programs.</p> <p><i>Responsible: PED, HED, IHEs, School Districts and Charter Schools, Legislature</i></p>	<p>2.1e. Pass legislation to require the completion of a residency program for all preservice educators.</p> <p><i>Responsible: PED, HED, IHEs, Legislature</i></p>	<p>2.1e. Evaluate implementation of the residency framework, including a survey of first-year teachers to learn about the effectiveness of the residency program.</p> <p><i>Responsible: PED</i></p>
	<p>2.1f. Create a high-quality teacher mentorship program for first-year teachers, including training of mentor leaders. This will support the retention of early career teachers.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.1f. Pass legislation to require school districts and charter schools to implement the teacher mentorship program for the first 3 years of teaching.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.1f. Monitor implementation.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>2.1g. Continue to increase administrator, teacher, and support staff salaries annually.</p> <p><i>Responsible: PED</i></p>	<p>2.1g. Continue to increase administrator, teacher, and support staff salaries annually.</p> <p><i>Responsible: PED</i></p>	<p>2.1g. Continue to increase administrator, teacher, and support staff salaries annually.</p> <p><i>Responsible: PED</i></p>

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>teacher salaries, and NM preK teachers and Tribal Head Start teachers with a bachelor's degree or higher can apply for preK parity that aligns with K-12 teacher salary levels.</p>	<p>2.1h. Create standards for NM's school administrator and superintendent preparation programs (HB157 from 2025). <i>Responsible: PED, IHEs, School Districts and Charter Schools</i></p>	<p>2.1h. Review and consider approval of administrator preparation programs. <i>Responsible: PED, IHEs, Professional Practices and Standards Council (PPSC)</i></p>	<p>2.1h. Monitor new administrator preparation programs. <i>Responsible: PED, IHEs</i></p>
<p>✓ Responsibility factors for principals were increased to increase minimum administrator salaries (FY24)</p>	<p>2.1i. Develop an innovative school staffing model to improve the quality of instruction for MY students. <i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.1i. Pilot innovative staffing model. <i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.1i. Implement Year 2 of innovative staffing pilot, evaluate impact, and make recommendations for statewide implementation. <i>Responsible: PED, School Districts and Charter Schools</i></p>

Goal 2.2: All schools serving MY students have enough teachers certified in bilingual education and special education, and all teachers are trained to support English Learners and students with disabilities.

Goal 2.2: All schools serving MY students have enough teachers certified in bilingual education and special education, and all teachers are trained to support English Learners and students with disabilities.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Improve Bilingual and Special Education Teacher Preparation and Support</p> <ul style="list-style-type: none"> ✓ Leading Educators Through Alternative Pathways (LEAP) certifies EL and bilingual teachers and ensures participants are trained in CLRI. ✓ Special education differentials support the recruitment and 	<p>Improve Bilingual and Special Education Teacher Preparation and Support</p>	<p>Improve Bilingual and Special Education Teacher Preparation and Support</p> <p>2.2a. Pass legislation to require all educator candidates to graduate with a teaching English to speakers of other languages endorsement.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Improve Bilingual and Special Education Teacher Preparation and Support</p> <p>2.2a. Review and consider approval of administrator preparation programs.</p> <p><i>Responsible: PED, IHEs, PPSC</i></p>
	<p>2.2b. Amend state rules to align with national best practices for special educator preparation and licensure.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>2.2b. Review and consider approval of administrator preparation programs.</p> <p><i>Responsible: PED, IHEs, PPSC</i></p>	<p>2.2b. Monitor EPP implementation of statutes and rules.</p> <p><i>Responsible: PED, IHEs</i></p>

Goal 2.2: All schools serving MY students have enough teachers certified in bilingual education and special education, and all teachers are trained to support English Learners and students with disabilities.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>retention of special education teachers.</p> <p>✓ PED funded supplement salaries for teachers with a Native American Language and Culture (NALC) 520 certification.</p>	<p>2.2c. Amend rule to align with national best practices for bilingual educator preparation and licensure.</p> <p><i>Responsible: PED</i></p>	<p>2.2c. Review and consider approval of administrator preparation programs.</p> <p><i>Responsible: PED, IHEs, PPSC</i></p>	<p>2.2c. Monitor EPP implementation of statutes and rules.</p> <p><i>Responsible: PED, IHEs</i></p>
	<p>2.2d. Create classroom management and pedagogical professional learning resources for NALC 520 certified teachers.</p> <p><i>Responsible: PED, Tribal Technical Assistance Centers (TTACs)</i></p>	<p>2.2d. Require professional learning for 520 certificate teachers.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.2d. Monitor the implementation and effectiveness of professional learning resources.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>2.2e. Require EPPs to increase bilingual and heritage language faculty to meet the demand for the preparation of K-12 bilingual and heritage language educators.</p> <p><i>Responsible: PED, HED, IHEs</i></p>	<p>2.2e. Monitor bilingual faculty recruitment and support efforts to ensure strategies are increasing the number of bilingual and heritage language faculty.</p> <p><i>Responsible: PED, IHEs</i></p>	<p>2.2e. Continue Year 2 actions.</p> <p><i>Responsible: PED, IHEs</i></p>

Goal 2.2: All schools serving MY students have enough teachers certified in bilingual education and special education, and all teachers are trained to support English Learners and students with disabilities.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
	<p>2.2f. Create a competitive salary structure for EPP faculty.</p> <p><i>Responsible: PED, IHEs, HED, Legislature</i></p>	<p>2.2f. Secure funding to implement the salary structure.</p> <p><i>Responsible: PED, IHEs, HED, Legislature</i></p>	<p>2.2f. Increase EPP faculty salaries to align with the updated salary structure.</p> <p><i>Responsible: PED, IHEs, HED, Legislature</i></p>
	<p>2.2g. Provide special education teacher retention stipends.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>2.2g. Evaluate the impact of the stipends on retention rates and develop recommendations for sustaining or adjusting the program based on results.</p> <p><i>Responsible: PED</i></p>	<p>2.2g. Secure recurring funding to continue special education teacher retention programs.</p> <p><i>Responsible: PED, Legislature</i></p>

Goal 2.3: All New Mexico educators are proficient in using culturally and linguistically responsive approaches and strategies with evidence-based instructional materials.

Goal 2.3: All New Mexico educators are proficient in using culturally and linguistically responsive approaches and strategies with evidence-based instructional materials.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Support Culturally and Linguistically Responsive Instruction Practices</p> <p>✓ PED has created and launched three CLRI courses in Canvas.</p>	<p>Support Culturally and Linguistically Responsive Instruction Practices</p> <p>2.3a. Amend regulation to require educators to complete a micro-credential or course in CLRI for licensure advancement and renewal.</p> <p><i>Responsible: PED</i></p>	<p>Support Culturally and Linguistically Responsive Instruction Practices</p> <p>2.3a. Require educators to complete a micro-credential or course in CLRI for licensure advancement.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Support Culturally and Linguistically Responsive Instruction Practices</p> <p>2.3a. Require educators to complete a micro-credential or course in CLRI for licensure renewal.</p> <p><i>Responsible: School Districts and Charter Schools</i></p>
	<p>2.3b. Require EPPs to embed CLRI and UDL strategies across their programs.</p> <p><i>Responsible: PED, IHEs</i></p>	<p>2.3b. Review and consider approval of EPP program changes.</p> <p><i>Responsible: PED, IHEs, PPSC</i></p>	<p>2.3b. Monitor implementation of CLRI and UDL programs within EPPs.</p> <p><i>Responsible: PED, IHEs</i></p>

Critical Need 3: Equitable Access to Academic, Social, Well-Being, and Behavioral Services

Recent PED-led community engagement sessions included the discussion of the resources and services necessary to support the diverse needs of MY students. In addition to academic supports (which are a component of [Critical Need 1](#)), social, well-being, and behavioral support services are all critical to the success of MY students. These services include establishing positive conditions for learning and providing culturally responsive services.

Core Issue #1: Positive Conditions for Learning

Positive conditions for learning include physical and emotional health and safety; belonging, connectedness, and support; academic challenge and engagement; and adult and student social and emotional competence (Attendance Works, 2022). Other components of positive learning environments include access to technology, nutritious meals, transportation, and mental health services.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding conditions for learning. This input has been analyzed and synthesized into the themes described in Table 7.

Table 7. Themes Related to Conditions for Learning

Community members shared that...
Comprehensive support and accountability for inclusion and resources for special education students are needed.
Teachers need continuous professional development to better differentiate instruction and support diverse student populations.
Students need comprehensive mental health support and wraparound services to support education and well-being.
Modern technology to access academic supports, other supports, and accessible communication devices is uneven.

Source: Stakeholder engagement meetings, August 2025

Core Issue #2: Academic Supports

Academic supports are student resources for meeting grade-level standards. Academic supports should be inclusive and tailored to students' unique learning needs.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding academic supports. This input has been analyzed and synthesized into the themes described in Table 8.

Table 8. Themes Related to Academic Supports

Community members shared that...
Community-based learning approaches that value bilingual and culturally relevant pedagogy are lacking.
Special education students are not receiving equitable services and opportunities, and families want more transparency and proactive administration of services.
English Learners and students with disabilities are not experiencing inclusive academic environments.
Students need programs that promote career readiness and skills for independence, including transition planning and job training for students.

Source: Stakeholder engagement meetings, August 2025

Core Issue #3: Social, Well-Being, and Behavioral Supports

Social and well-being supports serve the mental, physical, and social health and wellness needs of students and their families. Social and well-being supports include social-emotional learning programs, counseling, therapy, and social work services.

Behavioral supports help students engage safely and collaboratively in the school community. Behavioral supports create a cohesive learning environment. Appropriate behavioral supports for students take into account their specific behavioral challenges and respond to their needs. Equitable behavioral supports also address stressors such as housing, food, and healthcare instability.

Social, well-being, and behavioral supports are central to academic performance, and they help students build life skills.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding social, well-being, and behavioral supports. This input has been analyzed and synthesized into the themes described in Table 9.

Table 9. Themes Related to Social, Well-Being, and Behavioral Supports

Community members shared that...
MY students and families need comprehensive mental health support and wraparound services to support education and well-being.
There is a deep need for comprehensive counseling and therapeutic services for families and students.
Communities need be engaged in determining what constitutes appropriate social and well-being supports for students.
Cultural elements are not adequately integrated into the everyday learning routines of students.
Staffing to support behavioral interventions is inadequate.
Current behavioral supports are not appropriately targeted to MY students.

Source: Stakeholder engagement meetings, August 2025

Critical Need 3: Sequenced 3-Year Action Plan

The tables in this section reflect three goals related to equitable access to social, well-being, and behavioral services. Each table includes a column titled “Progress to build on” that illustrates key starting points that the sequenced 3-year actions will build on. The actions were determined based on community input, evidence-based practices, and successful state initiatives that could be enhanced or expanded.

Goal 3.1: MY students have sufficient access to transportation and technology in order to implement a whole-child learning approach with access to academic, health, and well-being supports.

Goal 3.1: MY students have sufficient access to transportation and technology in order to implement a whole-child learning approach with access to academic, health, and well-being supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Access to Transportation</p> <ul style="list-style-type: none"> ✓ Transportation funding increased from \$98.5 million in FY19 to \$137 million in FY26, an increase of 39 percent. ✓ LESC and LFC completed program 	<p>Access to Transportation</p> <p>3.1a. Determine the cost of before- and after-school programming for all schools, including transportation costs.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Access to Transportation</p> <p>3.1a. Pass legislation to fund transportation for before- and after-school programs.</p> <p><i>Responsible: Legislature, PED</i></p>	<p>Access to Transportation</p> <p>3.1a. Implement transportation for before- and after-school legislation.</p> <p><i>Responsible: PED, Legislature, School Districts and Charter Schools.</i></p>

Goal 3.1: MY students have sufficient access to transportation and technology in order to implement a whole-child learning approach with access to academic, health, and well-being supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
evaluations of transportation funding.		3.1b. Provide annual professional development to transportation workers on de-escalation and student behavior supports. <i>Responsible: PED, School Districts and Charter Schools</i>	3.1b. Continue Year 2 actions. <i>Responsible: PED, School Districts and Charter Schools</i>
Access to Internet Connectivity ✓ The Connect New Mexico Fund was established to provide reliable, affordable, high-speed Internet access. ✓ The Student Connect grant funded networking infrastructure for designated student homes.	Access to Internet Connectivity 3.1c. Provide free at-home high-speed internet to eligible students through the Student Connect grant. <i>Responsible: Office of Broadband Access and Expansion (OBAE), Grant Awardees</i>	Access to Internet Connectivity 3.1c. Continue Year 1 actions. <i>Responsible: OBAE, Grant Awardees</i>	Access to Internet Connectivity 3.1c. Subsidize broadband service for low-income households in NM. <i>Responsible: Legislature, PED, Public Regulation Commission, OBAE</i>
	3.1d. Connect broadband-serviceable locations in order to provide broadband service of a minimum of 100 Mbps download and 20 Mbps upload.	3.1d. Continue Year 1 actions. <i>Responsible: OBAE, Grant Awardees</i>	3.1d. Continue Year 1 actions. <i>Responsible: OBAE, Grant Awardees</i>

Goal 3.1: MY students have sufficient access to transportation and technology in order to implement a whole-child learning approach with access to academic, health, and well-being supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
	<p><i>Responsible: OBAE, Grant Awardees, Tribes, Internet Service Providers</i></p>		
	<p>3.1e. Double the number of schools on the statewide education network to increase broadband access and cybersecurity and to facilitate sharing of high-quality instructional material and professional development resources.</p> <p><i>Responsible: OBAE</i></p>	<p>3.1e. Continue Year 1 actions.</p> <p><i>Responsible: OBAE</i></p>	<p>3.1e. Provide all schools access to the statewide education network to increase broadband access and cybersecurity and to facilitate sharing of high-quality instructional material and professional development resources.</p> <p><i>Responsible: Legislature, OBAE</i></p>
	<p>3.1f. Refurbish educational devices and provide them to schools.</p> <p><i>Responsible: Department of Information Technology (DoIT)</i></p>	<p>3.1f. Provide recurring and sufficient funding for MY student groups to receive a 1:1 educational device at least every 5 years.</p> <p><i>Responsible: Legislature, School Districts and Charter Schools</i></p>	<p>3.1f. Continue Year 1 and Year 2 actions.</p> <p><i>Responsible: Legislature, School Districts and Charter Schools, and DoIT</i></p>

Goal 3.1: MY students have sufficient access to transportation and technology in order to implement a whole-child learning approach with access to academic, health, and well-being supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Effective Use of Classroom Technology</p> <p>✓ The state has improved school connectivity in remote areas providing greater ability to optimize classroom technology.</p>	<p>Effective Use of Classroom Technology</p> <p>3.1g. Determine how technology is being used in NM classrooms to support instruction of MY students.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Effective Use of Classroom Technology</p> <p>3.1g. Provide training to educators on best practices for implementing classroom technology.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Effective Use of Classroom Technology</p> <p>3.1g. Continue Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>

Goal 3.2: Families and communities of MY students have access to educational and health supports.

Goal 3.2: Families and communities of MY students have access to educational and health supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Wraparound Services for Students Experiencing Homelessness</p> <ul style="list-style-type: none"> ✓ Identified students experiencing homelessness receive weekly wraparound services. ✓ Technical assistance was provided for braiding state and federal funds to implement whole-child supports and behavioral interventions. 	<p>Wraparound Services for Students Experiencing Homelessness</p> <p>3.2a. Implement a pilot program that provides students experiencing homelessness with tutoring, academic supports, wraparound services, and stipends.</p> <p><i>Responsible: PED</i></p>	<p>Wraparound Services for Students Experiencing Homelessness</p> <p>3.2a. Continue the pilot program and use interim evaluation data to determine expansion and refinement goals.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Wraparound Services for Students Experiencing Homelessness</p> <p>3.2a. Evaluate the pilot program’s effectiveness.</p> <p><i>Responsible: PED, Legislature, Department of Finance and Administration.</i></p>

Goal 3.2: Families and communities of MY students have access to educational and health supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Create Behavioral Health Programming Model</p> <p>✓ PED and the Department of Health (DOH) developed a behavioral health (BH) school programming model that includes expanded BH staffing, academic supports, student well-being survey, and restorative practices.</p>	<p>Create Behavioral Health Programming Model</p> <p>3.2b. Pilot the BH school programming model in middle and high schools.</p> <p><i>Responsible: DOH, PED, Community Partners/Organizations</i></p>	<p>Create Behavioral Health Programming Model</p> <p>3.2b. Add school-based health centers to select schools that are part of the pilot.</p> <p><i>Responsible: DOH, PED, School Districts and Charter Schools</i></p>	<p>Create Behavioral Health Programming Model</p> <p>3.2b. Evaluate the BH school programming model pilot, including the addition of school-based health centers to expand participation.</p> <p><i>Responsible: DOH, PED, School Districts and Charter Schools</i></p>
<p>Access to Nutrition Programs</p> <p>✓ Implementation of the Healthy Universal School Meals Program.</p>	<p>Access to Nutrition Programs</p> <p>3.2c. Pilot and evaluate the New Mexico-Grown Tribal Purchasing (NM Grown) to increase collaboration with local farmers and tribal producers and to work with school food authorities to expand menus so they incorporate traditional foods and ensure that culturally reflective foods are prioritized.</p>	<p>Access to Nutrition Programs</p> <p>3.2c. Conduct program reviews to ensure rural, Native American, and underserved schools benefit equitably from healthy universal school meals and establish permanent advisory groups of students, parents, and tribal leaders to help improve nutrition programming and school meals.</p>	<p>Access to Nutrition Programs</p> <p>3.2c. Continue Year 1 and Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools, Tribal Communities</i></p>

Goal 3.2: Families and communities of MY students have access to educational and health supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
	<i>Responsible: PED, School Districts and Charter Schools, Tribal Communities</i>	<i>Responsible: PED, School Districts and Charter Schools, Tribal Communities</i>	
	<p>3.2d. Train school nutrition staff on scratch cooking and meal quality.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>3.2d. Continue Year 1 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>3.2d. Continue Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>3.2e. Implement a high-quality meal certification process that includes scratch cooking requirements, minimum food waste reduction strategies, equity of access, student feedback, and the use of home-grown items (for schools receiving NM Grown funding).</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>3.2e. Pilot student food ambassador programs to lead peer education and provide food to economically disadvantaged families.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>3.2e. Continue Year 1 and Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>

Goal 3.2: Families and communities of MY students have access to educational and health supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Support for Students in Postsecondary Programs</p> <p>✓ Free college for NM high school graduates.</p>	<p>Support for Students in Postsecondary Programs</p> <p>3.2f. Provide notification of acceptance to IHEs to all NM high school graduates who meet the standard requirements for graduation.</p> <p><i>Responsible: PED, HED, IHEs</i></p>	<p>Support for Students in Postsecondary Programs</p> <p>3.2f. Provide transitional supports for MY freshmen, including skill development, for self-advocacy and study habits.</p> <p><i>Responsible: HED, IHEs</i></p>	<p>Support for Students in Postsecondary Programs</p> <p>3.2f. Monitor student retention.</p> <p><i>Responsible: HED, IHEs</i></p>
	<p>3.2g. Revise Next Step Plans to include additional transition activities to college and career.</p> <p><i>Responsible: PED</i></p>	<p>3.2g. Improve supports for students who need remedial courses so the course-taking pattern does not become a barrier to acquiring a diploma.</p> <p><i>Responsible: HED, IHEs</i></p>	
<p>Increase Schools That Implement the Community Schools Key Practices</p> <p>✓ There are 150 schools in NM that implement the community schools</p>	<p>Increase Schools That Implement the Community Schools Key Practices</p> <p>3.2h. Provide training and support for schools interested in the community schools key practices,</p>	<p>Increase Schools That Implement the Community Schools Key Practices</p> <p>3.2h. Increase the number of schools implementing the key practices.</p>	<p>Increase Schools That Implement the Community Schools Key Practices</p> <p>3.2h. Continue Year 1 and Year 2 actions.</p>

Goal 3.2: Families and communities of MY students have access to educational and health supports.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
framework's key practices.	with a focus on those schools with high MY populations. <i>Responsible: PED, School Districts and Charter Schools</i>	<i>Responsible: PED, School Districts and Charter Schools</i>	<i>Responsible: PED, School Districts and Charter Schools</i>

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of MY students and communities.

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of MY students and communities.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<i>Increase Student Engagement Through Culturally Relevant Programs</i> ✓ Resources and programs made available to respond to cultural and linguistic	<i>Increase Student Engagement Through Culturally Relevant Programs</i> 3.3a. Require schools to administer an annual PED-approved school culture survey that includes questions related to self-management, social awareness,	<i>Increase Student Engagement Through Culturally Relevant Programs</i> 3.3a. Use the results of the survey to improve school culture and student sense of belonging.	<i>Increase Student Engagement Through Culturally Relevant Programs</i> 3.3a. Continue Year 1 and Year 2 actions. <i>Responsible: PED, School Districts and Charter Schools</i>

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of MY students and communities.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>needs of MY students include:</p> <ul style="list-style-type: none"> ◦ Latinos in Action curriculum ◦ Hispanic Education Act (HEA) tutoring programming ◦ Anti-racism anti-oppression portal. 	<p>sense of belonging, school climate, and school safety.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p><i>Responsible: PED, School Districts and Charter Schools</i></p>	
<p>Employ Restorative Justice Practices in All Schools</p> <ul style="list-style-type: none"> ✓ PED coordinates restorative justice prevention (RJP) trainings and provides schools with technical assistance on implementation. ✓ RJP professional development and training is offered to school districts. ✓ 43 school teams have participated in 4-day 	<p>Employ Restorative Justice Practices in All Schools</p> <p>3.3b. Publish a discipline dashboard that summarizes school and district discipline data and that calculates MY student group disproportionality.</p> <p><i>Responsible: PED</i></p>	<p>Employ Restorative Justice Practices in All Schools</p> <p>3.3b. Develop and publish a PED RJP online course for school staff.</p> <p>Provide RJP training to schools with disproportionately high exclusionary practices.</p> <p>Publish actions that schools and districts have taken to address disproportionality and exclusionary practices.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Employ Restorative Justice Practices in All Schools</p> <p>3.3b. Require schools that demonstrate disproportionality in exclusionary practices to create an action plan.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of MY students and communities.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
implementation RJP training.			
<p>Revise Attendance for Success Act</p> <p>✓ The Legislature passed the Attendance for Success Act in 2019 to support families in getting their children to school.</p>	<p>Revise Attendance for Success Act</p> <p>3.3c. Amend the Attendance for Success Act to better support MY students, including addressing exclusionary practices.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Revise Attendance for Success Act</p> <p>3.3c. Implement the revised act.</p> <p><i>Responsible: PED</i></p>	<p>Revise Attendance for Success Act</p> <p>3.3c. Monitor impact of the act on improved attendance rates.</p> <p><i>Responsible: PED</i></p>

Critical Need 4: Effective Funding, Support, and Accountability to Drive Systemic Improvement

Funding and accountability are complex and essential components of a transparent and effective education system. In community engagement events, four core needs related to funding and accountability were raised by stakeholders.

New Mexico needs to have:

- An equitable school finance system that meets the diverse needs of MY students.
- Sufficient budget to meet the diverse needs of MY students.
- A transparent accountability system.
- A coordinated system that addresses accountability and school improvement in a comprehensive way to support the achievements of MY students.

Core Issue #1: Equitable School Finance System

Stakeholders want MY students to have access to sufficient funding for student success. New Mexico's funding formula has been updated to better address the needs of MY students, and funding for the formula has been increased significantly.

- **Cost factors.** New Mexico's funding formula provides increased funding for students (English learners, students with disabilities, low-income students) and circumstances (small schools, rural schools) that require additional resources.
- **Adequacy.** The state's investment in direct school funding has grown from \$2.8 billion in FY2019 to \$4.3 billion in F 2025, an increase of more than 20 percent after adjusting for inflation ([NCES, 2023](#)).

New Mexico's funding formula includes several specific streams of funding directed toward serving MY populations.

- **English Learners.** Funding for English learning is allocated to school districts and charter schools according to the number of enrolled English Learners and the students reclassified as fluent English proficient within the past 2 years.

Critical Need 4: Effective Funding, Support, and Accountability to Drive Systemic Improvements

- **Students with disabilities.** Funding for special education is allocated to school districts and charter schools according to the number of enrolled students with disabilities and the level of services provided to those students. Funding is also provided for employed related service providers, such as speech language pathologists, occupational therapists, and school psychologists.
- **Low-income students.** Funding for the at-risk index is allocated based on the number of low-income students in a school.

In addition to the funding formula that provides operational funds to schools, additional funding is provided to school districts and charter schools to support MY student populations.

- **Native American students.** Funding to support Native American students is allocated through the Indian Education Fund to school districts, charter schools, Pueblos, Tribes, and Nations.
- **Hispanic and bilingual students.** Funding to implement the Hispanic Education Act and the Bilingual Multicultural Education Act provides additional sources of funding that support MY populations.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding equitable funding. This input has been analyzed and synthesized into the themes described in Table 10.

Table 10. Themes Related to Equitable Funding for Schools

Community members shared that . . .
There is a desire for a consistent, equitable, fair, and effective funding that supports diverse student needs.
There is a need for accountability in how funds are utilized, ensuring that funds directly impact student learning and safety rather than administrative convenience.
The state should focus on optimizing funding mechanisms to support diverse educational programs—including career and technical education (CTE) and college-focused activities—so that learning opportunities can be expanded.
New Mexico should consider revising funding formulas and other legislative measures to ensure resources allocated to serve specific student populations are spent on programs for these students.

Source: Stakeholder engagement meetings, August 2025

Core Issue #2: Effective Local Spending

Input from community engagement events emphasized the importance of ensuring that education funds are spent effectively and in alignment with their intended purposes. An area of investment often relevant for MY populations is critical infrastructure and capital improvements, which are often large, up-front purchases (for example, updating older buildings to accommodate new technology). Typically, these projects are funded by local taxes. This requires the approval of voters and so can be difficult. The reliance on property taxes generally favors wealthier communities, which are less likely to have the largest concentrations of MY students.

Effective local spending also includes spending on social, emotional, and academic interventions that are research- or evidence-based, such as tutoring and after-school programs, culturally relevant curricula, compensation strategies, efforts to improve college and career readiness, and support for parent and family engagement.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding effective local spending. This input has been analyzed and synthesized into the themes described in Table 11.

Table 11. Themes Related to Effective Local Spending

Community members shared that . . .
There must be systems to track and ensure that districts use state and federal funds effectively for MY students, with oversight
There must be greater involvement of Tribal governments and local communities in financial decision-making processes to ensure funds are used to support community-specific educational needs.
Critical upgrades and maintenance of school infrastructure is needed, particularly in older and rural schools, to enhance educational environments.

Source: Stakeholder engagement meetings, August 2025

Core Issue #3: Accountability System

Community input during engagement events includes a desire for a transparent accountability system that allows families to easily understand how MY students are being served and the corresponding outcomes. School support ratings are determined by student proficiency on yearly assessments, student growth, English learner progress toward English-language proficiency, cohort graduation rates for high schools, and other indicators of school quality ([Legislative Education Study Committee 2023](#)).

The [National Center for the Improvement of Education Assessments](#) (2025) suggests that statewide school accountability systems serve four functions:

- Building public trust and engagement.
- Helping school and district leaders set priorities.
- Monitoring performance.
- Supporting school improvement initiatives.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding accountability systems. This input has been analyzed and synthesized into the themes described in Table 12.

Table 12. Themes Related to Accountability Systems

Community members shared that . . .
Accountability structures within the state must be transparent and ensure compliance with relevant educational acts in state statutes.
It is important to collect and utilize quality data to revise accountability models and improve educational monitoring to support informed decision-making.
There should be diverse assessment methods beyond standardized tests, employing data to track post-secondary outcomes and inform educational policies.

Source: Stakeholder engagement meetings, August 2025

Core Issue #4: Support, Coordination, and Implementation of Efforts That Improve Student Outcomes

Program coordination among New Mexico’s districts and schools presents particular challenges because of the wide variety of district sizes, the limited ability in some districts to hire or designate sufficient support staff, and local control of school districts and charter schools. Additionally, local communities often need assistance implementing programs that improve student outcomes.

New Mexico is navigating the delicate balance between creating statewide requirements to improve student outcomes while still accounting for local authority of school districts and charter schools over the educational process.

Input collected from in-person and online community engagement events around the state yielded concerns and suggestions regarding coordination and implementation of school

improvement efforts. This input has been analyzed and synthesized into common themes described in Table 13.

Table 13. Themes Related to the Coordination and Implementation of School Improvement Efforts

Themes from feedback
There is a need for a unified approach among various educational agencies to develop a shared vision and goal-oriented plans for education in New Mexico, integrating resources and capacity with equity considerations.
The state should focus on the need for support, paired with accountability, ensuring that schools and districts have the necessary support to improve student outcomes.
Increased community and Tribal involvement should be included in decision-making processes to ensure that all voices are heard, particularly in developing accountability systems and supporting diverse student needs.

Source: Stakeholder engagement meetings, August 2025

Critical Need 4: Sequenced 3-Year Action Plan

The tables in this section reflect four goals related to equitable funding, support, and accountability efforts to drive systemic improvement. Each table includes a column titled “Progress to build on” that illustrates key starting points that the sequenced 3-year actions will build on. The actions were determined based on community input, evidence-based practices, and successful state initiatives that could be enhanced or expanded.

Goal 4.1: New Mexico has an equitable school finance system that provides coherent, recurring, and responsive funding that prioritizes and targets the needs of MY students.

Goal 4.1: New Mexico has an equitable school finance system that provides coherent, recurring, and responsive funding that prioritizes and targets the needs of MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Evaluate Impact of Funding on Student Outcomes</p> <ul style="list-style-type: none"> ✓ Public school funding that flows directly to schools increased by 70 percent between FY19 and FY26. ✓ HB63 (2025) updated the funding formula to increase funds for 	<p>Evaluate Impact of Funding on Student Outcomes</p> <p>4.1a. Evaluate the State Equalization Guarantee factors related to MY student groups to see whether funding is appropriately targeted and how the funding impacts MY students.</p> <p><i>Responsible: PED, Legislature, School Districts and Charter Schools</i></p>	<p>Evaluate Impact of Funding on Student Outcomes</p> <p>4.1a. Continue Year 1 action.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Evaluate Impact of Funding on Student Outcomes</p> <p>4.1a. Based on the evaluation, pass legislation to improve MY student group funding and accountability.</p> <p><i>Responsible: PED, Legislature</i></p>

Goal 4.1: New Mexico has an equitable school finance system that provides coherent, recurring, and responsive funding that prioritizes and targets the needs of MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
some MY student groups,, resulting in a \$132.9 million increase to public school funding.			
<p>Evaluate Impact of Indian Education Funding on Student Outcomes</p> <p>✓ The Indian Education Act funding increased from \$1.8 million in FY19 to \$30 million in FY26.</p>	<p>Evaluate Impact of Indian Education Funding on Student Outcomes</p> <p>4.1b. Evaluate Indian Education Act funding impacts and outcomes for Native American students.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Evaluate Impact of Indian Education Funding on Student Outcomes</p> <p>4.1b. Continue Year 1 action.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Evaluate Impact of Indian Education Funding on Student Outcomes</p> <p>4.1b. Based on the evaluation, make appropriate changes to ensure Indian Education Act funding positively impacts Native American students.</p> <p><i>Responsible: PED, Legislature</i></p>
<p>Funding and Program Accountability</p> <p>✓ NM Vistas, a public data reporting website that showcases school performance, relaunched in 2024,</p>	<p>Funding and Program Accountability</p> <p>4.1c. Develop an accountability and transparency tool that cross-references funding, program implementation, and MY student outcomes.</p>	<p>Funding and Program Accountability</p> <p>4.1c. Publish an accountability and transparency tool and use the information to inform accreditation.</p>	<p>Funding and Program Accountability</p> <p>4.1c. Expand the accountability and transparency tool to allow for longitudinal comparison of MY student group outcomes.</p>

Goal 4.1: New Mexico has an equitable school finance system that provides coherent, recurring, and responsive funding that prioritizes and targets the needs of MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>providing transparency for school outcomes among MY student groups.</p> <p>✓ NM Vistas also includes information on school board members who have completed required training.</p>	<p><i>Responsible: PED, Legislature</i></p> <p>4.1d. Update NM Vistas to increase transparency of MY student group outcomes.</p> <p><i>Responsible: PED</i></p>	<p><i>Responsible: PED, Legislature</i></p> <p>4.1d. Continue Year 1 actions.</p> <p><i>Responsible: PED</i></p>	<p><i>Responsible: PED, Legislature</i></p> <p>4.1d. Continue Year 1 actions.</p>
<p>Access to Equitable Instructional Spaces</p> <p>✓ Adequacy standards for building schools were updated to better ensure that appropriate instructional space is available for MY student groups.</p> <p>✓ The local match requirements for capital projects were reduced.</p>	<p>Access to Equitable Instructional Spaces</p> <p>4.1e. Continue to implement the new adequacy standards for building schools.</p> <p><i>Responsible: Public School Capital Outlay Committee, Public School Facilities Authority</i></p>	<p>Access to Equitable Instructional Spaces</p> <p>4.1e. Evaluate the effectiveness of the new adequacy standards in that provide equitable access for MY students to fundamental educational experiences in areas such as drama, music, athletics, and CTE.</p> <p><i>Responsible: PED, Legislature, Public School Capital Outlay Committee, Public School Facilities Authority</i></p>	<p>Access to Equitable Instructional Spaces</p> <p>4.1e. Pass legislation as appropriate to address the findings of the evaluation.</p> <p><i>Responsible: PED, Legislature, Public School Capital Outlay Committee, Public School Facilities Authority</i></p>

Goal 4.1: New Mexico has an equitable school finance system that provides coherent, recurring, and responsive funding that prioritizes and targets the needs of MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
✓ Teacher housing projects were piloted.			

Goal 4.2: New Mexico has an accountability and enforcement system that tracks local district expenditure of state and federal funds to ensure funds are spent in schools on MY students.

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Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Align Fiscal Data Systems</p> <p>✓ The unified application was developed to maximize impacts of federal funding.</p>	<p>Align Fiscal Data Systems</p> <p>4.2a. Require school districts and charter schools that apply for federal funds to use the unified application to align school spending and maximize the use of funds.</p>	<p>Align Fiscal Data Systems</p> <p>4.2a. Incorporate remaining federal and state grants into the unified application for federal and state funds.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Align Fiscal Data Systems</p> <p>4.2a. Increase monitoring of school expenditures to ensure the use of funds is maximized.</p> <p><i>Responsible: PED, Legislature</i></p>

<p>Goal 4.2: New Mexico has an accountability and enforcement system that tracks local district expenditure of state and federal funds to ensure funds are spent in schools on MY students.</p>			
<p>Progress to build on 2019 through present</p>	<p>Year 1: Immediate actions through June 30, 2026</p>	<p>Year 2: July 1, 2026 through June 30, 2027</p>	<p>Year 3: July 1, 2027 through June 30, 2028</p>
	<p><i>Responsible: PED, School Districts and Charter Schools</i></p>		
<p>Implement School Accreditation Process</p> <p>✓ The PED established a school accreditation process to ensure superintendents, charter directors, and governing boards are following federal law and state statute and are providing an equitable education for MY students.</p>	<p>Implement School Accreditation Process</p> <p>4.2b. Collect and analyze data, including school budget data, for accreditation determination.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Implement School Accreditation Process</p> <p>4.2b. Implement annual accreditation processes, including supporting and enforcing consequences of non-accreditation.</p> <p><i>Responsible: PED</i></p>	<p>Implement School Accreditation Process</p> <p>4.2b. Analyze the effectiveness of the school accreditation process and, if necessary, amend the state statutes or rules for accreditation.</p> <p><i>Responsible: PED, School Districts and Charter Schools, Legislature</i></p>
<p>Increase Financial Transparency</p> <p>✓ PED published OpenBooks, an online school finance dashboard, to provide transparency on the budgeting and</p>	<p>Increase Financial Transparency</p> <p>4.2c. Publish school district and charter school cash reserves on the NM Vistas website so that families and communities know the available funding for a school district or charter school (outside of</p>	<p>Increase Financial Transparency</p> <p>4.2c. Require school districts and charter schools to publish their cash reserve balances on their websites so that families and communities know the available funding for a school district or charter school (outside of</p>	<p>Increase Financial Transparency</p> <p>4.2c. Continue Year 1 and Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>

Goal 4.2: New Mexico has an accountability and enforcement system that tracks local district expenditure of state and federal funds to ensure funds are spent in schools on MY students.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
expenditures of school funds, including special education and at-risk funds.	of operational funds) that is available for instructional purposes. <i>Responsible: PED</i>	operational funds) that is available for instructional purposes. <i>Responsible: PED, School Districts and Charter Schools, Legislature</i>	

Goal 4.3: Accountability systems reliably assess student outcomes by using culturally relevant metrics, and these systems ensure the assessments drive improvements.

Goal 4.3: Accountability systems reliably assess student outcomes by using culturally relevant metrics, and these systems ensure the assessments drive improvements.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<i>Expand Outcome Metrics</i>	<i>Expand Outcome Metrics</i> 4.3a. Involve communities in identifying additional metrics that more comprehensively address student outcomes through a lens of equity and cultural diversity.	<i>Expand Outcome Metrics</i> 4.3a. Implement changes to data collection processes to allow for use of the additional metrics.	<i>Expand Outcome Metrics</i> 4.3a. Publicly report on additional metrics to more holistically report the student knowledge and skills identified as important by the community.

	<i>Responsible: PED, School Districts and Charter Schools, Legislature, Education Stakeholders</i>	<i>Responsible: PED, School Districts and Charter Schools, Legislature, Education Stakeholders</i>	<i>Responsible: PED</i>
<p>Improve Connection Between Accountability and Improvement</p> <p>✓ The PED updated the state’s Elementary and Secondary Education Act consolidated state plan to provide school designations that result in support for schools with low-performing MY groups.</p> <p>✓ The state provides additional funds, professional development, technical assistance, and coaching to schools in need of improvement.</p>	<p>Improve Connection Between Accountability and Improvement</p> <p>4.3b. Assess effectiveness of the current school improvement process, including why schools opt out of receiving support or funding.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Improve Connection Between Accountability and Improvement</p> <p>4.3b. Bring required federal plans (particularly the consolidated state plan), state statutes, and regulations into alignment with policies and processes developed in Year 1.</p> <p><i>Responsible: PED, Legislature</i></p>	<p>Improve Connection Between Accountability and Improvement</p> <p>4.3b. Fully implement improved school improvement practices across the state.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
	<p>4.3c. Develop policies and processes for supporting schools identified for improvement and for implementing the consolidated state plan.</p> <p><i>Responsible: PED, School Districts and Charter Schools, Legislature</i></p>	<p>4.3c. Schools that were identified as needing most rigorous intervention (MRI) in FY23 and that have not exited MRI status by FY27 will be restarted, redesigned, or closed to support MY student groups who attend these schools.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>4.3c. Continue Year 2 actions.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>
<p>Better Incorporate School Improvement Plans</p>	<p>Better Incorporate School Improvement Plans</p> <p>4.3d. Evaluate NM School DASH plans for MY student groups in traditional and spotlight schools to</p>	<p>Better Incorporate School Improvement Plans</p> <p>4.3d. Include evaluation of NM School DASH plans for MY student</p>	<p>Better Incorporate School Improvement Plans</p> <p>4.3d. Continue Year 2 actions.</p>

	ensure that MY student groups are experiencing growth. <i>Responsible: PED</i>	groups in traditional and spotlight schools as part of accreditation. <i>Responsible: PED</i>	<i>Responsible: PED</i>
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Goal 4.4: New Mexico identifies clear roles and responsibilities across various educational agencies and partners and provides the necessary support to ensure coordinated planning and high-quality implementation.

Goal 4.4: New Mexico identifies clear roles and responsibilities across various educational agencies and partners and provides the necessary support to ensure coordinated planning and high-quality implementation.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p><i>Improve Instructional Time</i></p> <p>✓ The PED published a rule requiring a minimum number of instructional days that set the length of day and that limit the amount of remote instructional time.</p>	<p><i>Improve Instructional Time</i></p> <p>4.4a. Evaluate the impacts of additional instructional hours, additional instructional days, and remote instruction on MY student outcomes.</p> <p><i>Responsible: PED, Legislature</i></p>	<p><i>Improve Instructional Time</i></p> <p>4.4a. Pass legislation or amend regulation, based on the evaluation.</p> <p><i>Responsible: PED, Legislature</i></p>	<p><i>Improve Instructional Time</i></p> <p>4.4a. Provide guidance and technical assistance on implementing best practices in instructional time.</p>

Goal 4.4: New Mexico identifies clear roles and responsibilities across various educational agencies and partners and provides the necessary support to ensure coordinated planning and high-quality implementation.			
Progress to build on 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
<p>Implement Statewide Student Information System</p> <p>✓ The school data collection system was updated so that schools report to the agency directly through their student information systems.</p> <p>✓</p>	<p>Implement Statewide Student Information System</p> <p>4.4b. Implement a statewide student information system to improve the quality and timeliness of data.</p> <p>Migrate data for early adopting schools to the statewide student information system.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Implement Statewide Student Information System</p> <p>4.4b. Migrate data for all schools to the statewide student information system.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>	<p>Implement Statewide Student Information System</p> <p>4.4b. Implement an early warning system through the statewide student information system that identifies struggling students through multiple data points including grades, attendance, and behavior.</p> <p><i>Responsible: PED, School Districts and Charter Schools</i></p>

Conclusion

Meeting the diverse needs of Native students, English learners, students with disabilities, and economically disadvantaged students demands a sustained, equity-driven approach that centers student voice, cultural relevance, and inclusive practices. New Mexico's sequenced action plan focuses on core issues identified by the Court, stakeholders, teachers, and students—ensuring that the actions and strategies are grounded in real community needs and legal mandates. This plan outlines a commitment to dismantling systemic barriers and investing in targeted supports that foster academic success, social-emotional growth, and meaningful engagement for all learners. By aligning resources, professional development, and community partnerships, New Mexico can create a responsive educational environment in which every student is empowered to thrive and reach their full potential.

References

To be provided in future drafts

Appendix A: Methods

Methodology and Analysis Plan

Three strands of information and data were included in the development of the Martinez/Yazzie Action Plan:

- Existing work that addresses the Martinez/Yazzie lawsuit:** Many documents have been produced in response to the Martinez/Yazzie lawsuit since the initial hearing and subsequent ruling in 2018 that provide analysis and recommendations to inform the sequenced action plan. Recommendations by these policy- and practice-based organizations in New Mexico were intentionally incorporated into the analysis for the action plan to honor the contributions of key stakeholders and ensure the plan builds on those efforts to inform future initiatives. A list of these documents can be found in the References section.
- Community engagement:** In the court’s Order Requiring Remedial Action Plan, the judge required PED to develop the plan “with the participation of the stakeholders and Plaintiffs.” As such, a series of community engagement events, as described in the [Introduction](#), were held to gather information from individuals across the state.
- Statewide engagement:** Access to a statewide survey was provided to New Mexico residents through the Martinez/Yazzie Action Plan website. The survey focused on providing respondents with basic information about the lawsuit and the most recent court order. Respondents were asked to provide actions they felt were most important to addressing the lawsuit, similar to exercises conducted at the community engagement events.

Details on how information from each of these three strands was collected and analyzed are presented in Table 1.

Table 1. Action Plan Data Sources

Strand	Source	Collection
Existing work that addresses M/Y lawsuit	Written documents from entities across the state related to the Martinez/Yazzie lawsuit	Collected through a scan of documents submitted to PED and LANLF as well as existing documents
Community engagement	Action listening tool	Collected at engagement events and through public outreach

Strand	Source	Collection
	Facilitator notes	Captured by note-takers during small group discussion at engagement events
	Action sticky notes	Collected during small group discussion and action wall activity at engagement events
	Virtual Padlet	Collected through five virtual sessions
	Other documents	Provided by engagement event participants outside of the survey, sticky notes, and discussion content
Statewide engagement	Statewide survey	Publicly available on PED's Martinez/Yazzie Action Plan website during September

Analyzing Existing Work Related to the Martinez/Yazzie Lawsuit

Information related to the Martinez/Yazzie lawsuit was gathered and analyzed through a systematic process. Two methods were used to collect existing documents and materials.

First, a landscape scan was conducted of reports and publications from organizations that had previously engaged in analysis and advocacy on related topics. Once collected, written reports were systematically reviewed and analyzed to develop an action plan framework that incorporated key ideas and concepts from across the landscape of materials that had been produced since the original court order. Two approaches guided the data analysis:

- **Deductive coding approach:** Using the action plan framework as the foundation allowed the research team to maintain consistency and ensure compliance with court expectations.
- **Analysis of additional themes:** Items from existing data sources that did not fit within the coding structure were still reviewed. This ensured that new or emerging themes outside of the framework were identified and documented.

Second, a publicly accessible online portal was created to allow individuals and organizations to submit additional relevant materials. These materials were also shared directly with the research and engagement staff and were included in the analysis process.

Analyzing Information from Community Engagement Efforts

The LANL Foundation coordinated extensive engagement efforts across the state, including 12 in-person community events and five virtual engagement sessions on Zoom. Each session generated multiple sources of information (Table 1). To serve as a centralized hub for community engagement and outreach efforts, the PED Martinez/Yazzie Action Plan website was created as a public sharing tool for communities across New Mexico.

Convening Participation

Using registration and sign-in records, participant counts were compiled for each location (Table 2).

Table 2. Convening Attendance Numbers

Location	Attendance
Albuquerque	307
Carlsbad	21
Clovis	10
Española	68
Farmington	76
Gallup	84
Las Cruces	138
Mescalero	58
Raton	19
Santa Fe	123
Silver City	44
Zuni	46

The research team used the following approaches to analyze information from each source, using methods appropriate to its format:

- Listening tool responses were coded using the same coding structure applied to the analysis of existing work. This allowed the team to identify points of alignment and divergence between community input and previously documented information.

- Facilitator notes from small group discussions at engagement events captured key themes from participants' conversations. Notes were recorded by embedded facilitators and coded using the same framework as the survey data and existing reports and documents.
- Participant sticky notes were gathered throughout small group discussions. Participants used these notes to capture specific actions they wanted considered for inclusion in the action plan. Notes were displayed on a central "action wall" at each event. Photographs of these walls were reviewed to distill themes, validate facilitator notes, and add further context from participant contributions.
- Other related documents (e.g., letters, media coverage, organizational statements) sometimes arose in connection with engagement events. These documents were reviewed and analyzed using methods suited to their content, ensuring that all content was considered in the analysis.

Following analysis, information was synthesized across events and formats to identify key themes and findings. This comprehensive approach ensured that the action plan reflects the full breadth of information and perspectives gathered, while avoiding overreliance on any single source of input.

Analyzing Information from the Statewide Survey

In addition to data gathered from engagement events, the research team analyzed 1,235 responses from the statewide survey distributed through PED's Martinez/Yazzie Action Plan website. Like the listening tool response analysis, survey responses were coded using the same structure to ensure consistency with other sources of information. To organize and analyze the data, survey responses were grouped by individual survey item so that the analysis remained tied directly to the intent of each question. Using these grouped responses, the team conducted a systematic thematic analysis that incorporated AI tools with multiple levels of review by researchers to ensure accuracy and quality of output. From this analysis, researchers distilled themes most commonly mentioned in survey responses for use in the action plan. For every theme identified, researchers documented the following:

- A concise descriptive summary.
- Illustrative quotes drawn directly from survey responses.
- The frequency of responses associated with that theme.

This process ensured transparency in how themes were derived and paralleled the approach used in coding engagement event data. Through this methodology, findings from the survey and the engagement events were integrated into a coherent set of themes that informed the Martinez/Yazzie action plan.