

1 A MEMORIAL

2 DECLARING FEBRUARY 15, 2020 "ADVANCEMENT VIA INDIVIDUAL  
3 DETERMINATION APPRECIATION DAY" IN THE SENATE.

4  
5 WHEREAS, the future of New Mexico's economy and quality  
6 of life for its communities and citizenry are dependent on  
7 its workforce and public education's ability to prepare  
8 students to be college and career ready and compete in a  
9 rapidly changing economy by achieving a college degree or  
10 post-high school industry credential; and

11 WHEREAS, the national nonprofit advancement via  
12 individual determination college readiness system, also known  
13 as AVID, has been successfully closing the college career  
14 achievement gap for predominantly low-income, Hispanic and  
15 other underserved student subgroups for forty years in the  
16 United States and for nineteen years in New Mexico; and

17 WHEREAS, the New Mexico alliance for college and career  
18 readiness, a consortium of school districts and their  
19 superintendents, works together in a collective impact  
20 partnership to close the achievement gap and significantly  
21 increase the number of students who are college and career  
22 ready through the proven success with advancement via  
23 individual determination in New Mexico for low-income,  
24 Hispanic and other underserved student subgroups in  
25 kindergarten through twelfth grade; and

1           WHEREAS, for nineteen years, advancement via individual  
2 determination systems have been used statewide and are now in  
3 ninety-five schools, including elementary, middle and high  
4 schools, and two national demonstration sites, one at Capital  
5 high school in the Santa Fe public school district and one at  
6 Truman middle school in the Albuquerque public school  
7 district, where sixty-five percent of the students served are  
8 low-income, based on free or reduced-price lunch eligibility,  
9 seventy-six percent of the students served are Hispanic, ten  
10 percent are Caucasian and one percent is of other racial  
11 background; and

12           WHEREAS, results show first-generation low-income  
13 advancement via individual determination students are four  
14 times more likely to graduate college than their national  
15 peers not involved with the program, with forty-two percent  
16 graduating with a four-year degree within six years compared  
17 to only eleven percent of their national peers not involved  
18 in the program graduating within the same time frame; and

19           WHEREAS, ninety-five percent of New Mexico advancement  
20 via individual determination seniors completed college  
21 entrance requirements, and New Mexico advancement via  
22 individual determination low-income students do as well as or  
23 better than middle-to-high-income students not involved in  
24 the program nationally in the first fall semester after  
25 graduation in four-year college enrollment rates, including

1 New Mexico advancement via individual determination students  
2 completing the free application for federal student aid at  
3 eighty-seven percent compared to students in New Mexico not  
4 involved with the program at just fifty percent; and

5 WHEREAS, eighty-four percent of New Mexico advancement  
6 via individual determination students take at least one  
7 course of rigor and have an average high school grade point  
8 average of 3.2; ninety-nine percent graduate on time; eighty-  
9 seven percent apply to a four-year college or university; and  
10 seventy-eight percent are accepted to a four-year university,  
11 with New Mexico advancement via individual determination  
12 seniors enrolling at consistently higher rates between major  
13 student subgroups than the United States population overall;  
14 and

15 WHEREAS, advancement via individual determination's  
16 powerful professional learning for all content teachers,  
17 including culturally responsive teaching and learning,  
18 English language learners, special education, career and  
19 technical education, science, technology, engineering, arts  
20 and mathematics and counselors, complements and aligns with  
21 the public education department's school improvement tool,  
22 the New Mexico data, accountability, sustainability and high  
23 achievement, including leadership, systems, instruction and  
24 culture; and

25 WHEREAS, teachers trained in advancement via individual

1 determination prepare students with powerful proven critical  
2 reading and writing skills, problem-solving and teamwork  
3 skills, organizational skills, critical inquiry skills,  
4 opportunity knowledge and student agency, with the pathways  
5 and personal willpower to persist, self-advocate and  
6 effectively succeed in rigorous learning environments in  
7 kindergarten through twelfth grade, in college and in life;  
8 and

9 WHEREAS, the New Mexico alliance for college career  
10 readiness seeks to expand the number of schools and school  
11 districts in New Mexico using advancement via individual  
12 determination's proven college and career readiness resources  
13 and coaching in order to significantly increase the number of  
14 low-income, Hispanic, Native American and other  
15 underrepresented or first-generation college students who are  
16 college and career ready and enrolled in post-secondary  
17 training and education who then stay in New Mexico and  
18 enhance a ready workforce and improved quality of life for  
19 all communities in New Mexico;

20 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE  
21 STATE OF NEW MEXICO that February 15, 2020 be declared  
22 "Advancement Via Individual Determination Appreciation Day"  
23 in the senate to acknowledge the tremendous success of  
24 advancement via individual determination on college and  
25 career readiness in New Mexico for teachers and particularly

1 low-income, Hispanic and other underserved students, as  
2 evidenced by ninety-five percent of New Mexico advancement  
3 via individual determination seniors completing four-year  
4 college entrance requirements and ninety-nine percent  
5 graduating high school; and

6 BE IT FURTHER RESOLVED that copies of this memorial be  
7 transmitted to the governor, the secretary of public  
8 education, the secretary of higher education and the secretary  
9 of children, youth and families. \_\_\_\_\_

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