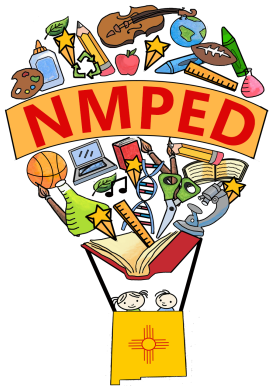


NEW MEXICO PUBLIC EDUCATION DEPARTMENT



Martinez-Yazzie Action Plan



Contents

Contents	iii
Introduction	1
A. Vision for the Students of New Mexico	1
B. Martinez-Yazzie Consolidated Lawsuit	1
<i>Martinez-Yazzie Identified Student Groups</i>	2
C. Community Voice	4
D. Development of the Sequenced Action Plan	6
<i>Overview of the Phases of Work</i>	6
<i>Methodology and Analysis Plan</i>	7
E. Roles and Responsibilities	7
F. Overarching Goals of the Action Plan	11
G. How to Read the Action Plan	12
Critical Need 1: Equitable Access to High-Quality Instruction	13
Core Issue #1: High-Quality Instruction and Curricula	13
Core Issue #2: Multilingual and Multicultural Education	15
Core Issue #3: Opportunity to Learn	16
Critical Need 1: Sequenced 3-Year Action Plan	20
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.	20
Goal 1.2: Every community has access to high-quality programming that leads to biliteracy, including in heritage and native languages.	43

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.	49
Goal 1.4: Students with disabilities, English Learners, Native American students, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.	60
Outcomes for Critical Need 1	65
Critical Need 2: Equitable Access to Well-Prepared, Culturally, and Linguistically Responsive Educators	67
Core Issue #1: Educator Quality	67
Core Issue #2: Educator Pipeline (Teacher Recruitment and Retention)	70
Core Issue #3: Staffing for Diverse Student Needs	71
Critical Need 2: Sequenced 3-Year Action Plan	74
Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve students with disabilities, English Learners, Native American students, and economically disadvantaged students.	74
Goal 2.2: All schools serving students with disabilities, English Learners, Native American students, and economically disadvantaged students have enough teachers certified in bilingual education and special education, and all teachers are trained to support English Learners and students with disabilities.	85
Goal 2.3: All New Mexico educators are proficient in using culturally and linguistically responsive approaches and strategies with evidence-based instructional materials.	91
Outcomes for Critical Need 2	92
Critical Need 3: Equitable Access to Academic, Social, Well-Being, and Behavioral Services	94
Core Issue #1: Positive Conditions for Learning	94
Core Issue #2: Academic Supports	96
Core Issue #3: Social, Well-Being, and Behavioral Supports	98

Critical Need 3: Sequenced 3-Year Action Plan **101**

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged students have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.	101
Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.	110
Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students and their communities.	121
Outcomes for Critical Need 3	125

Critical Need 4: Effective Funding, Support, and Accountability to Drive Systemic Improvement **127**

Core Issue #1: Equitable School Finance System	127
Core Issue #2: Effective Local Spending	130
Core Issue #3: Accountability System	132
Core Issue #4: Support, Coordination, and Implementation of Efforts That Improve Student Outcomes	134

Critical Need 4: Sequenced 3-Year Action Plan **137**

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.	137
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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.	146
Goal 4.3: Accountability systems reliably assess student outcomes by using culturally relevant metrics, and these systems ensure the assessments drive improvements.	150

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.	154
Outcomes for Critical Need 4	157
Conclusion	159
Glossary	160
Citations	176
Resources Reference in the Development of the Action Plan	178
Appendix: Methods	186
Methodology and Analysis Plan	186
• Existing work that addresses the Martinez-Yazzie lawsuit	186
• Community engagement.....	186
• Statewide engagement	186
Analyzing Existing Work Related to the Martinez-Yazzie Lawsuit	187
Analyzing Information from Community Engagement Efforts	188
<i>Convening Participation</i>	188
Analyzing Information from the Statewide Survey	189
Analyzing Public Feedback from the First Draft of the Action Plan	190

Introduction

A. Vision for the Students of New Mexico

New Mexican families, students, educators, and leaders desire a just and equitable education system that upholds the rights and meets the needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students (student groups identified in the Martinez-Yazzie lawsuit). A transformed education system will not only honor tribal sovereignty but also sustain the Indigenous and Hispanic histories, cultures, and languages that are central to the multicultural and multilingual heritage of all New Mexicans. It will also enable students with disabilities, English Learners, Native American students, and economically disadvantaged students—nearly 70 percent of New Mexico’s students—to thrive, contribute to their communities, and pursue college and career paths.

This Martinez-Yazzie Action Plan is more than a document of compliance; it reflects the state’s continued commitment to addressing the systemic issues that led to the Martinez-Yazzie lawsuit. We extend our deepest gratitude to the community members and other key stakeholders who have participated in this process and shaped the plan. Each voice has improved our work and led to what we know will be better outcomes for students across the state.

B. Martinez-Yazzie Consolidated Lawsuit

The Martinez-Yazzie lawsuit began in 2014 when participating families, students, districts and advocates alleged that New Mexico was failing to provide the “sufficient education” guaranteed by the state constitution to student groups identified in the Martinez-Yazzie lawsuit. 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. Since the initial Martinez-Yazzie decision, the state has made significant efforts to address the Court’s findings. In its May 2025 order, the Court directed the New Mexico Public Education Department (PED) to draft an action plan to address the outstanding needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students.

This plan represents ongoing, systemwide actions designed to effectively address the needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students and eliminate the persistent gaps in student achievement.

Martinez-Yazzie Identified Student Groups

The Court identified four student groups in its ruling: students with disabilities, English Learners, Native American students, and economically disadvantaged students. PED recognizes the unique assets of these students and their families and communities. This plan intends to address the systemic changes required to create the necessary learning conditions for each.

Native American Students

At the conclusion of the 2024–2025 school year, there were 37,038 Native American students enrolled in New Mexico public schools. New Mexico has a rich cultural history as the ancestral homeland of 23 federally recognized tribes, including 19 pueblos, three Apache tribes, and the Navajo Nation. New Mexico is one of the most linguistically diverse states in the United States when it comes to Native American languages. There are eight Native American languages in New Mexico: Tiwa, Tewa, Keres, Towa, Zuni, Diné, Mescalero Apache (also Chiricahua and Lipan), and Jicarilla Apache (Abaachi). The state honors tribal sovereignty as a fundamental truth, reflected in each pueblo, tribe, and nation's distinct governance, languages, cultures, and educational legacies. By focusing on tribal leadership, knowledge, and priorities, the state will promote equity, culturally responsive education, and meaningful partnerships, ensuring Native American students access learning that honors their communities, heritage, and future.

New Mexico honors its responsibilities to Native American students through the Indian Education Act, enacted in 2003 and amended in 2007 and 2019, which ensures:

- equitable, culturally relevant learning environments for Native American students
- maintenance of Native languages
- partnerships to increase tribal involvement and control over schools
- tribal notification of curricula development for approval and support
- collaboration among relevant organizations to improve educational opportunities for Native American students

Through the Indian Education Act, New Mexico provides for the development of systems that positively affect the academic success of Native American students, including a formal government-to-government relationship between New Mexico state agencies, districts and charter schools, and New Mexico pueblos, tribes, and nations.

This plan reinforces New Mexico's recognition of tribal sovereignty and provides an avenue for ongoing authentic and meaningful tribal consultation and the effective implementation of the Indian Education Act.

English Learners

A growing number of New Mexico students have been identified as English Learners each year, both in terms of the number of students identified as English Learners and the proportion of the total student population. In the 2024–2025 school year, New Mexico served nearly 60,000 English Learners, an increase of almost 10,000 students since 2019. In the 2023–2024 school year, the percentage of students identified as English Learners rose to nearly 19 percent of the total student population statewide. (Legislative Education Study Committee, 2024). In addition, New Mexico’s share of English Learners is significantly higher than national averages. In 2021, the National Center for Education Statistics reported that English Learners made up 10.6 percent of all students across the country. At the time, only California and Texas served a larger percentage of English Learners, at 18.9 and 20.2 percent, respectively.

New Mexico supports English Learners through multiple program models at the school level, including English language development, bilingual programs, and dual language immersion programs. State law requires school districts and charter schools to provide both designated and integrated English language development distinct from content area instruction.

This plan reinforces New Mexico’s commitment to the success of its English Learners and includes steps that will enhance and promote effective programs, high-quality resources, and appropriate funding that will improve and support English language acquisition for New Mexico English Learners.

Students with Disabilities

New Mexico serves a relatively high number of students with disabilities. In the 2022–2023 school year, 18 percent of students aged 3 through 21 were eligible for special education under the Individuals with Disabilities Education Act (IDEA), as a percentage of public school enrollment. The national average was 15 percent (National Center for Education Statistics, 2024). The IDEA and state law requires that students with disabilities receive special education and related services to access the general curriculum with nondisabled peers to the maximum extent appropriate. This commitment to educating students with disabilities with their nondisabled peers is grounded in the belief that inclusive environments foster a sense of belonging, strengthen academic expectations, promote social and emotional growth, and prepare students to participate fully in school and future college and career pathways.

New Mexico remains dedicated to improving outcomes for students with disabilities by promoting inclusive practices and support for students and families. The PED is committed to ensuring every student with a disability has access to high-quality instruction and inclusive learning experiences. PED further supports districts and charter schools by providing the training, tools, and guidance needed to build these foundations within their communities.

This plan extends PED’s unwavering commitment to improving outcomes for students with disabilities and ensuring that schools, charter schools, and districts have the knowledge, resources, and support necessary.

Economically Disadvantaged Students

One-quarter of New Mexico children lived in poverty in 2023 whereas the national rate was 16 percent. New Mexico has the highest rate of the population receiving SNAP benefits, and 38 percent of SNAP recipients are kids (Bates, 2025).

Educational outcomes are one of the key areas influenced by family incomes. Economically disadvantaged students often start school already behind their peers who come from more affluent families, as shown in measures of school readiness (Ferguson et al., 2007). The incidence, depth, duration and timing of poverty all influence a child’s educational attainment, along with community characteristics and social networks. The American Academy of Pediatrics reports that many children from low-income families show up on the first day of kindergarten unable to meet school-readiness guidelines (Augusta University, n.d.). Also, the National Student Clearinghouse Research Center reports that only half of students who graduate from schools with the highest percentage of economically disadvantaged students, known as high-poverty schools, enroll in college—with just a quarter of those college-bound students earning a degree within 6 years.

New Mexico has made significant efforts to address childhood poverty through financial benefit programs like SNAP, free child care, and family tax incentives that have significantly improved the economic status of children. The state’s supplemental poverty measure from the U.S. Census indicates that New Mexico reduced child poverty to a greater degree than any other state in the most recent year. Although the national official poverty measure for children improved only 0.4 percent, in the new survey, New Mexico reduced child poverty by 3.2 percent (New Mexico Taxation and Revenue Department, 2025).

This plan acknowledges the impact of poverty on New Mexico students’ academic achievement, and this Action Plan addresses the systemic changes necessary to ensure that all students have what they need to be successful in school and have access to meaningful postsecondary options.

C. Community Voice

PED is grateful for the passionate and robust engagement New Mexicans provided through the community listening events, online surveys, and letters submitted between August and mid-October 2025. Sources of community voice informing this plan include:

- **13 community engagement sessions** in addition to targeted sessions with tribal leaders and tribal representatives, the Legislative Education Study Committee (LESC) members, and the deans and directors of New Mexico’s institutions of higher education

- **1,000+** in-person participants and **400+** virtual participants
- **1,200+** surveys submitted to prioritize proposed actions
- thousands of recommended actions, including **300+** unique proposals drawn from existing community plans, road maps, and frameworks
- **450+** feedback responses to the initial draft of the Action Plan

The overarching needs and priorities shared by the community shaped the actions the state will take to address the Martinez-Yazzie lawsuit. Although every stakeholder may not see their individual feedback explicitly acknowledged, the plan reflects the collective views shared with PED.

Beginning on July 1, 2025, the PED and the LANL Foundation, in partnership with the LESC and WestEd, collaborated to design and host statewide community conversations aimed at generating recommendations to address the Court's order for the Action Plan. These community events were launched at the end of July with a gathering of stakeholders—educational nonprofits, grassroots organizations, advocacy groups, and service providers—so that multiple perspectives and lived experiences would inform the design of the community engagement meetings.

PED and the LANL Foundation selected regional community meeting locations across the state to ensure participation from tribal, rural, and urban communities, giving priority to districts with high concentrations of student groups named in the lawsuit. The methodology also extended beyond in-person engagement. PED and the LANL Foundation offered a statewide survey and an online submission portal for existing remedy frameworks and proposals so that individuals unable to attend regional meetings still had a voice. PED hosted five virtual community conversations to expand accessibility and offer an option for expanding rural participation. This multilayered approach allowed both breadth and depth of engagement, giving participants multiple means to contribute input that directly informed both the draft and final versions of the plan.

Through the community listening events held across the state in August and September 2025, PED met with students, families, educators and community members to understand their experiences with New Mexico's education system. The ideas shared through these events and other feedback mechanisms directly informed the drafting of this plan. The sequenced actions included here will advance the state's efforts to achieve compliance with the Martinez-Yazzie decision through the highest leverage and most critical actions that the state needs to take immediately and over the next 3 years to provide the necessary educational opportunities. These actions include 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 with disabilities, English Learners, Native American students, and economically disadvantaged students.

D. Development of the Sequenced Action Plan

This plan was developed with the vision for an education system that is rooted in the unique strengths of our students, families, and communities. It is the vision of an education system in which all students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students. The PED commits to partnering with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life. This commitment underpins the design of stakeholder engagement and the development of the plan, which addresses four critical needs required by the Court:

- equitable access to high-quality instruction
- equitable access to high-quality educators
- equitable access to academic, social, well-being, and behavioral services
- effective funding, support, and accountability to drive systemic improvement

Overview of the Phases of Work

The overall engagement to inform the development of the Action Plan was divided into four phases.

Phase 1: Stakeholder Engagement

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.

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, PED and WestEd developed a draft of the plan.

Phase 3: Sequenced Action Plan Draft Review

PED coordinated a broad collection of feedback after the initial release of the draft plan. The plan was released for public comment on PED's website during October 2025, prior to the Court's deadline for a final draft by November 3, 2025. PED hosted a survey that invited New Mexico residents to provide feedback directly related to the actions described in the draft plan and regarding the plan more generally. PED also received letters and emails

from varying stakeholders with specific feedback on the draft plan. PED, with the support of WestEd, reviewed and analyzed this post-draft feedback and worked to integrate the feedback into the final draft of the Action Plan where appropriate.

Phase 4: Ongoing Communication and Stakeholder Feedback

PED will continue to engage the public throughout the implementation of this Action Plan. This will include engaging in periodic communication with the public regarding the status of the Action Plan and seeking ongoing feedback from communities and relevant stakeholders on the implementation and impact of actions within the plan. PED will also specifically engage with pueblos, tribes, and nations and PED's education advisory councils to ensure that the Action Plan continues to address the needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students. PED will utilize this feedback to respond to changing needs of students and adjust actions to optimize positive outcomes for students.

Methodology and Analysis Plan

Information and data considered in the development of the Martinez-Yazzie Action plan can be grouped into two categories.

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 plan. Recommendations by these policy- and practice-based organizations in New Mexico were incorporated into the analysis for the Action Plan to ensure the plan builds on those key contributions and informs future initiatives. A list of these documents can be found in the appendix.

Community engagement and feedback: In the Court's Order Requiring Remedial Action Plan, the judge required PED to develop the Action Plan "with the participation of the stakeholders and Plaintiffs." As such, a series of community engagement events, as described in the Community Voice section, were held to gather information from individuals across the state. Additionally, PED incorporated public feedback related to the first draft of the Action Plan in this version of the document.

Additional details on how information was collected and analyzed are provided in the appendix.

E. Roles and Responsibilities

The implementation of this plan will require a commitment from all levels of the education ecosystem in New Mexico. To achieve the ambitious goals necessary to transform educational outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students, a clear understanding of the roles

and responsibilities of all partners is critical. Table 1 summarizes the unique role of each responsible partner.

Table 1. Responsible Partners, What They Do, and Their Typical Roles

Responsible partners	What they do	Typical roles
New Mexico Legislature	The New Mexico Legislature decides how to spend state money and establishes and revises laws that shape public education across the state.	Writing and passing laws that affect schools, deciding how much money the state should spend for school programs and services, requiring studies or reports to learn what is working, reviewing how well programs are working, and making changes when needed.
New Mexico Public Education Department	The PED is the state agency that oversees the public education system within the state. PED puts education laws into action, sets statewide education priorities and instructional initiatives, accredits public schools and education preparation programs (EPPs), distributes state and federal money for education, licenses teachers and school staff, and supports schools and districts across New Mexico.	Creating rules and instructions to help schools follow the law, awarding money to schools from the state legislature and federal government, sharing guidance and tools to help schools improve, offering training and support for teachers and school leaders, checking that schools are meeting expectations, and providing help when they are not.
Local school boards and charter school governing boards	School boards (for districts) and governing councils (for charter schools) are local bodies made up of community members who provide oversight and help guide school systems.	Hiring and evaluating superintendents or charter leaders, ensuring schools are performing as expected and following directives, approving budgets and major purchases, setting local policies (such as school discipline), making decisions about school calendars and facilities, representing the community's voice, and

Responsible partners	What they do	Typical roles
		holding public meetings to listen to concerns and share updates.
School district and charter school leaders (superintendents and charter school directors)	These leaders make operational decisions for their local districts or charter schools and help put state law and guidance and school board policies into practice.	Choosing learning materials, software, and other tools; setting local policies on things like grading and attendance; organizing training for teachers and staff; hiring principals and other staff; planning how to use money to meet local needs; and working with school boards, governing councils, and families.
Principals	Principals run individual schools. They support and manage teachers and help create a safe, welcoming place for students to learn.	Helping teachers improve instruction, leading efforts to improve student achievement, creating a positive school culture, making schedules and managing the school day, meeting with families and addressing student needs, and supporting school staff development.
Teachers	Teachers are responsible for teaching students in their classroom and guiding all students in a school. They help students learn, grow, and feel safe at school.	Teaching lessons and helping students reach learning goals, creating a supportive and structured classroom environment, using tools and materials to make learning engaging, checking in on student progress and adjusting lessons when needed, talking with families about how students are doing, and taking part in training to keep growing as educators.

Responsible partners	What they do	Typical roles
Tribal partners	Tribal partners include the 23 federally recognized tribes in New Mexico including: • Pueblo of Acoma • Pueblo de Cochiti • Pueblo of Isleta • Pueblo of Jemez • Pueblo of Laguna • Pueblo of Nambe • Ohkay Owingeh • Pueblo of Picuris • Pueblo of Pojoaque • Pueblo of San Felipe • Pueblo of San Ildefonso • Pueblo of Sandia • Pueblo of Santa Ana • Pueblo of Santa Clara • Kewa (Santo Domingo Pueblo) • Pueblo of Taos • Pueblo of Tesuque • Pueblo of Zia • Pueblo of Zuni • Fort Sill Apache Tribe • Jicarilla Apache Tribe • Mescalero Apache Tribe • Navajo Nation Each recognized tribe maintains a distinct and sovereign system of government that reflects centuries-old traditions of self-governance, leadership, and community decision-making. In the context of the Action Plan, tribal partners can include tribal leaders, experts within tribal communities including tribal elders, and tribal community-based departments.	Pueblos operate through a structure of traditional leadership such as governors, spiritual leaders, and tribal councils, while the Apache nations and Navajo Nation maintain constitutional governments that combine traditional and cultural values and modern administrative systems. The sovereign governments ensure the educational, cultural, and economic well-being of their communities. Tribal community-based departments serve as education liaisons, advocates, and policy partners for their respective tribal governments. These departments work collaboratively to ensure that the diverse needs of community members are addressed in ways that are culturally grounded, community-driven, and sustainable.

Responsible partners	What they do	Typical roles
The community	The community consists of individuals, businesses, and formal and informal organizations and institutions that can leverage community resources and assist students in achieving positive outcomes (National Center on Safe Supportive Learning Environments, n.d.).	The community serves as a partner to schools by working together to support students through shared decision-making, mentorship, financial and human resources, and experiential learning opportunities. Community involvement creates a stronger educational ecosystem that bridges the gap between school and life outside of school.

F. Overarching Goals of the Action Plan

The goals listed here define the changes that this Action Plan aims to accomplish for students with disabilities, English Learners, Native American students, and economically disadvantaged students. These goals represent desired outcomes resulting from the actions detailed in the following sections on critical needs. These goals should be seen as short-term milestones on the way to long-term impacts for students with disabilities, English Learners, Native American students, and economically disadvantaged students that will be achieved each year the action steps are implemented. In addition to the overarching goals, more specific metrics regarding each action are provided in the following sections.

- Increase the proficiency rate of students with disabilities, English Learners, Native American students, and economically disadvantaged students on statewide reading and math assessments by at least 10 percentage points.
- Decrease the achievement gap between these students and student groups not included in the Martinez-Yazzie lawsuit by 25 percent as measured by statewide reading and math assessments.
- Decrease chronic absenteeism rates for students with disabilities, English Learners, Native American students, and economically disadvantaged students by at least 25 percent.
- By 2029, increase the 4-year graduation rate for students with disabilities, English Learners, Native American students, and economically disadvantaged students by at least 5 percentage points.

- Reduce gaps in students' sense of belonging between students with disabilities, English Learners, Native American students, and economically disadvantaged students and student groups not included in the Martinez-Yazzie lawsuit, as measured by the school culture survey.

G. How to Read the Action Plan

The plan is organized by the four critical needs highlighted by the Court. Each critical need section includes a summary of core issues that were identified through community engagement events and recommendations from existing frameworks and evidence-based best practices. Themes from input received through community engagement events are highlighted and essential to the sequenced actions that follow.

The sequenced actions charts were developed to reflect the community perspectives and existing progress. The actions are organized by goals that represent the intended outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. A list of outcome metrics related to the actions follows each chart and identify key metrics that will be used to evaluate the overall effectiveness of the actions that address each critical need.

Critical Need 1: Equitable Access to High-Quality Instruction

High-quality instruction is the cornerstone of an equitable education. Stakeholder feedback focused on three core issues: the importance of access to high-quality instruction and curricula for students with disabilities, English Learners, Native American students, and economically disadvantaged students; universal availability of multilingual and multicultural education; and equal access to 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.

Core Issue #1: High-Quality Instruction and Curricula

Input received during community engagement sessions made it clear that students with disabilities, English Learners, Native American students, and economically disadvantaged students must have access to both high-quality instruction and high-quality instructional materials. A critical element of creating high-quality instructional materials for learning is including content that represents and reflects the rich multicultural heritage and diversity of New Mexico. PED recognizes this importance, and defines high-quality curriculum as “content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study”.

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.

Critical Need 1: Equitable Access to High-Quality Instruction

- Support all learners, including those with diverse learning needs.

For instruction of New Mexico's students to be engaging and high-quality, it must be accessible, culturally and linguistically responsive, and inclusive of the experiences and contributions of tribal, multicultural and multilingual communities, and education partners. PED has taken steps to support districts, schools, and charter schools in their adoption and implementation of high-quality instruction and materials. The sequenced action plan demonstrates the next steps necessary to support students with disabilities, English Learners, Native American students, and economically disadvantaged students, including greater collaboration with tribal partners, families, and communities.

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 2.

Table 2. Themes Related to HQI and HQIM and Related PED Actions

Community members shared that . . .	PED actions
Teaching and curricula do not reflect New Mexico students.	• PED will provide educators with technical assistance and professional development for HQIM implementation of math, language arts, science, and social studies content to ensure students have access to grade-level content that is aligned to state standards, is culturally and linguistically responsive, and is fully accessible to students with disabilities. (1.1a) • PED, with expert partners, will develop culturally and linguistically relevant assessment items for the New Mexico Measures of Student Success and Achievement (MSSA) in grades 3–8 literacy and mathematics to ensure the state assessments reflect the diverse experiences, languages, and cultures of New Mexico students. (1.1j) • Provide universal access to PreK for 4-year-olds, including tribal PreK programs in which tribally designed instruction and culturally-grounded tribal standards and languages are used. (1.1i)
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.	• The New Mexico Literacy Center will provide literacy tutoring and programs to students year-round, including for students experiencing learning difficulties. The center will include dedicated expertise in dyslexia and evidence-based reading interventions. The center will also provide professional learning for educators to improve literacy instruction and will serve as a resource for families, and community partners to improve literacy with a multilingual approach. (1.1e)

Critical Need 1: Equitable Access to High-Quality Instruction

Community members shared that . . .	PED actions
	• PED will provide targeted professional development for educators on the implementation of the Multi-Layered System of Supports (MLSS), including identifying unique student needs, delivering tiered academic and behavioral interventions, and using data-driven decision-making to improve outcomes for students with disabilities, English Learners, Native American students, and students with disabilities. (1.1i)
Collaboration with community members and organizations is needed to enhance educational offerings and leverage local expertise.	• PED will recruit Native American, TESOL-endorsed, and special education-licensed teachers to collaborate on the review of HQIM determinations for math, science, language arts, and social studies materials annually at the PED Summer Review Institute. (1.1b) • In collaboration with community and business partners, develop a collection of new high school math courses that integrate career-connected learning with state math standards and graduation requirements. This will expand math course offerings for students to meet graduation criteria while gaining practical, real-world skills relevant to future careers. (1.1h)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. Source: Stakeholder engagement meetings, August 2025

Core Issue #2: Multilingual and Multicultural Education

Students with disabilities, English Learners, Native American students, and economically disadvantaged 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. New Mexico is similarly committed to ensuring that English Learners have access to quality English language education and grade-level content that ensures equity for all students throughout the 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. In New Mexico, multicultural education needs to honor Native languages, cultures, and histories; integrate these Indigenous perspectives into the curriculum; and celebrate students' unique ways of knowing, learning, and experiencing the world.

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 3.

Table 3. Themes Related to Multilingual and Multicultural Education and Related PED Actions

Community members shared that . . .	PED actions
Resources and funding are needed to improve training for bilingual and culturally rich education.	Request an appropriation for targeted incentives to attract and retain bilingual teachers in bilingual multicultural classrooms. (1.2b)
Partnerships and programs are needed that leverage community expertise and support language preservation.	- PED, with support from community partners, will expand the instructional materials resource library to provide comprehensive, standards-aligned resources supporting heritage language and bilingual multicultural education programs (BMEPs) statewide. (1.2a) - This includes increasing resources to support oral language proficiency in languages without written form. (1.2a)
The state should do more to create K-12 bilingual programs and to sustain language development.	- Request an appropriation for targeted incentives to attract and retain bilingual teachers in bilingual multicultural classrooms. (1.2b) - School districts and charter schools will increase the Seal of Bilingualism-Biliteracy programs for Native languages. (1.2c) - PED will provide guidance and technical assistance to districts and charter schools in partnership with tribal language boards and education departments. (1.2c)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. Source: Stakeholder engagement meetings, August 2025

Core Issue #3: Opportunity to Learn

PED heard from multiple stakeholders that students with disabilities, English Learners, Native American students, and economically disadvantaged students lack equal access to opportunities to learn.

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.

The opportunity to learn exists when students and teachers have access to the components of quality schools. Ensuring that students have equitable access to learning opportunities requires removing barriers to participation. The sequenced action plan addresses this need and takes steps to remove barriers and increase inclusive 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 4.

Table 4. Themes Related to Opportunity to Learn and Related PED Actions

Community members shared that . . .	PED actions
Reliable broadband access and digital devices are needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students and their teachers to facilitate learning both at school and at home.	• Provide free at-home high-speed internet to eligible students through the Student Connect grant. (3.1c) • Refurbish educational devices and provide them to schools. (3.1f) • Calculate the cost of providing students with disabilities, English Learners, Native American students, and economically disadvantaged students with a new educational device at least every 5 years. (3.1f)
Diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students with disabilities, English Learners, Native American students, and economically disadvantaged students.	• Pass legislation that increases access to and funding for elementary and middle schools out-of-school-time programs or activities free to families. (3.1a) ◦ Request an appropriation for out-of-school-time programs, including transportation. (3.1a) • Evaluate the effectiveness of the new adequacy standards at providing equitable access for students

Critical Need 1: Equitable Access to High-Quality Instruction

Community members shared that . . .	PED actions
	with disabilities, English Learners, Native American students, and economically disadvantaged students to fundamental educational experiences in areas such as drama, music, athletics, and career technical education. (4.1e)
Lack of transportation impedes access for rural students, students with disabilities, English Learners, Native American students, and economically disadvantaged students.	• Elementary and middle schools offer additional out-of-school-time programming, free to families, based on student and family input. (3.1a)
Students with disabilities lack the same access to activities and resources as their peers.	• Pass legislation to create a Special Education Act, codifying the Office of Special Education to ensure students with disabilities are prioritized in education policy decisions and that guarantees uniform supports and accountability for students with disabilities across every district. (1.3a) • Provide professional development to support adoption of the statewide IEP template to support consistency in IEP planning and effective monitoring statewide, ensuring that students with disabilities receive services and supports tailored to their learning needs and educational goals. (1.3b) • Monitor the implementation of high-quality out-of-school-time activities and measure the participation and impact on students with disabilities, English Learners, Native American students, and economically disadvantaged students, including through: ○ student participation data ○ types of out-of-school-time activities provided ○ student and family feedback mechanisms. (3.1a)
There is inequitable access to career technical education and agricultural programming.	• Expand partnerships with state agencies, local businesses, tribal governments, and higher education institutions to increase the number and quality of summer internship opportunities for students with disabilities, English Learners, Native American students, and economically disadvantaged students. (1.4b) • Expand partnerships with state agencies, local businesses, tribal governments, and higher education institutions to increase the number and quality of career-connected learning opportunities for students

Critical Need 1: Equitable Access to High-Quality Instruction

Community members shared that . . .	PED actions
	with disabilities, English Learners, Native American students, and economically disadvantaged students, including: ○ hands-on experiences ○ experiential learning ○ exposure to technology ○ skill development (academic, entrepreneurial, collaboration, critical thinking) ○ pre-apprenticeships ○ dual credit programs (1.4c) • Develop pathways that provide access to career-connected math offerings for English Learners and students with disabilities. (1.1j)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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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Community perspectives: Many community members shared that instruction and curricula do not reflect the students of New Mexico, particularly students with disabilities, English Learners , Native American students, and economically disadvantaged students. Stakeholders expressed that an overhaul of existing curricula is needed to move away from one-size-fits-all approaches and create a learning environment that reflects diverse student needs and local communities. Input collected also emphasized that collaboration with community members and organizations is needed to enhance educational offerings and leverage local expertise.			
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>Access to High-Quality Instructional materials</i>	<i>Access to High-Quality Instructional Materials</i>	<i>Access to High-Quality Instructional Materials</i>	<i>Access to High-Quality Instructional Materials</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.

Community perspectives: Many community members shared that instruction and curricula do not reflect the students of New Mexico, particularly students with disabilities, **English Learners**, Native American students, and economically disadvantaged students. Stakeholders expressed that an overhaul of existing curricula is needed to move away from one-size-fits-all approaches and create a learning environment that reflects diverse student needs and local communities. Input collected also emphasized that collaboration with community members and organizations is needed to enhance educational offerings and leverage local expertise.

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
✓ Guidance has been provided on the implementation of HQIM in schools. ✓ Content instructional scopes (CIS) have been published in English language arts, math, science, social studies and Spanish language arts as a strategy for assuring guaranteed, viable, and equitable curricula across the state. ✓ Culturally guiding instructional scopes, including Indigenous scopes, published to support cultural responsiveness in content	1.1a. PED will provide educators technical assistance and professional development for HQIM implementation of math, language arts, science, and social studies content to ensure students have access to grade-level content that is aligned to state standards, is culturally and linguistically responsive, and is fully accessible to students with disabilities. <i>Responsible: PED, Districts, and Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	1.1a. Pass legislation to require that districts and charter schools purchase HQIM for math, language arts, science, and social studies to ensure all students have access to rigorous and standards-aligned content. <i>Responsible: Legislature, PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	1.1a. PED will monitor the implementation of HQIM across districts and charter schools, including: • reviewing DASH plans • school visits and classroom observations PED will evaluate the impact of HQIM implementation on instructional quality and student outcomes and will publicly report compliance with HQIM implementation. Non-compliance may impact school accreditation. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners,</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
area subjects. ✓ District purchases of HQIM are monitored on the HQIM Dashboard. ✓ HQIM is vetted for culturally and linguistically responsive instruction (CLRI).	Access to High-Quality Instructional Materials 1.1b. PED will recruit Native American, TESOL endorsed, and special education-licensed teachers to collaborate on the review of HQIM determinations for math, science, language arts, and social studies materials annually at the PED Summer Review Institute.	Access to High-Quality Instructional Materials 1.1b. Continue Year 1 actions. <i>Responsible: PED, Educators, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Native American Students, and Economically Disadvantaged Students</i> Access to High-Quality Instructional Materials 1.1b. Continue Year 2 actions. <i>Responsible: PED, Educators, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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
	PED will leverage the expertise of this diverse group of educators to inform the appropriateness of HQIM for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, Educators, Education Preparation Programs (EPPs)</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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
Literacy Learning Preparation for Educators ✓ SB398 (2019) 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 implementation of structured literacy. ✓ Structured literacy interventions were implemented in school	Literacy Learning Preparation for Educators 1.1c. PED will monitor implementation of HB156 (2025), which requires education preparation programs (EPPs) in NM colleges and universities will integrate structured literacy into coursework and will provide field experiences for student teachers. NM colleges and universities will complete common course numbering to ensure consistency of coursework across EPPs, and conduct program audits. <i>Responsible: PED, Higher Education Department (HED), EPPs</i> <i>Student Groups Served: Students</i>	Literacy Learning Preparation for Educators 1.1c. PED will provide ongoing technical assistance and monitoring of HB156 (2025) implementation. Noncompliance with HB156 (2025) may result in loss of program accreditation or withholding of funds. <i>Responsible: PED, HED, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Student</i>	Literacy Learning Preparation for Educators 1.1c. Continue Year 2 actions. <i>Responsible: PED, HED, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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
districts and charter schools.	<i>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>		
✓ Structured literacy educator training and support was expanded to middle schools. ✓ PED hosts an annual summer reading program to provide literacy interventions to students.	Literacy Learning Outcomes 1.1d. Pass legislation requiring elementary schools to implement structured literacy instruction, notify parents of student learning difficulties and low reading proficiency levels, and require schools to develop and implement academic improvement plans for targeted literacy interventions and supports. These plans do not supersede a student's right to an evaluation and an individualized education plan (IEP) under the	Literacy Learning Outcomes 1.1d. PED will train school leaders and instructional coaches on the Department's structured literacy observation tool to support classroom instruction and monitor implementation of structured literacy. PED will monitor structured literacy instruction and the implementation of academic plans in schools through classroom walkthroughs, and will provide ongoing professional	Literacy Learning Outcomes 1.1d. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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
	Individuals with Disabilities Education Act (IDEA). <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	development and coaching to teachers and school administrators. Schools will implement student academic improvement plans, including targeted small-group instruction, tutoring, extended learning time, and evidence-based literacy support programs. Schools will communicate progress to students and families throughout the academic year. Schools will monitor the effectiveness of interventions implemented for students identified as below grade level in reading, evaluate student growth and progress toward proficiency, and use student progress reports	

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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
		and performance data to refine instructional practices, intervention models, and professional development for educators. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
New Mexico Literacy Center Creation ✓ Funding appropriated to construct the New Mexico Literacy Center to provide	New Mexico Literacy Center Creation 1.1e. State agencies will lead the planning, design, and construction of the New Mexico	New Mexico Literacy Center Creation 1.1e. The New Mexico Literacy Center will provide literacy tutoring and programs to students	New Mexico Literacy Center Creation 1.1e. PED will document the activities of the New Mexico Literacy Center in the 2027 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
free literacy interventions to students and adults.	Literacy Center. Construction of the center is estimated to be completed by December 2026. <i>Responsible: PED, HED, General Services Department (GSD)</i>	year-round, including for students experiencing learning difficulties. The center will include dedicated expertise in dyslexia and evidence-based reading interventions. The center will also provide professional learning for educators to improve literacy instruction and will serve as a resource for families and community partners to improve literacy with a multilingual approach. <i>Responsible: PED, HED, EPPs, School Districts, Charter Schools</i>	year and will make public the services offered and the students served. <i>Responsible: PED, HED, EPPs, School Districts, Charter Schools</i>
Improved Mathematics Instruction	Improved Mathematics Instruction	Improved Mathematics Instruction	Improved Mathematics Instruction

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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
✓ Piloted the NUMeROs program in elementary schools. ✓ Pilot Focus on Algebra for middle grades ✓ 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.	1.1f. Pass legislation requiring elementary schools to implement numeracy instruction, notify parents of student learning difficulties and low math proficiency levels, and require schools to develop and implement academic improvement plans for targeted interventions and supports. These plans do not supersede a student's right to an evaluation and an IEP under IDEA. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	1.1f. PED will train school leaders and instructional coaches on the Department's observation tool to support classroom instruction and monitor implementation of numeracy. PED will monitor numeracy instruction and the implementation of academic plans in schools through classroom walkthroughs, and will provide ongoing professional development and coaching to teachers and school administrators. Schools will implement student academic improvement plans, including targeted small-group instruction, tutoring, extended learning time, and evidence-	1.1f. Continue Year 2 actions. <i>Responsible: PED, EPPs, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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
		based numeracy support programs. Schools will communicate progress to students and families throughout the academic year. Schools will monitor the effectiveness of interventions implemented for students identified as below grade level in math, will evaluate student growth and progress toward proficiency, and will use student progress reports and performance data to refine instructional practices, intervention models, and professional development for educators.	

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		<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
	New Mexico STEM Center Creation	New Mexico STEM Center Creation 1.1g. State agencies will lead the planning, design, and construction of the New Mexico STEM Center. Construction of the STEM center is estimated to be completed in 2028. <i>Responsible: PED, HED, GSD</i>	New Mexico STEM Center Creation 1.1g. The New Mexico STEM Center will provide STEM tutoring and programs to students year-round, including for students experiencing learning difficulties. The center will include dedicated expertise in dyscalculia and evidence-based STEM interventions. The center will also provide professional learning for

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		<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	educators to improve STEM instruction, will provide Indigenous place-based learning, and will serve as a resource for families, and community partners. <i>Responsible: PED, HED, EPPs, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>
Career-Connected Math Course Offerings	Career-Connected Math Course Offerings 1.1h. In collaboration with community and business partners, develop a collection of	Career-Connected Math Course Offerings 1.1h. Schools will begin to offer the new math courses in high schools.	Career-Connected Math Course Offerings 1.1h. PED will monitor student participation in career connected

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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
	new high school math courses that integrate career-connected learning with state math standards and graduation requirements. This will expand math course offerings for students to meet graduation criteria while gaining practical, real-world skills relevant to future careers. Develop pathways that provide access to career-connected math offerings for English Learners and students with disabilities. Collaborate with middle school math and STEM teachers to ensure that students meet any prerequisites for participation in	PED will provide training and professional development for teachers to deliver the new high school math courses effectively, focusing on integrating career-connected learning and real-world applications and aligning the content with state math standards and graduation requirements. PED will collect student data to determine the level of participation of Native American students, English Learners, students with disabilities, and economically disadvantaged students. <i>Responsible: School Districts, Charter Schools, PED</i>	math course offerings and will identify obstacles to accessibility. PED will provide technical assistance to schools on equitable implementation. Schools will survey students to understand their experiences and improve course design as needed. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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
	the new high school math courses. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
Multi-Layered System of Supports (MLSS) Accelerated Learning for All ✓ The statewide MLSS framework has been implemented. ✓ MLSS interventions have been defined to include	MLSS Accelerated Learning for All 1.1i. PED will provide targeted professional development for educators on the implementation of the Multi-Layered System of Supports (MLSS), including identifying student needs, delivering tiered academic and	MLSS Accelerated Learning for All 1.1i. PED will provide ongoing professional development and technical assistance for educators and school leaders that integrates essential MLSS inclusive practices including,	MLSS Accelerated Learning for All 1.1i. Continue Years 1 and 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners,</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
culturally and linguistically relevant instruction, and inclusive practices .	behavioral interventions, and using data-driven decision-making to improve outcomes for students with disabilities, students with disabilities, English Learners, Native American students, and economically disadvantaged students. PED will conduct ongoing monitoring for effective, grade-level classroom instruction that meets the diverse needs of students, including: • classroom visits • DASH plan reviews • student and teacher surveys	Universal Design for Learning (UDL), and CLRI. PED will continue to conduct ongoing monitoring for effective, grade-level instruction that meets the diverse needs of students, including: • classroom visits • DASH plan reviews • student and teacher surveys <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Native American Students, and Economically Disadvantaged Students</i>

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	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>		
Access to High-Quality, Culturally Relevant Assessments	Access to High-Quality, Culturally Relevant Assessments 1.1j. PED, with expert partners, will develop culturally and linguistically relevant assessment items for the New Mexico Measures of Student Success and Achievement (MSSA) in grades 3–8 literacy and mathematics to ensure the state assessments reflect the diverse experiences,	Access to High-Quality, Culturally Relevant Assessments 1.1j. PED will field test the newly developed culturally and linguistically relevant assessment items for the science test to evaluate validity, reliability, and alignment with state standards.	Access to High-Quality, Culturally Relevant Assessments 1.1j. PED will field test the newly developed culturally and linguistically relevant assessment items for the MSSA in grades 3–8 literacy and mathematics to evaluate validity, reliability, and alignment with state standards.

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	languages, and cultures of New Mexico students. Develop culturally relevant questions for the NM Assessment of Science Readiness (NM-ASR). <i>Responsible: PED, Teachers, Pueblos, Tribes, and Nations, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Responsible: PED, Teachers, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Integrate new culturally relevant items into the science test. <i>Responsible: PED, Teachers, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

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Kindergarten Readiness Assessments ✓ The Early Development Instrument (EDI) is administered to kindergarten students to assess children's readiness for school.	Kindergarten Readiness Assessments 1.1k. Teachers complete the EDI on a second cohort of kindergarten students. PED and ECECD school districts will use the summary of results to identify resources needed to support kindergarten and 1st grade students with disabilities, English Learners, Native American students, and economically disadvantaged students. As part of the EDI process, PED and ECECD will solicit feedback on the survey questions for families from Native educators, tribal education departments, and	Kindergarten Readiness Assessments 1.1k. Continue Year 1 actions. ECECD to report to the Legislature on the identified resources needed for preschool transition for students with disabilities, English Learners, Native American students, and economically disadvantaged students. PED will update the kindergarten readiness resource survey to address the feedback from early childhood Native educators, tribal education departments, and families within tribal communities.	Kindergarten Readiness Assessments 1.1k. Continue Years 1 and 2 actions. <i>Responsible: PED, ECECD, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

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	families within tribal communities. <i>Responsible: PED, (ECECD, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Responsible: PED, ECECD, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
Culturally and Linguistically Responsive Universal PreK ✓ Provide universal access to PreK for 4-year-olds and 60% of 3-year-olds, including tribal PreK programs in which tribally designed instruction and	Culturally and Linguistically Responsive Universal PreK 1.1I. Monitor the implementation of universal PreK programs for equitable participation. <i>Responsible: ECECD, Legislature, Early Childhood Education</i>	Culturally and Linguistically Responsive Universal PreK 1.1I. Achieve universal access to PreK for 3-year-olds, including tribal PreK programs in which tribally designed instruction and culturally grounded tribal	Culturally and Linguistically Responsive Universal PreK 1.1I. Continue Year 2 actions. <i>Responsible: ECECD, Legislature, Early Childhood Education Providers, Pueblos, Tribes, and Nations</i>

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culturally grounded tribal standards and languages are used. ✓ Funding appropriated for universal access to prekindergarten (PreK) for 4-year-olds and 60% of 3-year olds. ✓ NM PreK meets nine of the 10 quality indicators as outlined in the National Institute of Early Education Research's State of PreK report. ✓ Early Childhood Education and Care Department (ECECD) has 10 intergovernmental agreements with tribal	<i>Providers, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	standards and languages are used. Monitor the implementation of universal PreK programs for equitable participation and identify barriers to access. <i>Responsible: ECECD, Legislature, Early Childhood Education Providers, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

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partners to provide PreK using tribal standards, language, and curricula. ✓ Three tribal Head Start programs have intergovernmental agreements with the state to enhance their Head Start programs. ✓ Since 2019, over \$30 million in capital outlay has been invested for early childhood facilities that serve tribal communities. ✓ Ninety percent of NM PreK programs are full-day: offering either 1080 or 1,380 hours of instruction			

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and 90 hours of parent and family engagement required.			

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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Community perspectives: Community members shared that resources and funding are needed to improve training for bilingual and culturally rich education. Input stated that partnerships and programs are needed that leverage community expertise and support language preservation and that the state should do more to sustain language development.			
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
Access to Native Language Instruction ✓ 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.	Access to Native Language Instruction 1.2a. PED, with support from community partners, will expand the instructional materials resource library to provide comprehensive, standards-aligned resources that support heritage language and bilingual multicultural education programs (BMEPs) statewide. This includes increasing resources to support oral language proficiency in languages without written form. <i>Responsible: PED</i> <i>Student Groups Served: Students</i>	Access to Native Language Instruction 1.2a. Increase the number of heritage language programs and BMEPs available to students. Monitor the implementation of new heritage language and BMEPs for equitable participation and identify barriers to access. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Access to Native Language Instruction 1.2a. In partnership with schools and the community, address barriers to access and determine whether additional heritage language programs or BMEPs are necessary to meet the needs of students. PED will conduct annual evaluations of heritage language and BMEPs to determine the impact of the programs on student outcomes, including: • classroom visits • review of DASH plans

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	<i>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>		• student, family, and teacher surveys • student data (e.g., assessment, attendance, progress toward graduation) <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Bilingual Teacher Incentives	Bilingual Teacher Incentives 1.2b. Request an appropriation for targeted incentives to attract and retain bilingual teachers in bilingual multicultural classrooms. PED will facilitate the offering of virtual classes to improve K-12	Bilingual Teacher Incentives 1.2b. PED will evaluate the effectiveness of bilingual teacher incentives through data analysis and stakeholder feedback, focusing on the success of

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		student access to heritage language and culture classes across the state. <i>Responsible: PED, Pueblos, Tribes, and Nations, LESC, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	recruitment, retention, and classroom impact. Monitor the effectiveness of virtual heritage language and culture classes, including through: • student and family surveys • teacher feedback • student data (e.g., assessment, attendance, progress toward graduation) <i>Responsible: PED, Pueblos, Tribes, and Nations, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Expand Seal of Bilingual Literacy ✓ 1,603 graduates in 2025 earned the State Seal of Bilingualism-Biliteracy.	Expand Seal of Bilingualism-Biliteracy 1.2c. School districts and charter schools will increase the Seal of Bilingualism-Biliteracy programs for Native languages. PED will provide guidance and technical assistance to districts and charter schools in partnership with tribal language boards and education departments. <i>Responsible: PED, Pueblos, Tribes, and Nations, School Districts, Charter Schools, Tribal Language Boards, Tribal Education Departments</i> <i>Student Groups Served: English Learners and Native American Students</i>	Expand Seal of Bilingualism-Biliteracy 1.2c. School districts and charter schools will work with tribal language board and education departments to develop grade-level language curriculum and assessments to be used in schools to support student language proficiency. PED will provide guidance and technical assistance to school districts and charter schools and will report progress through the annual tribal education status report. <i>Responsible: PED, Pueblos, Tribes, and Nations, School Districts, Charter Schools, Tribal Language Boards, Tribal Education Departments</i> <i>Student Groups Served: English Learners and Native American Students</i>	Expand Seal of Bilingualism-Biliteracy 1.2c. Continue Year 1 and 2 actions. <i>Responsible: PED, Pueblos, Tribes, and Nations, School Districts, Charter Schools Tribal Language Boards, Tribal Education Departments</i> <i>Student Groups Served: English Learners and Native American Students</i>
Access to High-Quality Programming for All English Learners ✓ State statute that supports identifying, serving, and reclassifying English	Access to High-Quality Programming for All English Learners 1.2d. Provide technical assistance and guidance to school districts and charters for accurate	Access to High-Quality Programming for All English Learners 1.2d. Continue Year 1 actions. Expand onsite school monitoring of English Learners and provide	Access to High-Quality Programming for All English Learners 1.2d. Continue Years 1 and 2 actions.

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Learners aligns to the English Learners index in the funding formula and in the PED rule 6.29.5 New Mexico Administrative Code (NMAC) (see Action 4.4a). ✓ Technical assistance to ensure English Learners are being served correctly and are progressing.	identification of English Learners, beginning in kindergarten. PED will provide school districts and charter schools with comprehensive information of all English Learner programs available and remove any barriers to access. Review school data to ensure English Learners are enrolled in appropriate English language development classes. Require schools to monitor exited English Learners for a second year for academic success, including: • attendance • course performance • assessment performance	technical assistance, professional development, and monitoring regarding English Learner standards and programming, including: • classroom visits • student schedules • student data (e.g., attendance, assessment, progress toward graduation) Develop the English Language Development Instructional Framework to provide supports for English language development courses, including: • structures for lesson planning • examples of formative assessments • strategies for the integration of language and content	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, economically disadvantaged students</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
	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, economically disadvantaged students</i>	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, economically disadvantaged students</i>	

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

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Community perspectives: The community shared that students with disabilities lack the same access to activities and resources that their peers do. Stakeholders expressed the need for more inclusive settings and better transition support, especially for postsecondary 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
Office of Special Education ✓ 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 preschool special education services.	Office of Special Education 1.3a. Pass legislation to create a Special Education Act, codifying the OSE to ensure students with disabilities are prioritized in education policy decisions and to guarantee uniform supports and accountability for students with disabilities across every district. Expand training, technical assistance, monitoring, and enforcement of corrective action plans for compliance with IDEA, including timely identification and evaluation of students with disabilities, adequate provision of services, reduction of restraint and seclusion and disciplinary removals, parent participation	Office of Special Education 1.3a. PED will expand statewide monitoring, data, and accountability systems for consistent compliance with IDEA and to improve the quality of special education services across all districts and charter schools. Under the leadership of the OSE, align professional development, funding decisions, and technical assistance to promote statewide coherence, equitable implementation, and improved outcomes for students with disabilities.	Office of Special Education 1.3a. Continue Year 2 actions. <i>Responsible: PED, ECECD, HED, DVR</i> <i>Student Group Served: Students with Disabilities</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
	and engagement in the IEP process, and early childhood and high-school-to-college or career transitions. Noncompliance may result in corrective action or conditional funding. Assess staffing and capacity needs in the PED to ensure expertise in key areas such as inclusive practices, behavior supports, transition, and fiscal monitoring. <i>Responsible: PED, ECECD, Legislature</i> <i>Student Group Served: Students with Disabilities</i>	Noncompliance may result in corrective action or conditional funding. <i>Responsible: PED, ECECD, HED, Division of Vocational Rehabilitation (DVR)</i> <i>Student Group Served: Students with Disabilities</i>	
Statewide IEP Template to Improve Student Services	Statewide IEP Template to Improve Student Services	Statewide IEP Template to Improve Student Services	Statewide IEP Template to Improve Student Services

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✓ A statewide IEP template has been developed.	1.3b. Provide professional development to support adoption of the statewide IEP template so that IEP planning and effective monitoring are consistent statewide, ensuring that students with disabilities receive services and supports tailored to their learning needs and educational goals. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>	1.3b. Require school districts and charter schools to implement the statewide IEP template. Provide on-going training and technical assistance for implementation. Monitor implementation of the statewide IEP template, including through student file reviews. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>	1.3b. Provide training, monitoring, and technical assistance on the statewide IEP template. Evaluate implementation of the statewide IEP template and require corrective action plans and targeted technical assistance for LEAs that demonstrate noncompliance. PED will publish a statewide IEP template implementation report. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>
Behavioral Intervention Support ✓ In-person and virtual training is offered to school districts and charter	Behavioral Intervention Support 1.3c. Provide regional educator training and support to build statewide capacity for evidence-	Behavioral Intervention Support 1.3c. Continue to provide training for educators so that they can support students with disabilities through family engagement,	Behavioral Intervention Support 1.3c. Monitor special education improvement plans and incorporate the results of behavior goals, functional

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schools on behavioral interventions.	based behavior practices and to minimize exclusionary practices. Training will ensure students with disabilities can learn safely in their least restrictive environments. Trainings will include guidance on: • Positive behavior intervention supports (PBIS) • Identification and response to diverse disability needs in the classroom • Functional behavior assessment and behavior interventions • De-escalation strategies • Discipline and manifestation determination review.	trauma-informed practices, and social-emotional learning. Monitor IEP compliance for behavioral supports, measurable behavior goals, and behavior intervention plans (BIPs). Require LEAs with disproportionate rates of suspension, expulsion, restraint, seclusion, or informal removals of students with disabilities to develop and implement targeted improvement plans supported by the OSE. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>	behavior assessments, and BIPs compliance into school district and charter school accountability reviews and annual determination letters. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>

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	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>		
	Reduced Restraint and Seclusion	Reduced Restraint and Seclusion 1.3d Pass legislation further limiting the use of physical restraint and prohibiting seclusion and chemical, mechanical, and prone restraint. This legislation will also expand training and reporting requirements for school districts and charter schools and clarifies relevant definitions to better align with federal guidance. PED will provide statewide guidance to school districts and charter schools to ensure consistent policies and	Reduced Restraint and Seclusion 1.3d PED will incorporate restraint and seclusion monitoring into its current monitoring systems. Noncompliance with restraint and seclusion use, training, and reporting requirements may result in corrective action. PED will implement a system for parents to report incidence of restraint or seclusion directly to PED and to confirm reporting by schools districts and charter schools.

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		procedures related to the use of restraint and seclusion. PED will provide mandatory training on the use and reporting of restraint and seclusion. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities, English Learners, Native American Students, Economically Disadvantaged Students</i>	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities, English Learners, Native American Students, Economically Disadvantaged Students</i>
Support for Native American Students with Disabilities	Support for Native American Students with Disabilities 1.3e. Amend the NM special education advisory panel bylaws to include Native American representation on the panel. Create a subcommittee to address policy and budget issues	Support for Native American Students with Disabilities 1.3e. Make appointments to the New Mexico special education advisory panel who will represent Native American students with disabilities. Establish subcommittee members.	Support for Native American Students with Disabilities 1.3e. The New Mexico special education advisory panel and the subcommittee will meet and provide advisements to the PED.

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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
	specific to Native American students with disabilities. <i>Responsible: PED, New Mexico Special Education Advisory Panel, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities and Native American Students</i>	The New Mexico special education advisory panel and the subcommittee will meet and provide advisements to the PED. <i>Responsible: PED, New Mexico Special Education Advisory Panel, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities and Native American Students</i>	<i>Responsible: PED, New Mexico Special Education Advisory Panel, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities and Native American Students</i>
Support for English Learners with Disabilities ✓ The Identifying and Serving English Learner Students with Disabilities Guidance Manual and online course have been developed.	Support for English Learners with Disabilities 1.3f. Provide regional trainings on the implementation of the Disabilities Guidance Manual to reduce the over-identification of English Learners as students with disabilities. Build educator capacity in culturally and linguistically	Support for English Learners with Disabilities 1.3f. Create and disseminate supplemental tools to support educators and districts in sustaining equitable identification and service practices for English Learners with disabilities, including: • implementation checklists	Support for English Learners with Disabilities 1.3f. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities and English Learners</i>

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.			
Community perspectives: The community shared that students with disabilities lack the same access to activities and resources that their peers do. Stakeholders expressed the need for more inclusive settings and better transition support, especially for postsecondary 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
	responsive evaluation, data-based decision-making, and appropriate service delivery, including through: • professional learning • increased resources • collaboration with local experts <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities and English Learners</i>	• culturally and linguistically responsive evaluation templates • family engagement guides Monitor statewide data on the identification of services for and outcomes of English Learners with disabilities to ensure equity, strengthen instructional practices, maintain compliance with state and federal requirements, and support appropriate identification. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities and English Learners</i>	
Educator Supports for Transition	Educator Supports for Transition 1.3g. Provide regional trainings for	Educator Supports for Transition 1.3g. Continue Year 1 actions.	Educator Supports for Transition 1.3g. Continue Years 1 and 2

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

Community perspectives: The community shared that students with disabilities lack the same access to activities and resources that their peers do. Stakeholders expressed the need for more inclusive settings and better transition support, especially for postsecondary 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
✓ In-person and virtual training is offered for districts and charters to improve student transition plans.	general and special educators, counselors, and school leaders on diploma pathways and transition planning for students with disabilities. Trainings will focus on increasing graduation rates and ensuring a coordinated set of meaningful services in education, work-based learning, and independent living that prepare students for postsecondary success. Collect data on family experiences with postsecondary transition planning to inform statewide trainings, including through: • family interviews • family surveys <i>Responsible: PED, DVR, School Districts, Charter Schools</i> <i>Student Groups Served: Students</i>	Provide statewide trainings on postsecondary transition planning for students with disabilities through college and career readiness and career and technical education (CTE) conferences and workshops. These sessions will equip educators, counselors, and transition specialists with strategies to align IEP transition goals with real-world college, career, and community pathways. Develop a cross-agency transition framework that describes the coordinated set of state agency supports available to students. The partner agencies will be PED, DVR, ECECD, NM's Department of Workforce Solutions (DWS) and NM's Higher Education Department (HED).	actions. Audit high-quality compliance of age-14+ transition plans. Implement targeted improvement plans for districts in need of improvement. Expand successful transition and work-based learning models statewide. <i>Responsible: PED, DVR, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities</i>

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.			
Community perspectives: The community shared that students with disabilities lack the same access to activities and resources that their peers do. Stakeholders expressed the need for more inclusive settings and better transition support, especially for postsecondary 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
	<i>with Disabilities</i>	Train educators on evidence-based transition planning and interagency coordination. <i>Responsible: PED, DVR, ECECD, DWS, HED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities</i>	
Student Supports for Transition	Student Supports for Transition 1.3h. PED will conduct a comprehensive statewide inventory and survey of college- and career-readiness transition programs to assess program availability, quality, and geographic reach, and to identify service gaps and opportunities for statewide coordination. <i>Responsible: PED, DVR, and DWS</i>	Student Supports for Transition 1.3h. PED will develop and pilot regional college- and career-connected transition programs that align with the findings of the statewide survey. Pilot programs will include communities of practice (professional learning communities) focused on integrating capstone projects into postsecondary transition planning for students with disabilities. These initiatives will strengthen	Student Supports for Transition 1.3h. PED will evaluate and expand the regional college- and career-connected transition program pilots into a statewide model. Building on lessons from communities of practice, PED will refine implementation tools, establish consistent quality indicators, and integrate successful practices—such as capstone projects—into district

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

Community perspectives: The community shared that students with disabilities lack the same access to activities and resources that their peers do. Stakeholders expressed the need for more inclusive settings and better transition support, especially for postsecondary 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
		collaboration among educators, counselors, and workforce partners to ensure equitable, real-world college and career pathways. <i>Responsible: PED, DVR, and DWS</i>	postsecondary transition planning. <i>Responsible: PED, DVR, and DWS</i>

Goal 1.4: Students with disabilities, English Learners, Native American students, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Goal 1.4: Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Community perspectives: Stakeholders felt that a lack of transportation impedes access for rural students, Native American students, and economically disadvantaged students. They also felt there was inequitable access to career-connected learning opportunities and programming. The community shared that diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students.

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 through June 30, 2028
Targeted Intervention Dashboard	Targeted Intervention Dashboard 1.4a. Create a secure online targeted intervention dashboard for schools using the previous year's student assessment data to easily identify students most in need of targeted intervention. Teachers and interventionists will use the dashboard to identify the skills and concepts for which students are in need of improvement, and to support instructional planning at the	Targeted Intervention Dashboard 1.4a. Publish the dashboard and provide training and ongoing support for teachers and interventionists on using the dashboard to: • inform instructional planning • determine out-of-school-time opportunities for enrichment • monitor student progress • and evaluate the effectiveness of interventions	Targeted Intervention Dashboard 1.4a. PED will monitor the use of the dashboard, including: • the number of visits to the website • the number of teacher and interventionist interviews and surveys completed PED will publish an annual report that summarizes trends in student performance and intervention outcomes to guide school improvement for students with disabilities, English Learners,

Goal 1.4: Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Community perspectives: Stakeholders felt that a lack of transportation impedes access for rural students, Native American students, and economically disadvantaged students. They also felt there was inequitable access to career-connected learning opportunities and programming. The community shared that diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students.

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 through June 30, 2028
	classroom, school, and district levels. <i>Responsible: PED</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	PED will collect feedback from users to refine dashboard functionality and ensure accessibility across grade levels and content areas. <i>Responsible: PED</i>	Native American students, and economically disadvantaged students. <i>Responsible: PED</i>
Enhanced Internship Programs ✓ Enrichment internship programs have been provided to students.	Enhanced Internship Programs 1.4b. Expand partnerships with state agencies, local businesses, tribal governments, and higher education institutions to increase the number and quality of internship opportunities for students with disabilities, English Learners, Native American	Enhanced Internship Programs 1.4b. Continue Year 1 actions. Establish and implement participation in and completion of tracking systems to measure internship engagement and ensure equitable access to these opportunities across districts and student groups.	Enhance Internship Programs 1.4b. Continue Years 1 and 2 actions. Evaluate the impact of internship programs on college and career readiness outcomes for students with disabilities, English Learners, Native American students, and

Goal 1.4: Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Community perspectives: Stakeholders felt that a lack of transportation impedes access for rural students, Native American students, and economically disadvantaged students. They also felt there was inequitable access to career-connected learning opportunities and programming. The community shared that diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students.

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 through June 30, 2028
	students, and economically disadvantaged students. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Identify barriers to access, including: • accommodation needs • language • transportation • pre-requisite course access <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	economically disadvantaged students, including through: • student participation data • student CTE program completion data • student attendance data • student graduation data Use findings to increase awareness of successful career-connected learning models and mentorship opportunities through conferences, workshops, school websites, etc. PED will publicly share participation data, success stories, and strategies through venues such as regular meetings, conferences, workshops, and websites.

Goal 1.4: Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Community perspectives: Stakeholders felt that a lack of transportation impedes access for rural students, Native American students, and economically disadvantaged students. They also felt there was inequitable access to career-connected learning opportunities and programming. The community shared that diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students.

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 through June 30, 2028
			<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Career-Connected Learning ✓ Passed legislation that updated graduation requirements to provide greater flexibility in accessing career-connected learning courses.	Career-Connected Learning 1.4c. Expand partnerships with state agencies, local businesses, tribal governments, and higher education institutions to increase the number and quality of career-connected learning opportunities for students with disabilities, English Learners, Native American students, and	Career-Connected Learning 1.4c. Continue Year 1 actions. Establish and implement participation in and completion of tracking systems to measure career-connected learning engagement and ensure equitable access to opportunities across districts and student groups.	Career-Connected Learning 1.4c. Evaluate the impact of middle- and high-school career-connected learning initiatives on the engagement, skill development, and postsecondary readiness of students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Goal 1.4: Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Community perspectives: Stakeholders felt that a lack of transportation impedes access for rural students, Native American students, and economically disadvantaged students. They also felt there was inequitable access to career-connected learning opportunities and programming. The community shared that diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students.

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 through June 30, 2028
	economically disadvantaged students, including: • hands-on experiences • experiential learning • exposure to technology • skill development (academics, entrepreneurship, collaboration, critical thinking) • pre-apprenticeship • dual-credit programs <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	Expand career-connected learning to middle schools, introducing exploration activities that prepare students for career-connected learning and opportunities in high school. Provide professional learning for middle- and high-school educators to align instruction with regional workforce needs and postsecondary pathways. <i>Responsible: PED, School Districts, Charter Schools, HED</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Use findings to scale effective practices statewide. Continue to strengthen partnerships with workforce boards, tribal governments, and higher education institutions to sustain paid internships, apprenticeships, and dual-credit opportunities. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 1.4: Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Community perspectives: Stakeholders felt that a lack of transportation impedes access for rural students, Native American students, and economically disadvantaged students. They also felt there was inequitable access to career-connected learning opportunities and programming. The community shared that diverse enrichment activities, including after-school clubs and other extracurriculars, are not available to all students.

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 through June 30, 2028
	<i>Students</i>		

Outcomes for Critical Need 1

The outcomes detailed for Critical Need 1 reflect concrete, measurable targets that will guide New Mexico's investments, policy decisions, and collaborative efforts across the state to ensure students with disabilities, English Learners, Native American students, and economically disadvantaged students have equitable access to opportunities outside of traditional academic experiences. These outcomes are meant to be a checkpoint for the work outlined in this document, which will continue beyond the 3-year timeline of the Action Plan.

Each outcome has been carefully designed through extensive stakeholder engagement, data analysis, and input from educators, families, tribal communities, and students themselves. The outcomes establish clear benchmarks for success and create accountability mechanisms for state and local leaders. As we move forward with implementation, these outcomes will be regularly monitored, evaluated, and refined based on evidence and results. This Action Plan is a living document, and our commitment to transparency means that progress toward these outcomes will be publicly reported and openly discussed with the communities we serve.

Unless otherwise noted, each outcome has a target date of December 31, 2028.

- 100 percent of students with disabilities, English Learners, Native American students, and economically disadvantaged students identified for needing interventions or who are not on grade level in literacy or mathematics receive structured literacy interventions.
- All teachers who complete an elementary educator or special educator preparation program after 2028 have been fully trained in the science of reading.
- The number of students with disabilities, English Learners, Native American students, and economically disadvantaged students earning the State Seal of Bilingualism and Biliteracy in either Spanish or heritage languages is increased by 25 percent.
- All students with disabilities, English Learners, Native American students, and economically disadvantaged students will have access to teachers who are trained in inclusive practices, grade-level instruction, MLSS, and CLRI.
- All students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to bilingual, heritage, and English language development coursework.
- The number of Native American students served by Native American language and culture teachers is increased by 10 percent.
- All students with disabilities have IEP services that support grade-level or essential standards.

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

High-quality educators are essential for achieving an equitable education for students with disabilities, English Learners, Native American students, and economically disadvantaged 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 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 students with disabilities, English Learners, Native American students, and economically disadvantaged students. Finally, stakeholders widely shared that all 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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Core Issue #1: Educator Quality

PED's recent community engagement sessions made it clear that students with disabilities, English Learners, Native American students, and economically disadvantaged students must have access to 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 charter schools in implementing innovative approaches to prepare and develop high-quality educators. New Mexico defines a quality educator to have the following characteristics, and the sequenced action plan demonstrates the next steps necessary to support these students.

A high-quality educator must:

- Know and provide opportunities for learning that honor students' culture, language, and individual strengths.
- Be committed to students and their learning.
- Know the subjects they teach and how to teach them.

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

- 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)

In New Mexico, high-quality educators are also culturally and linguistically responsive, recognizing and uplifting students' identities, cultures, and community assets—including Indigenous knowledge—and adapting instruction to support multilingual learners, students with disabilities, and 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 5.

Table 5. Themes Related to Educator Quality and Related PED Actions

Community members shared that . . .	PED actions
Improvements to working conditions are needed in teacher pay and recognition, such as providing allowances and incentives for retention.	• Request an appropriation for targeted incentives to attract and retain bilingual teachers in bilingual multicultural classrooms. (1.2b) • Increase administrator, teacher, and support staff salaries based on regional educator compensation packages inclusive of benefits and considering cost of living. (2.1g) • Provide special education teacher retention stipends to strengthen workforce stability and ensure students with disabilities have access to experienced, highly qualified educators. (2.2g)
To deepen expertise, teachers need cultural sensitivity training, involvement with local communities, and skills in diverse educational approaches.	• Require EPPs to embed CLRI, inclusive practices, and trauma-informed practices in coursework and field experiences to ensure educators are equipped to meet the diverse academic and social-emotional needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students. (2.3b) • PED to partner with Native American faculty and EPPS to amend regulation to require teachers complete micro-credentials or coursework in inclusive practices and CLRI for licensure renewal. (2.3a)
Resources, funding, and professional development for improving training for bilingual education are insufficient.	• Amend state licensure rules to align bilingual educator preparation programs with national best practice standards, strengthening educator competencies,

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

Community members shared that . . .	PED actions
	promoting inclusive practices, and improving outcomes for students with diverse learning needs. (2.2a) • PED will recruit students with a Seal of Bilingualism and Biliteracy to become teachers. (2.1e) • Increase the proportion of Native American and Hispanic aspiring teachers in teacher residency and Educator Fellows programs through meaningful application of principles of culturally responsive and relevant Indigenous and Hispanic recruitment strategies. (2.1e)
Adequate resources and training for teachers are not available to effectively support special education and diverse learning needs.	• Amend state licensure rules to align special education teacher preparation programs with national best practice standards, strengthening educator competencies, promoting inclusive practices, and improving outcomes for students with diverse learning needs. (2.2b) • Provide special education teacher retention stipends to strengthen workforce stability and ensure students with disabilities have access to experienced, highly qualified educators. (2.2g) • PED will provide targeted professional development for educators on the implementation of the MLSS, including identifying student needs, delivering tiered academic and behavioral interventions, and using data-driven decision-making to improve outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. (1.1k) • Schools will implement student academic improvement plans including targeted small-group instruction, tutoring, extended learning time, and evidence-based literacy support programs. (1.1d) ○ Schools will communicate progress to students and families throughout the academic year. ○ Schools will monitor the effectiveness of interventions implemented for students identified as below grade level in reading, will evaluate student growth and progress toward proficiency, and will use student progress reports and performance data to refine instructional practices, intervention models, and professional development for educators. (1.1d)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. Source: Stakeholder engagement meetings, August 2025

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

Students with disabilities, English Learners, Native American students, and economically disadvantaged 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 housing, 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, 2020). 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 6.

Table 6. Themes Related to Teacher Recruitment and Retention and Related PED Actions

Community members shared that . . .	PED actions
Strategies are needed to attract and retain teachers from local communities and underrepresented groups, including expansion of alternative pathways to teaching.	- Schools and districts will actively recruit students with disabilities, English Learners, Native American students, and economically disadvantaged students to participate in Educators Rising. (2.1c) - PED will recruit students with a Seal of Bilingualism and Biliteracy to become teachers. (2.1e)
Stronger partnerships are needed with universities and community-based educational institutions to support teacher pipelines.	- Institutions of higher education (IHEs) and EPPs will work with PED, community partners, and pueblos, tribes, and nations to develop and implement recruitment strategies to increase the proportion of Hispanic and Native American students enrolling in and completing educator preparation programs. (2.1a) - Increase the proportion of Native American and Hispanic aspiring teachers in teacher residency and

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

Community members shared that . . .	PED actions
	Educator Fellows programs through meaningful application of principles of culturally responsive and relevant Indigenous and Hispanic recruitment strategies. (2.1e) ○ Request an appropriation to increase the number of residencies for preservice educators to provide more teacher candidates with the most effective teacher preparation. (2.1e)
Cultural and linguistic training is needed, particularly for new teachers and bilingual educators of diverse students.	• Amend state licensure rules to align bilingual educator preparation programs with national best practice standards, strengthening educator competencies, promoting inclusive practices, and improving outcomes for students with diverse learning needs. (2.2a) • Require teachers to complete a micro-credential or course in inclusive practices and CLRI for licensure renewal. (2.3a)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. Source: Stakeholder engagement meetings, August 2025

Core Issue #3: Staffing for Diverse Student Needs

To better support students with disabilities, English Learners, Native American students, and economically disadvantaged 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 7.

Table 7. Themes Related to Staffing for Diverse Student Needs and Related PED Actions

Community members shared that . . .	PED actions
More oversight and accountability are needed in special education, with leadership that prioritizes student needs and inclusivity.	- Amend the New Mexico special education advisory panel bylaws to include Native American representation on the panel. (1.3e) - Make appointments to New Mexico special education advisory panel to represent Native American students with disabilities and establish subcommittee members. (1.3e)
More support is needed for bilingual education to ensure programs support the preservation of heritage languages and cultural identities.	- PED, with support from community partners, will expand the instructional materials resource library to provide comprehensive, standards-aligned resources that support heritage language and bilingual multicultural education programs (BMEPs) statewide. - This includes increasing resources to support oral language proficiency in languages without written form. (1.2a) - Provide universal access to PreK for 4-year-olds, including tribal PreK programs in which tribally designed instruction and culturally- grounded tribal standards and languages are used. (1.1l) - Amend state licensure rules to align bilingual educator preparation programs with national best practice standards, strengthening educator competencies, promoting inclusive practices, and improving outcomes for students with diverse learning needs. (2.2a) - Require EPPs to expand bilingual and heritage language faculty in order to meet statewide student demand for well-prepared K-12 bilingual and heritage language educators. (2.2e)
Educators need more training and support in implementing culturally and linguistically responsive instruction	- Pass legislation to require all educator candidates to graduate with an endorsement for teaching English to speakers of other languages. (2.2a) - PED, in partnership with Native American faculty and EPPs, will create classroom management, instructional practice, and professional learning resources to support NALC 520 certified teachers in delivering meaningful culturally responsive pedagogy. (2.2c)
More oversight is needed to ensure school districts and charter schools are	PED will provide ongoing professional development and technical assistance for educators and school leaders

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

Community members shared that . . .	PED actions
implementing required culturally and linguistically responsive practices well.	that integrates essential MLSS inclusive practices, Inclusive Practices, and CLRI. (1.1i) • PED will provide educators technical assistance and professional development for HQIM implementation of math, language arts, science, and social studies content to ensure students have access to grade-level content that is aligned to state standards, is culturally and linguistically responsive, and is fully accessible to students with disabilities. (1.1a)
Improve the availability and quality of mentors who can support early career educators in integrating culturally and linguistically responsive practices into their everyday work.	• To support early career teachers, PED, in collaboration with educational partners including Native American faculty and tribal education centers, will develop a framework for a high-quality teacher mentorship program designed to support first-year teachers through structured guidance, coaching, and professional development. (2.1f) ○ The framework will include a model for rigorous training for mentor teacher leaders to ensure consistency, effectiveness, and alignment with state and district instructional goals. ○ This work will increase first- and second-year teacher retention, enhance instructional quality and classroom effectiveness, and build a sustainable statewide mentorship network that supports educator growth and leadership development. (2.1f)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve students with disabilities, English Learners, Native American students, and economically disadvantaged students.			
Community perspectives: Community members shared that improvements to working conditions are needed in the form of teacher pay and recognition to attract highly qualified teachers for students with disabilities, English Learners, Native American students, and economically disadvantaged students. There is also a need for resources, funding, and professional development to support special education and diverse learning needs effectively.			
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
Improved Educator Recruitment and Retention ✓ There are multiple pathways for active	Hispanic and Native American Educator Recruitment 2.1a. Institutions of higher education (IHEs) and EPPs will work with PED, community	Hispanic and Native American Educator Recruitment 2.1a. Continue Year 1 actions.	Hispanic and Native American Educator Recruitment 2.1a. Continue Years 1 and 2 actions.

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: Community members shared that improvements to working conditions are needed in the form of teacher pay and recognition to attract highly qualified teachers for students with disabilities, English Learners, Native American students, and economically disadvantaged students. There is also a need for resources, funding, and professional development to support special education and diverse learning needs effectively.

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
recruitment into the teaching profession: ◦ Educator Fellows ◦ Paid student teaching ◦ Teacher residencies ◦ Principal residencies ◦ Educators Rising ✓ Passage of HB157 from 2025 creates specific pathways for school site administrator licenses and superintendent licenses. ✓ PED guidance was updated to allow Indian Education funds to be used for approved professional development, recruitment, and retention of Native American teachers, administrators, social	partners, and pueblos, tribes, and nations to develop and implement recruitment strategies to increase the proportion of Hispanic and Native American students enrolling in and completing EPPs. <i>Responsible: PED, IHEs, EPPs, Pueblos, Tribes, and Nations, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Effectiveness of recruitment strategies will be measured using enrollment and completion data reported to PED by EPPs. PED and HED will provide technical assistance and support to IHEs and EPPs to improve recruitment strategies if data does not reflect an increase in both enrollment and completion of Hispanic and Native American students in preparation programs. <i>Responsible: PED, HED, IHEs, EPPs, Pueblos, Tribes, and Nations, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	EPPs that fail to increase enrollment and program completion of Hispanic and Native American students in preparation programs will be required to develop and implement a formal recruitment plan. PED and HED will monitor the implementation and outcomes of recruitment plans and will report annually on the state's progress toward increasing Hispanic and Native American educator recruitment. <i>Responsible: PED, IHEs, EPPs, Pueblos, Tribes, and Nations, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</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
workers, and school counselors.		<i>Students</i>	<i>Economically Disadvantaged Students</i>
✓ The special education teacher mentor program pairs new teachers with experienced teachers for mentorship, support, and encouragement. ✓ A minimum wage was established for all school personnel in 2020 and was increased in 2022 and 2023. ✓ Senate Bill 1 increased the minimum salaries by \$10,000 for all three tiers of teachers. ✓ NM preK rates support Level I teacher salaries, and	Data-Informed Recruitment Strategies	Data-Informed Recruitment Strategies 2.1b. The NM Vistas online dashboard for school accountability will include data on teacher vacancies and existing teacher-level certification type and endorsements. <i>Responsible: PED, School Districts, charter Schools, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Data-Informed Recruitment Strategies 2.1b. Continue Year 2 activities. <i>Responsible: PED, School Districts, Charter Schools, EPPs,</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

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Community perspectives: Community members shared that improvements to working conditions are needed in the form of teacher pay and recognition to attract highly qualified teachers for students with disabilities, English Learners, Native American students, and economically disadvantaged students. There is also a need for resources, funding, and professional development to support special education and diverse learning needs effectively.

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
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. ✓ Responsibility factors for principals were increased to increase minimum administrator salaries (FY24)	Educators Rising 2.1c. Schools and districts will actively recruit students with disabilities, English Learners, Native American students, and economically disadvantaged students to participate in Educators Rising. Educators Rising local curricula will include postsecondary transition activities to increase the number of candidates in EPPs. <i>Responsible: PED, HED, School Districts, Charter Schools, IHEs, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>	Educators Rising 2.1c. Continue Year 1 actions. PED, HED, IHEs, and EPPs will establish a bridge program for high school students participating in Educators Rising that will provide academic supports, academic pathways, scholarship opportunities, and mentorship connections to support students' progression into teacher preparation programs. <i>Responsible: PED, HED, School Districts, Charter Schools, IHEs, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	Educators Rising 2.1c. PED will collect data on the number of students with disabilities, English Learners, Native American students, and economically disadvantaged students recruited into and participating in Educators Rising. Evaluate the effectiveness of transition plans and the bridge program at increasing the number of Educators Rising transition into EPPs. <i>Responsible: PED, HED, School Districts, Charter Schools, IHEs, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: Community members shared that improvements to working conditions are needed in the form of teacher pay and recognition to attract highly qualified teachers for students with disabilities, English Learners, Native American students, and economically disadvantaged students. There is also a need for resources, funding, and professional development to support special education and diverse learning needs effectively.

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>Economically Disadvantaged Students</i>	<i>Students</i>	<i>Economically Disadvantaged Students</i>
	Increased Number of Bilingual Teachers 2.1d. PED will recruit students with a Seal of Bilingualism and Biliteracy to become teachers. <i>Responsible: PED</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Increased Number of Bilingual Teachers 2.1d. Increase the proportion of Native American and Hispanic aspiring teachers in teacher residency and Educator Fellows programs through meaningful application of principles of culturally responsive and relevant Indigenous and Hispanic recruitment strategies. Request an appropriation to increase the number of residencies for preservice educators so that more teacher candidates are provided with the	Increased Number of Bilingual Teachers 2.1d. Evaluate the impact of expanded residencies on the percentage of candidates who complete teacher preparation programs and on teacher retention. <i>Responsible: LESC, PED, IHEs, EPPs, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</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
		most effective teacher preparation. <i>Responsible: PED, HED, IHEs, EPPs, Legislature, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Economically Disadvantaged Students</i>
	<i>Mentorship for New Teachers</i> 2.1e. PED will survey current mentorship practices in the state and research national evidence-based practices to better understand the mentorship landscape.	<i>Mentorship for New Teachers</i> 2.1e. To support early career teachers, PED, in collaboration with educational partners including Native American faculty and tribal education centers, will develop a framework for a high-quality teacher mentorship	<i>Mentorship for New Teachers</i> 2.1e. Monitor implementation and effectiveness of mentorship programs, including through: new teacher participation in mentorship activities

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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
	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	program designed to support first-year teachers through structured guidance, coaching, and professional development. The framework will include a model for the rigorous training of mentor teacher leaders to ensure consistency, effectiveness, and alignment with state and district instructional goals. This work will increase first- and second-year teacher retention, enhance instructional quality and classroom effectiveness, and build a sustainable statewide mentorship network that supports educator growth and leadership development. Pass legislation requiring school districts and charter schools to	• new teacher and mentor interviews and surveys • new teacher retention rates <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 2.1: New Mexico has highly effective teachers, administrators, and support professionals who serve students with disabilities, English Learners, Native American students, and economically disadvantaged 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
		provide high-quality mentorship to teachers during their first 3 years of teaching. <i>Responsible: Legislature, PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
	Increased Compensation Efforts for all School Staff 2.1f. Increase administrator, teacher, and support staff salaries based on regional educator compensation packages inclusive of benefits and considering cost of living.	Increased Compensation Efforts for all School Staff 2.1f. Continue Year 1 activities. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners,</i>	Increased Compensation Efforts for all School Staff 2.1f. Continue Year 2 activities. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners,</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
	<i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Native American Students, and Economically Disadvantaged Students</i>	<i>Native American Students, and Economically Disadvantaged Students</i>
	Statewide Standards for School and District Leadership Preparation 2.1g. PED will establish statewide standards for school administrator and superintendent preparation programs, as outlined in HB 157 (2025), to ensure high-quality, equity-focused leadership development through rigorous coursework, mentored residency experiences, and alignment with	Statewide Standards for School and District Leadership Preparation 2.1g. Review and consider approval of administrator preparation programs. <i>Responsible: PED, IHEs, Professional Practices and Standards Council (PPSC), Administrator Preparation Programs</i>	Statewide Standards for School and District Leadership Preparation 2.1g. Monitor and review, through administrator preparation program accreditation or program approval, new administrator preparation programs. <i>Responsible: PED, IHEs, PPSC, Administrator Preparation Programs</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
	district and community needs, including compliance with the Indian Education Act. <i>Responsible: PED, IHEs, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Innovative School Staffing Models 2.1h. Develop a three-year plan for an innovative school staffing model pilot program. Fund schools to plan for the implementation of innovative school staffing programs that	Innovative School Staffing Models 2.1h. Schools implement innovative school staffing model pilot program that strategically leverages teacher expertise, collaborative planning, and instructional support roles to	Innovative School Staffing Models 2.1h. PED will evaluate the impacts of the pilot programming on: increasing student engagement

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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
	create differentiated educator roles to provide students with access to more skilled adults to meet their needs. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	improve teaching quality and ensure all students receive high-quality instruction. PED monitors the implementation and collects data on the effectiveness of these models to provide differentiated and personalized instruction, meet the health and well-being needs of all students, and retain high-quality educators. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	- improving attendance rates - increasing academic proficiency - increasing teacher job satisfaction - reducing educator vacancy rates. Based on the evaluation results, PED will make recommendations for statewide implementation. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

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

Community perspectives: Stakeholders expressed the need for more support for bilingual education to ensure programs preserve heritage languages and the cultural identities of students. Feedback emphasized the importance of strong partnerships with universities and community-based educational institutions to support the educator pipeline. The community also wants to see more strategies to attract and retain teachers from local communities and underrepresented groups.

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
Improved Teacher Preparation ✓ Leading Educators Through Alternative Pathways (LEAP) certifies bilingual teachers and teachers of English Learners and ensures participants are trained in CLRI. ✓ Special education differentials support the recruitment and retention	Teacher Preparation for English Learners 2.2a Amend state licensure rules to align bilingual educator preparation programs with national best practice standards to strengthen educator competencies, promote inclusive practices, and improve outcomes for students with diverse learning needs.	Teacher Preparation for English Learners 2.2a. Review and consider approval of preparation programs with new requirement. Pass legislation to require all educator candidates to graduate with an endorsement for teaching English to speakers of other languages.	Teacher Preparation for English Learners 2.2a. Monitor educator preparation program alignment and provide targeted support to ensure effective implementation across EPPs. <i>Responsible: PED, IHEs, PPSC</i> <i>Student Groups Served: English Learners, and Native American</i>

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

Community perspectives: Stakeholders expressed the need for more support for bilingual education to ensure programs preserve heritage languages and the cultural identities of students. Feedback emphasized the importance of strong partnerships with universities and community-based educational institutions to support the educator pipeline. The community also wants to see more strategies to attract and retain teachers from local communities and underrepresented groups.

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
of special education teachers. ✓ PED funded supplement salaries for teachers with a Native American Language and Culture (NALC) 520 certification.	<i>Responsible: PED</i>	<i>Responsible: PED, IHEs, PPSC</i> <i>Student Groups Served: English Learners, and Native American Students</i>	<i>Students</i>
	Teacher Preparation for Students with Disabilities 2.2b. Amend state licensure rules to align special education teacher preparation programs with national best practice standards to strengthen educator competencies, promote inclusive practices, and improve outcomes for students with diverse learning needs. <i>Responsible: PED, IHEs, EPPs</i>	Teacher Preparation for Students with Disabilities 2.2b. Review and consider approval of preparation programs with new requirement. <i>Responsible: PED, IHEs, EPPs, PPSC</i> <i>Student Groups Served: Students with Disabilities</i>	Teacher Preparation for Students with Disabilities 2.2b. Monitor educator preparation program alignment and provide targeted support to ensure effective implementation across EPPs. <i>Responsible: PED, IHEs, EPPs</i> <i>Student Groups Served: Students with Disabilities</i>

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

Community perspectives: Stakeholders expressed the need for more support for bilingual education to ensure programs preserve heritage languages and the cultural identities of students. Feedback emphasized the importance of strong partnerships with universities and community-based educational institutions to support the educator pipeline. The community also wants to see more strategies to attract and retain teachers from local communities and underrepresented groups.

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>Student Groups Served: Students with Disabilities</i>		
	Supports for NALC 520 Certified Teachers 2.2c. PED, in partnership with Native American faculty and EPPs, create classroom management, instructional practice, and professional learning resources to support NALC 520 certified teachers in delivering meaningful culturally responsive pedagogy. <i>Responsible: PED, Native American Faculty, EPPs</i>	Supports for NALC 520 Certified Teachers 2.2c. Tribal education departments, school districts, and charter schools implement professional learning for NALC 520 certified teachers developed in Year 1. <i>Responsible: PED, School Districts, Charter Schools, Tribal Education Departments</i> <i>Student Group Served: Native American Students</i>	Supports for NALC 520 Certified Teachers 2.2c. Monitor the implementation and effectiveness of professional learning resources. <i>Responsible: PED, School Districts, Charter Schools, Tribal Education Departments</i> <i>Student Group Served: Native American Students</i>

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

Community perspectives: Stakeholders expressed the need for more support for bilingual education to ensure programs preserve heritage languages and the cultural identities of students. Feedback emphasized the importance of strong partnerships with universities and community-based educational institutions to support the educator pipeline. The community also wants to see more strategies to attract and retain teachers from local communities and underrepresented groups.

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>Student Group Served: Native American Students</i>		
	<i>Bilingual Faculty in EPPs</i> 2.2d. Require EPPs to expand bilingual and heritage language faculty in order to meet statewide student demand for well-prepared K-12 bilingual and heritage language educators. <i>Responsible: PED, HED, IHEs, EPPs</i> <i>Student Group Served: English Learners</i>	<i>Bilingual Faculty in EPPs</i> 2.2d. Monitor bilingual faculty recruitment and support efforts to ensure strategies are increasing the number of bilingual and heritage language faculty. <i>Responsible: PED, IHEs, EPPs</i> <i>Student Group Served: English Learners</i>	<i>Bilingual Faculty in EPPs</i> 2.2d. Continue Year 2 actions. <i>Responsible: PED, IHEs, EPPs</i> <i>Student Group Served: English Learners</i>
	<i>Increased EPP Faculty Compensation</i>	<i>Increased EPP Faculty Compensation</i>	<i>Increased EPP Faculty Compensation</i>

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

Community perspectives: Stakeholders expressed the need for more support for bilingual education to ensure programs preserve heritage languages and the cultural identities of students. Feedback emphasized the importance of strong partnerships with universities and community-based educational institutions to support the educator pipeline. The community also wants to see more strategies to attract and retain teachers from local communities and underrepresented groups.

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
	2.2e. Develop a competitive salary structure for EPP teaching staff to attract, support, and retain highly qualified faculty. <i>Responsible: PED, IHEs, HED, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	2.2e. Request an appropriation to implement the salary structure. <i>Responsible: PED, IHEs, HED, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	2.2e. Increase EPP faculty salaries to align with the appropriation. <i>Responsible: PED, IHEs, HED, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Increased Special Educator Teacher Compensation 2.2f. Provide special education teacher retention stipends to strengthen workforce stability and ensure students with	Increased Special Educator Teacher Compensation 2.2f. Evaluate the impact of special education teacher retention stipends on:	Increased Special Educator Teacher Compensation 2.2f. Request a recurring appropriation for special

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

Community perspectives: Stakeholders expressed the need for more support for bilingual education to ensure programs preserve heritage languages and the cultural identities of students. Feedback emphasized the importance of strong partnerships with universities and community-based educational institutions to support the educator pipeline. The community also wants to see more strategies to attract and retain teachers from local communities and underrepresented groups.

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
	disabilities have access to experienced, highly qualified educators. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>	- special education teacher retention rates - special education teacher vacancy trends PED collects feedback from educators on job satisfaction and support. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>	education teacher retention programs. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Group Served: Students with Disabilities</i>

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 practices

Community perspectives: Community members shared that more professional learning, oversight, and accountability are needed to prioritize student needs and inclusivity. Stakeholders also felt that cultural and linguistic training is needed, particularly for new teachers and bilingual educators of diverse students. Many felt that there are barriers to accessing professional development and resources in rural and underserved areas.

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>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> ✓ PED has created and launched three CLRI courses in Canvas.	<i>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> 2.3a. PED partners with Native American faculty and EPPS to amend regulation to require that teachers complete microcredentials or coursework in inclusive practices and CLRI for licensure renewal. <i>Responsible: PED, Pueblos, Tribes, and Nations, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>	<i>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> 2.3a. Require teachers to complete a microcredential or course in inclusive practices and CLRI for licensure renewal. Monitor teacher completion of micro-credential or course completion. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>	<i>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> 2.3a. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

	<i>Economically Disadvantaged Students</i>	<i>Economically Disadvantaged Students</i>	
	<i>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> 2.3b. Require EPPs to embed CLRI, UDL, and trauma-informed practices in coursework and field experiences to ensure educators are equipped to meet the diverse academic and social-emotional needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, IHEs, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> 2.3b. Require that EPPs submit implementation plans and updated coursework that reflects the integration of CLRI, UDL, and trauma-informed practices to the PPSC for review and consideration for approval. <i>Responsible: PED, IHEs, EPPs, PPSC</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices</i> 2.3b. Monitor EPPs for implementation of CLRI, UDL, and trauma-informed practices in coursework and field experiences. <i>Responsible: PED, IHEs, EPPs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Outcomes for Critical Need 2

The outcomes detailed for Critical Need 2 reflect concrete, measurable targets that will guide New Mexico's investments, policy decisions, and collaborative efforts across the state to ensure students with disabilities, English Learners, Native American students, and economically disadvantaged students have equitable access to opportunities outside of traditional

academic experiences. These outcomes are meant to be a checkpoint for the work outlined in this document, which will continue beyond the 3-year timeline of the Action Plan.

Each outcome has been carefully designed through extensive stakeholder engagement, data analysis, and input from educators, families, tribal communities, and students themselves. The outcomes establish clear benchmarks for success and create accountability mechanisms for state and local leaders. As we move forward with implementation, these outcomes will be regularly monitored, evaluated, and refined based on evidence and results. This Action Plan is a living document, and our commitment to transparency means that progress toward these outcomes will be publicly reported and openly discussed with the communities we serve.

Unless otherwise noted, each outcome has a target date of December 31, 2028.

- On average, students with disabilities, English Learners, Native American students, and economically disadvantaged students are taught by teachers with equivalent or greater years of experience and licensure levels as teachers who teach the overall student population.
- Fewer students with disabilities, English Learners, Native American students, and economically disadvantaged students are taught by long-term substitute teachers.
- The number of Native American teachers is increased.
- All teachers who teach students with disabilities, English Learners, Native American students, and economically disadvantaged students and have fewer than 4 years of experience have mentors.
- All educators who have renewed or advanced their license and teach students with disabilities, English Learners, Native American students, and economically disadvantaged students have taken a micro-credential in CLRI and inclusive practices.
- All teachers who complete an educator preparation program after 2028 have been trained to implement inclusive practices, CLRI, and trauma-informed practices.

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

Recent PED-led community engagement sessions included discussion of the resources and services necessary to support the diverse needs of students with disabilities, English Learners, Native American students, and economically disadvantaged 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 students. These services include establishing positive conditions for learning and providing culturally responsive services.

Core Issue #1: Positive Conditions for Learning

Students with disabilities, English Learners, Native American students, and economically disadvantaged students experience positive learning conditions when they are part of welcoming environments in which student voice is valued and they feel encouraged to bring their individual experiences and ways of knowing and being to their learning. Positive conditions for learning include physical and emotional health and safety; belonging, connectedness, and support; academic rigor 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 8.

Table 8. Themes Related to Conditions for Learning and PED Related Actions

Community members shared that...	PED actions
Comprehensive support and accountability for inclusive environments and resources for special education students are needed.	Amend state licensure rules to align special education teacher preparation programs with national best practice standards, strengthening educator competencies, promoting inclusive practices, and improving outcomes for students with diverse learning needs. (2.2a)

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

Community members shared that...	PED actions
	- Expand training, technical assistance, monitoring, and enforcement of corrective action plans for compliance with the 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 early childhood and high school to college or career transitions. (1.3a) - Pilot the behavioral health (BH) school programming model in seven districts, including the middle schools that feed to a common high school, to include training of the BH staff. (3.2b) - Training includes trauma-responsive practices, role clarification, team development within roles, inclusive and culturally relevant practices, and application within the MLSS framework. (3.2b)
Teachers need continuous professional development to better differentiate instruction and support diverse student populations.	PED will provide targeted professional development for educators on the implementation of the MLSS, including identifying student needs, delivering tiered academic and behavioral interventions, and using data-driven decision-making to improve outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. (1.1i)
Students need comprehensive mental health support and wraparound services to support education and well-being.	- Pilot the BH school programming model in seven districts, including the middle schools that feed to a common high school to include training of the BH staff. - Training includes trauma-responsive practices, role clarification, team development within roles, inclusive and culturally relevant practices, and application within the MLSS framework. (3.2b) - Administer an annual PED-approved school culture survey that includes questions related to self-management, social awareness, sense of belonging, school climate, and school safety. (3.3a)
Modern technology to access academic supports, other supports, and accessible communication devices is uneven.	Provide recurring and sufficient funding for students with disabilities, English Learners, Native American students, and economically disadvantaged students to

Community members shared that...	PED actions
	receive a 1:1 educational device at least every 5 years. (3.1f)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. Source: Stakeholder engagement meetings, August 2025

Core Issue #2: Academic Supports

Academic supports are student resources for meeting grade-level standards. Like all supports, academic supports cannot be one-size-fits-all and should be inclusive and tailored to students' unique learning needs. Students with disabilities, English Learners, Native American students, and economically disadvantaged students should have equitable access to academic supports that recognize their strengths, engage and celebrate their families and communities, and support them in meeting and even exceeding New Mexico grade-level content standards.

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 9.

Table 9. Themes Related to Academic Supports and PED Related Actions

Community members shared that...	PED actions
Community-based learning approaches that value bilingual and culturally relevant pedagogy are lacking.	- Identify additional metrics for student success that more comprehensively address student outcomes through a lens of equity and cultural diversity by facilitating listening sessions and focus groups with: - students and families representing historically underserved communities - tribal leaders - educators and school leaders - civil rights and community advocacy groups - workforce, higher education, and early learning partners (4.3a)
Special education students are not receiving equitable services and opportunities, and families want more transparency and proactive administration of services.	Pass legislation to create a Special Education Act, codifying the Office of Special Education to ensure students with disabilities are prioritized in education policy decisions and guaranteed uniform supports and

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

Community members shared that...	PED actions
	accountability for students with disabilities across every district. ○ Expand training, technical assistance, monitoring, and enforcement of corrective action plans for compliance with 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 early childhood and high school to college or career transitions. (1.3a) ● Provide professional development to support adoption of the statewide IEP template to support consistency in IEP planning and effective monitoring statewide, ensuring that students with disabilities receive services and supports tailored to their learning needs and educational goals. (1.3b)
English Learners and students with disabilities are not experiencing inclusive academic environments.	● Require EPPs to embed CLRI, inclusive practices, and trauma-informed practices in coursework and field experiences to ensure educators are equipped to meet the diverse academic and social-emotional needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students. (2.3b)
Students need programs that promote career readiness and skills for independence, including transition planning and job training for students.	● Revise Next Step Plan templates to include additional transition activities to college and career, including: ○ FAFSA completion ○ apprenticeships ○ business and community partnerships (3.2g) ● Provide regional trainings for general and special educators, counselors, and school leaders on diploma pathways and transition planning for students with disabilities. ○ Trainings will focus on increasing graduation rates and ensuring a coordinated set of meaningful services in education, work-based learning, and independent living that prepare students for postsecondary success. (1.3g)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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, social work, and additional behavioral health 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 with disabilities, English Learners, Native American students, and economically disadvantaged students take into account their specific behavioral challenges and respond to their unique identities and needs. To provide behavioral supports that are both high-quality and culturally appropriate, educators and staff must be trained, and families and communities need to be consulted as to what constitutes culturally responsive discipline and justice models. 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 10.

Table 10. Themes Related to Social, Well-Being, and Behavioral Supports and PED Related Actions

Community members shared that...	PED actions
Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families need comprehensive mental health support and wraparound services to support education and well-being.	• Pilot the BH school programming model in seven districts, including the middle schools that feed to a common high school, to include training of the BH staff. Training includes trauma-responsive practices, role clarification, team development within roles, inclusive and culturally relevant practices, and application within the MLSS framework. (3.2b) ○ Develop training practices in partnership with tribal behavioral health centers within the pilot communities. ○ DOH, PED monitors and provides feedback to the practitioners based on observations and technical assistance. (3.2b)

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

Community members shared that...	PED actions
	• Provide training and support for schools interested in the community schools frameworks' key practices with a focus on those schools with high numbers of students with disabilities, English Learners, Native American students, and economically disadvantaged students. (3.2h)
There is a deep need for comprehensive counseling and therapeutic services for families and students.	• Pilot the BH school programming model in seven districts, including the middle schools that feed to a common high school, to include training of the BH staff. Training includes trauma-responsive practices, role clarification, team development within roles, inclusive and culturally relevant practices, and application within the MLSS framework. ○ Develop training practices in partnership with tribal behavioral health centers within the pilot communities. ○ DOH, PED monitors and provides feedback to the practitioners based on observations and technical assistance. (3.2b)
Communities need be engaged in determining what constitutes appropriate social and well-being supports for students.	• Require all schools use an annual PED-approved school culture survey that includes questions related to self-management, social awareness, sense of belonging, school climate, and school safety that reflects feedback from our pueblos, tribes and nations. (3.3a) • Provide training and support for schools interested in the community schools frameworks' key practices with a focus on those schools with high numbers of students with disabilities, English Learners, Native American students, and economically disadvantaged students. (3.2h)
Cultural elements are not adequately integrated into the everyday learning routines of students.	• Require all schools use an annual PED-approved school culture survey that includes questions related to self-management, social awareness, sense of belonging, school climate, and school safety that reflects feedback from our pueblos, tribes and nations. (3.3a)
Current behavioral supports are not appropriately targeted to students with disabilities, English Learners, Native American students, and economically disadvantaged students.	• Provide regional educator training and support to build statewide capacity for evidence-based behavior practices and to minimize exclusionary practices.

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

Community members shared that...	PED actions
	• Training will ensure students with disabilities can learn safely in their least restrictive environments. • Trainings will include guidance: ○ positive behavior intervention supports (PBIS) ○ identification and response to diverse disability needs in the classroom ○ functional behavior assessment and behavior interventions ○ de-escalation strategies ○ discipline and manifestation determination review. (1.3c) • PED will develop an online course for transportation workers on de-escalation strategies and positive behavioral interventions and support to ensure student safety and to retain bus drivers. (3.1b) • Develop and publish a PED restorative justice practices (RJP) online course for school staff that includes Indigenous justice models and community-based restorative practices. (3.3b) • Provide RJP training to schools with disproportionately in exclusionary practices. • Require schools that demonstrate disproportionality in discipline data to develop an action plan and publish actions that schools and districts have taken to address disproportionality and exclusionary practices. (3.3b)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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: Students with disabilities, English Learners, Native American students, and economically disadvantaged students have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.			
Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.			
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
Access to Transportation	Access to Out-of-School Time Learning	Access to Out-of-School Time Learning	Access to Out-of-School Time Learning

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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
✓ Transportation funding increased from \$98.5 million in FY19 to \$137 million in FY26, an increase of 39 percent. ✓ LESC and LFC completed program evaluations of transportation funding.	3.1a. Determine the average cost of out-of-school time programming for elementary and middle schools, including transportation costs and unique factors for rural communities. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	3.1a. Pass legislation increasing access to and funding for elementary and middle schools out-of-school time programs or activities free to families. Request an appropriation for out-of-school time programs, including transportation. <i>Responsible: Legislature, PED, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	3.1a. Elementary and middle schools offer additional out-of-school time programming, free to families, based on student and family input. Monitor the implementation of high-quality out-of-school-time activities and measure the participation and impact on students with disabilities, English Learners, Native American students, and economically disadvantaged students, including through: • student participation data • types of out-of-school-time activities provided • student and family feedback mechanisms

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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, Legislature, School Districts, Charter Schools.</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	<i>Training for Behavior Management on Buses</i> 3.1b. PED develops an online course for transportation workers on de-escalation strategies and positive behavioral interventions and support to ensure student safety and to retain bus drivers. Determine cost of implementing a required training.	<i>Training for Behavior Management on Buses</i> 3.1b. Create a requirement for transportation workers to take a professional development course on de-escalation strategies and positive behavioral interventions and support. PED begins providing the online course.	<i>Training for Behavior Management on Buses</i> 3.1b. PED continues to provide professional development on de-escalation strategies and positive behavioral interventions and support to transportation workers. PED monitors completion of the requirement that transportation

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	workers complete the required professional learning. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Internet Access ✓ The Connect New Mexico Fund was established to provide reliable, affordable, high-speed Internet access. ✓ The Student Connect grant funded networking	Internet Access 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>	Internet Access 3.1c. Continue Year 1 actions. Identify ongoing obstacles to accessing in-home high-speed internet. <i>Responsible: OBAE, Grant Awardees</i>	Internet Access 3.1c. Continue Year 1 actions. Request an appropriation to subsidize broadband service for low-income households in NM.

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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
infrastructure for designated student homes.	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Address ongoing obstacles to accessing in-home high-speed internet. <i>Responsible: Legislature, PED, Public Regulation Commission, OBAE</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Internet Access 3.1d. OBAE enters into commitments with pueblos, tribes, nations and internet service providers under the Broadband Equity Access and Deployment (BEAD) program to	Internet Access 3.1d. Connect broadband-serviceable locations with broadband service of a minimum of 100 Mbps download and 20 Mbps upload through the completion of BEAD, Connect	Internet Access 3.1d. Continue Year 2 actions. <i>Responsible: OBAE, Grant Awardees, Pueblos, Tribes, and Nations, Internet Service Providers</i> <i>Student Groups Served: Students</i>

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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
	connect every broadband-serviceable location to broadband service of a minimum of 100 Mbps download and 20 Mbps upload. <i>Responsible: OBAE, Grant Awardees, Pueblos, Tribes, and Nations, Internet Service Providers</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	New Mexico Fund, and ARPA-CPF grant programs. <i>Responsible: OBAE, Grant Awardees, Pueblos, Tribes, and Nations, Internet Service Providers</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Internet Access 3.1e. Double the number of school districts and charters on the statewide education network from three to six to increase broadband access and	Internet Access 3.1e. Continue to increase the number of schools on the statewide education network to increase broadband access and	Internet Access 3.1e. Provide all schools access to the statewide education network to increase broadband access and

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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
	cybersecurity and to facilitate student learning. <i>Responsible: OBAE, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	cybersecurity and to facilitate student learning. <i>Responsible: OBAE, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	cybersecurity and to facilitate student learning. <i>Responsible: Legislature, OBAE, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Access to Educational Devices 3.1f. Refurbish educational devices and provide them to schools. Calculate the cost of providing students with disabilities, English Learners, Native American students, and economically	Access to Educational Devices 3.1f. Provide recurring and sufficient funding for students with disabilities, English Learners, Native American students, and economically disadvantaged students to receive a 1:1	Access to Educational Devices 3.1f. Continue Years 1 and 2 actions. Monitor access to educational devices for students with disabilities, English Learners, Native American students, and

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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
	disadvantaged students with a new educational device at least every 5 years. <i>Responsible: Department of Information Technology (DoIT)</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	educational device at least every 5 years. <i>Responsible: Legislature, PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	economically disadvantaged students. <i>Responsible: Legislature, PED, School Districts, Charter Schools, and DoIT</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Effective Use of Classroom Technology ✓ The state has improved school connectivity in remote areas, providing greater ability to optimize classroom technology.	Effective Use of Classroom Technology 3.1g. PED provides in-person professional development on equitable use of classroom technology, including artificial intelligence.	Effective Use of Classroom Technology 3.1g. PED offers ongoing, regional, and online training and coaching to educators on best practices for implementing classroom technology.	Effective Use of Classroom Technology 3.1g. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners,</i>

Goal 3.1: Students with disabilities, English Learners, Native American students, and economically disadvantaged student have sufficient access to transportation and technology to implement a whole-child learning approach with access to academic, health, and well-being supports.

Community perspectives: Community feedback stated that access to modern technology and devices is needed for students with disabilities, English Learners, Native American students, and economically disadvantaged students so that they can access academic and well-being supports. There was also consistent focus on the need for reliable transportation beyond the school day.

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, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	PED monitors the participation and impact of professional learning on teacher instructional practices, including through: • participation data • teacher surveys <i>Responsible: PED, School Districts, Charter Schools, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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
Wraparound Services for Students Experiencing Homelessness ✓ 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.	Wraparound Services for Students Experiencing Homelessness 3.2a. Implement a pilot program that provides students experiencing homelessness with tutoring, academic supports, wraparound services, and stipends. The program provides monthly payments directly to unhoused students and additional supports to help them remain in school and to complete their schoolwork. They also enroll in a financial	Wraparound Services for Students Experiencing Homelessness 3.2a. Monitor the pilot program and use interim evaluation data to determine necessary adjustments to the program, including through: • participating student feedback • student data (e.g., assessments, attendance, and graduation rates)	Wraparound Services for Students Experiencing Homelessness 3.2a. Evaluate the pilot program's effectiveness and plan for further expansion by collecting student data, including participation, attendance, course completion, graduation rates, and dropout rates. <i>Responsible: DWS, PED, Legislature, Department of Finance and Administration, School Districts, Charter Schools, Pueblos, Tribes, and Nations.</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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
	literacy course to learn to manage their monthly expenses. <i>Responsible: DWS, PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Responsible: DWS, PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Behavioral Health Programming Model ✓ PED and the Department of Health (DOH) developed a behavioral health (BH) school programming model that includes certified behavioral health support staff members, a social	Behavioral Health Programming Model 3.2b. Pilot the BH school programming model in seven districts, including the middle schools that feed to a common high school, to include training of the BH staff. Training includes trauma responsive practices, role	Behavioral Health Programming Model 3.2b. Expand services for the pilot schools with school-based health centers. Estimate costs for expansion based on results of first-year evaluation using critical incident	Behavioral Health Programming Model 3.2b. Evaluate the BH pilots using student achievement and critical incident and discipline data. Adjustments to programming will be made using the evaluation data and the Indian Education Act needs assessment. This data will

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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
worker, a school counselor or mental health provider and an academic advisor (MS/HS) or wellness room/behavior support staff member (ES/MS), academic supports, a student well-being survey, and restorative practices.	clarification, team development within roles, inclusive and culturally relevant practices, and application within the MLSS framework. Develop training practices in partnership with tribal BH centers within the pilot communities. DOH and PED monitor and provide feedback to the practitioners based on observations and technical assistance. <i>Responsible: DOH, PED, Community Partners and Organizations, School Districts, Charter Schools, Tribes, Pueblos and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>	and discipline data of participating schools and the needs assessment required through the Indian Education Act. Monitor through continued coaching of the BH staff to ensure skill development. <i>Responsible: DOH, PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	be used to calculate the cost of program expansion. <i>Responsible: DOH, PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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>Economically Disadvantaged Students</i>		
Access to Nutrition Programs ✓ Implementation of the Healthy Universal School Meals Program.	Access to Nutrition Programs 3.2c. Pilot and develop evaluation tool for the New Mexico-Grown Tribal Purchasing program (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. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners,</i>	Access to Nutrition Programs 3.2c. PED develops and conducts program reviews to ensure rural, Native American, and underserved schools benefit equitably from healthy universal school meals, and survey parents, students, and tribal leaders to help improve nutrition programming and school meals. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	Access to Nutrition Programs 3.2c. Continue Years 1 and 2 actions. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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>Native American Students, and Economically Disadvantaged Students</i>	<i>Students</i>	
	Access to Nutrition Programs 3.2d. PED in partnership with pueblos, tribes and nations train school nutrition staff on scratch cooking and meal quality reflective of the community. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Access to Nutrition Programs 3.2d. Continue Year 1 actions. PED monitors the impact of the scratch cooking initiative on students with disabilities, English Learners, Native American students, and economically disadvantaged students, including through: • student and family feedback mechanisms • school nutrition staff surveys <i>Responsible: PED, School Districts, Charter Schools</i>	Access to Nutrition Programs 3.2d. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
	Access to Nutrition Programs 3.2e. Implement a high-quality meal certification process that includes scratch cooking requirements, food waste reduction strategies, student feedback, and the use of NM Grown items. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	Access to Nutrition Programs 3.2e Continue certification process and provide individualized technical assistance in order to meet the requirements. Schools who do not meet certification do not receive full funding for universal meals. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>	Access to Nutrition Programs 3.2e. Continue Years 1 and 2 actions, modifying training and technical assistance as needed. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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>Students</i>	<i>Economically Disadvantaged Students</i>	
Support for Students in Postsecondary Programs ✓ Tuition-free college for NM high school graduates. ✓ Approximately 40,000 NM residents are benefitting from tuition-free college programs (Opportunity and Lottery) each academic year. Over 21,000 recipients already completed a credential—from a certificate to bachelor's degree—and are working in NM.	Support for Students in Postsecondary Programs 3.2f. Schools will provide transition supports to students with disabilities, English Learners, Native American students, and economically disadvantaged students, including: • FAFSA completion • college application completion • scholarship awareness Provide notification of NM open admissions for IHEs to all NM high school graduates who meet the	Support for Students in Postsecondary Programs 3.2f. Continue Year 1 actions. Provide notification of acceptance to in-state IHEs to all NM high school graduates who meet the standard requirements for graduation. Provide transitional supports for college freshmen who are students with disabilities, English Learners, Native American students, and economically disadvantaged students, including: • skill development	Support for Students in Postsecondary Programs 3.2f. Continue Years 1 and 2 actions. Monitor college attendance and retention for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: HED, IHEs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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
	standard requirements for graduation. Monitor college attendance and retention for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, HED, IHEs, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	• self-advocacy • study habits Monitor college attendance and retention for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: HED, IHEs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
	Support for Students in Postsecondary Programs	Support for Students in Postsecondary Programs	Support for Students in Postsecondary Programs

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

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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
	3.2g. Revise Next Step Plan templates to include additional transition activities to college and career, including: • FAFSA completion • apprenticeships • business and community partnerships Improve supports for students entering college who need remedial courses so the course-taking pattern does not become a barrier to acquiring a diploma. <i>Responsible: PED, HED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>	3.2g. Improve supports for students entering college who need remedial courses so the course-taking pattern does not become a barrier to acquiring a diploma. Monitor IHE remedial course pass rates, college persistence, and IHE graduation rates. <i>Responsible: HED, IHEs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	3.2g Continue Year 2 Actions. <i>Responsible: HED, IHEs</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

Community perspectives: Stakeholders shared that community-based learning approaches that value bilingual and culturally relevant pedagogy are not sufficient currently. The community also stressed the need for special education students to receive equitable services and opportunities in inclusive educational environments.

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>Students</i>		
Increased Schools That Implement the Community Schools Key Practices ✓ There are 150 schools in NM that implement the community schools framework's key practices.	Increased Schools That Implement the Community Schools Key Practices 3.2h. Provide training and support for schools interested in the community schools frameworks' key practices with a focus on those schools with high numbers of students with disabilities, English Learners, Native American students, and economically disadvantaged students. Provide training and technical assistance regarding tribal consultation for schools seeking to implement the community school model.	Increased Schools That Implement the Community Schools Key Practices 3.2h. Continue Year 1 actions. Increase the number of schools implementing the key practices, including by • providing ongoing professional learning and technical assistance • providing mentor schools for new implementers • providing resources Monitor the implementation of community school key practices and measure the impact on students' academic success, well-	Increased Schools That Implement the Community Schools Key Practices 3.2h. Continue Years 1 and 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.2: Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports.

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	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	being, sense of belonging, and partnerships with families and the wider community. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students and their communities.

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students and economically disadvantaged students and their communities.

Community perspectives: The community expressed the need for comprehensive mental health supports and wraparound services for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders also emphasized the importance of having community engagement to determine what constitutes appropriate social and well-being supports for students. Input represented the viewpoint that cultural elements are not adequately integrated into everyday learning and that staffing to support behavioral interventions is inadequate.

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
Student Engagement Through Culturally Relevant Programs ✓ Resources and programs made available to respond to cultural and linguistic needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students include: ◦ Latinos in Action curriculum ◦ Hispanic Education Act	Student Engagement Through Inclusive and Culturally Relevant Programs 3.3a. Administer an annual PED-approved school culture survey that includes questions related to self-management, social awareness, sense of belonging, school climate, and school safety. PED seeks feedback from pueblos, tribes, and nations on the survey.	Student Engagement Through inclusive and Culturally Relevant Programs 3.3a. Require all schools use an annual PED-approved school culture survey that includes questions related to self-management, social awareness, sense of belonging, school climate, and school safety that reflects feedback from our pueblos, tribes and nations. Use the results of the survey to improve school culture and	Student Engagement Through Inclusive and Culturally Relevant Programs 3.3a. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students and economically disadvantaged students and their communities.

Community perspectives: The community expressed the need for comprehensive mental health supports and wraparound services for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders also emphasized the importance of having community engagement to determine what constitutes appropriate social and well-being supports for students. Input represented the viewpoint that cultural elements are not adequately integrated into everyday learning and that staffing to support behavioral interventions is inadequate.

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
tutoring programming ◦ Anti-racism anti-oppression portal.	Use the results of the survey to improve school culture and students' sense of belonging through professional learning, technical assistance, and research-based resources for schools. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	students' sense of belonging through professional learning, technical assistance, and research-based resources for schools. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
Restorative Justice Practices in All Schools	Restorative Justice Practices in All Schools	Restorative Justice Practices in All Schools	Restorative Justice Practices in All Schools

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students and economically disadvantaged students and their communities.

Community perspectives: The community expressed the need for comprehensive mental health supports and wraparound services for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders also emphasized the importance of having community engagement to determine what constitutes appropriate social and well-being supports for students. Input represented the viewpoint that cultural elements are not adequately integrated into everyday learning and that staffing to support behavioral interventions is inadequate.

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
✓ PED coordinates restorative justice practices (RJP) trainings with a trauma-informed specialist 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 implementation RJP training.	3.3b. Publish an online discipline dashboard that summarizes school and district discipline data (see Action 1.3c) and that identifies disproportionality for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	3.3b. Develop and publish a PED RJP online course for school staff that includes Indigenous justice models and community based restorative practices. Provide RJP training to schools with disproportionately in exclusionary practices. Require schools that demonstrate disproportionality in discipline data to develop an action plan and publish actions that schools and districts have taken to address disproportionality and exclusionary practices. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students</i>	3.3b. Monitor school action plans in conjunction with Action 1.3c. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students and economically disadvantaged students and their communities.

Community perspectives: The community expressed the need for comprehensive mental health supports and wraparound services for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders also emphasized the importance of having community engagement to determine what constitutes appropriate social and well-being supports for students. Input represented the viewpoint that cultural elements are not adequately integrated into everyday learning and that staffing to support behavioral interventions is inadequate.

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>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
Attendance for Success Act ✓ The Legislature passed the Attendance for Success Act in 2019 to support families in getting their children to school.	Attendance for Success Act 3.3c. Amend the Attendance for Success Act to better support students with disabilities, English Learners, Native American students, and economically disadvantaged students to reduce suspension and expulsion practices so that students have access to the general curriculum and don't fall behind in their learning. Include provisions for districts and charter schools to engage in	Attendance for Success Act 3.3c. Implement the revised act. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Attendance for Success Act 3.3c. Continue Year 2 actions. Monitor implementation and evaluate the impact on improved attendance and student performance, including through: • suspension and expulsion rates • course completion progress • attendance rates • assessment data

Goal 3.3: Social, behavioral, and well-being supports reflect the cultural and linguistic needs of students with disabilities, English Learners, Native American students and economically disadvantaged students and their communities.

Community perspectives: The community expressed the need for comprehensive mental health supports and wraparound services for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders also emphasized the importance of having community engagement to determine what constitutes appropriate social and well-being supports for students. Input represented the viewpoint that cultural elements are not adequately integrated into everyday learning and that staffing to support behavioral interventions is inadequate.

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
	tribal consultation when developing school calendars that recognizes cultural participation. <i>Responsible: PED, Legislature, School Districts, Charter Schools, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>		<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

Outcomes for Critical Need 3

The outcomes detailed for Critical Need 3 reflect concrete, measurable targets that will guide New Mexico's investments, policy decisions, and collaborative efforts across the state to ensure students with disabilities, English Learners, Native American students, and economically disadvantaged students have equitable access to opportunities outside of traditional

academic experiences. These outcomes are meant to be a checkpoint for the work outlined in this document, which will continue beyond the 3-year timeline of the Action Plan.

Each outcome has been carefully designed through extensive stakeholder engagement, data analysis, and input from educators, families, tribal communities, and students themselves. The outcomes establish clear benchmarks for success and create accountability mechanisms for state and local leaders. As we move forward with implementation, these outcomes will be regularly monitored, evaluated, and refined based on evidence and results. This Action Plan is a living document, and our commitment to transparency means that progress toward these outcomes will be publicly reported and openly discussed with the communities we serve.

Unless otherwise noted, each outcome has a target date of December 31, 2028.

- 20 percent of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to an updated educational device on an annual basis.
- All students with disabilities, English Learners, Native American students, and economically disadvantaged students have Next Step Plans that provide for postsecondary trajectories.
- The number of students with disabilities, English Learners, Native American students, and economically disadvantaged students who are suspended or expelled is reduced by 50 percent.
- The gap in attendance rates between students with disabilities, English Learners, Native American students, and economically disadvantaged students and the overall student population is reduced by 50 percent.
- All schools that enroll students with disabilities, English Learners, Native American students, and economically disadvantaged students have attendance improvement plans that meet the standards of the accreditation process.

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.

This plan proposes actions to ensure there is:

- An equitable school finance system that meets the diverse needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students.
- Sufficient budget to meet the diverse needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students.
- A transparent accountability system.
- A coordinated system that addresses accountability and school improvement in a comprehensive way to support the achievements of students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Core Issue #1: Equitable School Finance System

Students with disabilities, English Learners, Native American students, and economically disadvantaged students must have access to sufficient funding for student success. New Mexico's funding formula has been updated and funding has been increased significantly to better address the needs of these students.

- **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.** In the 2018-2019 school year the amount of funds flowing directly to schools for operational funding was \$2.646 billion and in the 2020-2026 school year it was \$4.499 billion, representing a 70 percent increase in funds.

New Mexico’s funding formula includes several specific streams of funding for serving students with disabilities, English Learners, Native American students, and economically disadvantaged students.

- **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.
- **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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

- **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 resources that support students with disabilities, English Learners, Native American students, and economically disadvantaged students.

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

Table 11. Themes Related to Equitable Funding for Schools and PED Related Actions

Community members shared that . . .	PED actions
There is a desire for consistent, equitable, fair, and effective funding that supports diverse student needs.	• Evaluate the special education, English Learner, and at-risk factors in the state equalization guarantee to determine if the funding generated by those student groups is being targeted to programs benefiting students with disabilities, English Learners, and economically disadvantaged students.

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

Community members shared that . . .	PED actions
	○ The evaluation will also consider whether additional state equalization guarantee factors may be needed to support students with disabilities, English Learners, Native American students, and economically disadvantaged students. (4.1a) ● Require school districts and charter schools to apply for federal funds using the unified application, which will align spending across programs to maximize the use of funds by reducing redundant spending across programs and increasing the impact of funds through alignment and bulk purchasing. (4.2a)
There is a need for accountability in how funds are utilized, ensuring that funds directly impact student learning and safety rather than administrative convenience.	● Develop an online accountability and transparency tool that cross-references funding, program implementation, and outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. The tool will: ○ Show per pupil spending by school and school district, disaggregated by funding source. ○ Incorporate an interactive map that shows funding distribution across the state. ○ Identify school district and charter school participation in state-supported programs. ○ Connect school district and charter school funding and program participation to outcome data for students with disabilities, English Learners, Native American students, and economically disadvantaged students.. ○ Show where investments or programs appear most effective. (4.1c) ● Update NM Vistas to add visualizations that show the achievement of students with disabilities, English Learners, Native American students, and economically disadvantaged students, including a display of multiyear trajectories to show whether gaps are closing or widening from the baseline years of common statewide achievement measures. This public sharing of achievement data for these students will increase the transparency of the students' outcomes. (4.1d) ● Publish school district and charter school cash reserves on the school and district accountability website,

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

Community members shared that . . .	PED actions
	(nmvistas.org), so that families and the public know about available funding for a school district or charter school that is available for instructional purposes but has not been used. (4.2c)
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.	• Evaluate the special education, English Learner, and at-risk factors in the state equalization guarantee to determine whether the funding generated by those student groups is being targeted to programs benefiting students with disabilities, English Learners, and economically disadvantaged students. (4.1a) ○ The evaluation will also consider whether additional state equalization guarantee factors may be needed to support students with disabilities, English Learners, Native American students, and economically disadvantaged students. (4.1a)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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 relevant for students with disabilities, English Learners, Native American students, and economically disadvantaged students 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 partially funded by local taxes. However, this requires the approval of voters.

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 suggestions regarding effective local spending. This input has been analyzed and synthesized into the themes described in Table 12.

Table 12. Themes Related to Effective Local Spending and PED Related Actions

Community members shared that . . .	PED actions
There must be systems to track and ensure districts use state and federal funds effectively for students with disabilities, English Learners, Native American students, and economically disadvantaged students, with oversight.	• PED will review the Indian Education fund distribution formula annually, in partnership with the Indian Education Advisory Council (IEAC), to ensure all eligible entities identified in 6.35.2 NMAC have equitable access to funding opportunities. (4.1b) • Incorporate remaining federal grants into and add state grants and the educational plan to the unified application for federal and state funds to further align school programs, reduce redundancies, and streamline reporting across funding streams. This will allow for more efficient monitoring of alignment between school district and charter school approved budgets and their expenditures. (4.2a) • Collect and review school and district data, including school budget data, for the 10 relevant accreditation indicators. (4.2b) • 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 that is available for instructional purposes but has not been used. Having the data available on school or district websites will increase transparency. (4.2c)
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.	• PED will review the Indian Education fund distribution formula annually, in partnership with the IEAC, to ensure all eligible entities identified in 6.35.2 NMAC have equitable access to funding opportunities. (4.1b) • The PED will ensure that resources reach Native American students by requiring that a minimum percentage of Indian Education funds are awarded for student programs, supports, and services. (4.1b) • If tribally identified goals within implementation plans and districts and charters goals within applications are not met, the PED may adjust future funding and provide targeted support to improve tribally defined student outcomes. (4.1b) Note: PED will continue to support the autonomy of tribal governments' funding decisions through the 2025 amendments to the 6.35.2 NMAC that removed the application requirements, prevented fund reversions at

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

	the end of each fiscal year, and provided upfront allocations without requiring a reimbursement process. (Progress to build on, 4.1)
Critical upgrades and maintenance of school infrastructure is needed, particularly in older and rural schools, to enhance educational environments.	Continue to implement the new adequacy standards for building schools. (4.1e)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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 students with disabilities, English Learners, Native American students, and economically disadvantaged students are being served and how effective the services are. 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.

Research indicates that for an accountability system to be effective, a state must communicate data in an accessible way that engages interested parties. That data must be clear, relevant, and accessible for the system to serve as a lever to prompt action by other parties and systems. Community input for the Action Plan reinforced a desire for clear and actionable data.

Input collected from in-person and online community engagement events around the state yielded suggestions regarding accountability systems. This input has been analyzed and synthesized into the themes described in Table 13.

Table 13. Themes Related to Accountability Systems and PED Related Actions

Community members shared that . . .	PED actions
Accountability structures within the state must be transparent and ensure compliance with relevant educational acts in state statutes.	• Develop an online accountability and transparency tool that cross-references funding, program implementation, and outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. The tool will: ○ Show per pupil spending by school and school district, disaggregated by funding source. ○ Incorporate an interactive map that shows funding distribution across the state. ○ Identify school district and charter school participation in state-supported programs. ○ Connect school district and charter school funding and program participation to outcome data for students with disabilities, English Learners, Native American students, and economically disadvantaged students. ○ Show where investments or programs appear most effective. (4.1c) • Collect and review school and district data, including school budget data, for the 10 relevant accreditation indicators. (4.2b)
It is important to collect and utilize quality data to revise accountability models and improve educational monitoring to support informed decision-making.	• Implement a statewide student information system to further improve the quality and timeliness of data. The statewide student information system will provide access to preliminary data outside of the four regular data collection periods. Having greater access to data will allow schools and the state to make data-based decisions regarding students with disabilities, English Learners, Native American students, and economically disadvantaged students more effectively. (4.4b) • Review status of data sharing agreements between school districts, charter schools, and pueblos, tribes, and nations. (4.4c)
There should be diverse assessment methods beyond standardized tests, employing data to track postsecondary outcomes and inform educational policies.	• Identify additional metrics for student success that more comprehensively address student outcomes through a lens of equity and cultural diversity by facilitating listening sessions and focus groups with:

Community members shared that . . .	PED actions
	○ students and families representing historically underserved communities ○ tribal leaders ○ educators and school leaders ○ civil rights and community advocacy groups ○ workforce, higher education, and early learning partners (4.3a)

Note: Stakeholder feedback themes relate to multiple Action Plan goals; therefore, PED actions may come from Critical Needs #1 through #4. 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.

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

Input collected from in-person and online community engagement events around the state yielded suggestions regarding coordination and implementation of school improvement efforts. This input has been analyzed and synthesized into common themes described in Table 14.

Table 14. Themes Related to the Coordination and Implementation of School Improvement Efforts and PED Related Actions

Themes from feedback	PED actions
There is a need for a unified approach among educational agencies to develop a shared vision and goal-oriented plans for education in New Mexico, integrating resources and capacity with equity considerations.	● Identify additional metrics for student success that more comprehensively address student outcomes through a lens of equity and cultural diversity by facilitating listening sessions and focus groups with: ○ students and families representing historically underserved communities

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

Themes from feedback	PED actions
	- o tribal leaders - o educators and school leaders - o civil rights and community advocacy groups - o workforce, higher education, and early learning partners (4.3a)
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.	• Collect and review school and district data, including school budget data, for the 10 relevant accreditation indicators. (4.2b) • Evaluate effectiveness of the current school improvement process to determine whether schools that participate in the PED's professional development, technical assistance, and coaching are more likely to see improved outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. The evaluation will also consider why some schools decline PED support or funding. (4.3b)
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.	• PED will review the Indian Education fund distribution formula annually, in partnership with the IEAC, to ensure all eligible entities identified in 6.35.2 NMAC have equitable access to funding opportunities. - o If tribally identified goals within implementation plans and districts and charters goals within applications are not met, the PED may adjust future funding and provide targeted support to improve tribally defined student outcomes. (4.1b) • Collect and review school and district data, including school budget data, for the 10 relevant accreditation indicators. - o Implement annual accreditation processes, including supporting and enforcing consequences of non-accreditation, which include correction plans; directing the organizational and educational programming of a district or school; suspending the school board, superintendent, or school principal; school district consolidation; closing a school; or taking other legal action. (4.2b)

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

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

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Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.			
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>Evaluation of Impact of Funding on Student Outcomes</i>	<i>Evaluation of Impact of Funding on Student Outcomes</i>	<i>Evaluation of Impact of Funding on Student Outcomes</i>	<i>Evaluation of Impact of Funding on Student Outcomes</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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
✓ 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 some student groups, resulting in a \$132.9 million increase to public school funding.	4.1a. Evaluate the special education, English Learner, and at-risk factors in the state equalization guarantee to determine whether the funding generated by those student groups is being targeted to programs benefiting students with disabilities, English Learners and economically disadvantaged students. The evaluation will also consider whether additional state equalization guarantee factors may be needed to support students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, Legislature,</i>	4.1a. Continue Year 1 action. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	4.1a. If warranted, based on the evaluation of the factors in the state equalization guarantee, pass legislation to change the factors in the state equalization guarantee, or otherwise amend statute to improve outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, and Economically Disadvantaged Students</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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>School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, and Economically Disadvantaged Students</i>		
Evaluation of Impact of Indian Education Funding on Student Outcomes In 2025, \$90 million was appropriated to the Indian Education Fund—\$30 million annually through FY28. In FY26, \$23.4 million was distributed to pueblos, tribes, and nations. The 2025 amendments to 6.35.2 NMAC supports tribes by removing application requirements, preventing fund reversions at	Evaluation of Impact of Indian Education Funding on Student Outcomes 4.1b. PED reviews the Indian Education fund distribution formula annually, in partnership with the Indian Education Advisory Council (IEAC), to ensure all eligible entities identified in 6.35.2 NMAC have equitable access to funding opportunities.	Evaluation of Impact of Indian Education Funding on Student Outcomes 4.1b. PED ensures that resources reach Native American students by requiring a minimum percentage of Indian Education funds are awarded for student programs, supports, and services. PED implements a comprehensive monitoring process that encompasses both onsite observations and desk-based	Evaluation of Impact of Indian Education Funding on Student Outcomes 4.1b. If tribally identified goals within implementation plans and districts and charters goals within applications are not met, the PED may adjust future funding and provide targeted support to improve tribally defined student outcomes.

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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
the end of each fiscal year, and provides upfront allocations without requiring a reimbursement process.	<i>Responsible: PED, Indian Education Advisory Council, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Native American Students</i>	reviews of midyear, annual, and quarterly financial and programmatic reports. <i>Responsible: PED, Pueblos Tribes and Nations</i> <i>Student Groups Served: Native American Students</i>	<i>Responsible: PED, Districts and Charters</i> <i>Student Groups Served: Native American Students</i>
Funding and Program Accountability ✓ NM Vistas, a public data reporting website that showcases school performance, relaunched in 2024, providing transparency for school outcomes among students with disabilities, English	Funding and Program Accountability	Funding and Program Accountability 4.1c. Develop an online accountability and transparency tool that cross-references funding, program implementation, and outcomes for students with disabilities, English Learners, Native American students, and	Funding and Program Accountability 4.1c. Offer training for school district and charter school leaders on using the accountability and transparency tool to adjust instructional services to better meet the needs of students with disabilities, English Learners, Native American students, and

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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
Learners, Native American students, and economically disadvantaged students. ✓ NM Vistas also includes information on school board members who have completed required training.		economically disadvantaged students. The tool will: • Show per pupil spending by school and school district, disaggregated by funding source. • Incorporate an interactive map that shows funding distribution across the state. • Identify school district and charter school participation in state-supported programs. • Connect school district and charter school funding and program participation to outcome data for students with disabilities, English Learners, Native American students, and economically disadvantaged students.	economically disadvantaged students. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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
		• Show where investments or programs appear most effective. <i>Responsible: PED, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	
	NM Vistas Accountability Website 4.1d. Update NM Vistas to add visualizations that show the achievement of students with disabilities, English Learners, Native American students, and economically disadvantaged students, including a display of multiyear trajectories to show	NM Vistas Accountability Website 4.1d. Offer training for school district and charter school leaders on using the accountability website to adjust instructional services to better meet student needs.	NM Vistas Accountability Website 4.1d. Continue Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools, The Public</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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
	whether gaps are closing or widening from the baseline years of common statewide achievement measures. This public sharing of achievement data for these students will increase the transparency of the students' outcomes. <i>Responsible: PED, Community Members, School Districts, Charter Schools.</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Offer training for the public on the data available on NM Vistas. <i>Responsible: PED, School Districts, Charter Schools, The Public</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Students
Access to Equitable Instructional Spaces	Access to Equitable Instructional Spaces	Access to Equitable Instructional Spaces	Access to Equitable Instructional Spaces

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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
✓ The adequacy standards for building schools were updated to increase the instructional space for student activities such as physical education, drama, music, and athletics. ✓ The local match requirements for capital projects were reduced. ✓ Teacher housing projects were piloted.	4.1e. Continue to implement the new adequacy standards for building schools. <i>Responsible: Public School Capital Outlay Council, Public School Capital Outlay Task Force, Public School Facilities Authority, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	4.1e. Evaluate the effectiveness of the new adequacy standards at providing equitable access for students with disabilities, English Learners, Native American students, and economically disadvantaged students to fundamental educational experiences in areas such as drama, music, athletics, and CTE. <i>Responsible: PED, Legislature, Public School Capital Outlay Committee, Public School Facilities Authority, Public School Capitol Outlay Task Force</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	4.1e. If warranted based on the evaluation of adequacy standards for schools, pass legislation to change the adequacy standards or otherwise amend statute, to ensure equitable access for students with disabilities, English Learners, Native American students, and economically disadvantaged students to fundamental educational experiences in areas such as drama, music, athletics, and CTE. <i>Responsible: PED, Legislature, Public School Capital Outlay Committee, Public School Facilities Authority</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: There is a desire for consistent, equitable, fair, and effective funding that supports students with disabilities, English Learners, Native American students, and economically disadvantaged students. Stakeholders would like funds to go directly to students in order to impact learning, and they requested more access to career-connected and expanded learning opportunities.

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>Students</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: Community feedback emphasized the need for coordinated systems to track the use of state and federal funds intended for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Input collected emphasized the importance of greater involvement of tribal governments and local communities in financial decision-making.

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
Aligned Fiscal Data Systems ✓ The unified application for federal funds was developed to create a single application for multiple federal grants. Having a single grant application requires school district and charter school staff working on different grants to coordinate their funding requests and thereby maximize the impacts of federal funding	Aligned Fiscal Data Systems 4.2a. Require school districts and charter schools to apply for federal funds using the unified application, which will align spending across programs to maximize the use of funds by reducing redundant spending across programs and increasing the impact of funds through alignment and bulk purchasing.	Aligned Fiscal Data Systems 4.2a. Incorporate remaining federal grants into and add state grants and the educational plan to the unified application for federal and state funds to further align school programs, reduce redundancies, and streamline reporting across funding streams. This will allow for more efficient monitoring of alignment between school district and charter school	Aligned Fiscal Data Systems 4.2a. Conduct annual fiscal alignment reviews to ensure expenditures correspond to approved federal and state applications and educational plans. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: Community feedback emphasized the need for coordinated systems to track the use of state and federal funds intended for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Input collected emphasized the importance of greater involvement of tribal governments and local communities in financial decision-making.

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
by reducing redundancies and increasing synergy across programs.	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	approved budgets and their expenditures. <i>Responsible: PED, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Economically Disadvantaged Students</i>
School Accreditation Process Implementation ✓ 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	School Accreditation Process Implementation 4.2b. Collect and review school and district data, including school budget data, for the 10 relevant accreditation indicators. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students</i>	School Accreditation Process Implementation 4.2b. Implement annual accreditation processes, including supporting and enforcing consequences of non-accreditation which include correction plans; directing the organizational and educational programming of a district or	School Accreditation Process Implementation 4.2b. Review the school accreditation process and, if necessary, amend state statutes or rules to change the accreditation indicators or otherwise improve the accreditation process.

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: Community feedback emphasized the need for coordinated systems to track the use of state and federal funds intended for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Input collected emphasized the importance of greater involvement of tribal governments and local communities in financial decision-making.

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
education for students with disabilities, English Learners, Native American students, and economically disadvantaged students.	<i>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	school; suspending the school board, superintendent, or school principal; school district consolidation; closing a school; or taking other legal action. <i>Responsible: PED</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Responsible: PED, School Districts, Charter Schools, Legislature, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Increased Financial Transparency ✓ PED published OpenBooks, an online school finance dashboard, to provide the public with information about school budgets and	Increased Financial Transparency 4.2c. Publish school district and charter school cash reserves on the school and district accountability website, NM Vistas (nmvistas.org), so that families and the public know about	Increased Financial Transparency 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	Increased Financial Transparency 4.2c. Continue Years 1 Year 2 actions. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students</i>

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 students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Community perspectives: Community feedback emphasized the need for coordinated systems to track the use of state and federal funds intended for students with disabilities, English Learners, Native American students, and economically disadvantaged students. Input collected emphasized the importance of greater involvement of tribal governments and local communities in financial decision-making.

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, including budgets and expenditures for students with disabilities, English Learners, and economically disadvantaged students funds.	available funding for a school district or charter school that is available for instructional purposes but has not been used. <i>Responsible: PED</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	charter school that is available for instructional purposes but has not been used. Having the data available on school or district websites will increase transparency. <i>Responsible: PED, School Districts, Charter Schools, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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.

Community perspectives: Stakeholders want transparency to ensure compliance with all educational acts in state statutes. There was also a keen desire for data to be easily available and understood to inform decision-making and educational policies.

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
Community-Based Metrics	Community-Based Metrics 4.3a. Identify additional metrics for student success that more comprehensively address student outcomes through a lens of equity and cultural diversity by facilitating listening sessions and focus groups with: • students and families representing historically underserved communities • tribal leaders • educators and school leaders • civil rights and community advocacy groups	Community-Based Metrics 4.3a. Based on community input, and in pilot school districts and charter schools, collect new data such as: • school climate and belonging surveys • access and participation measures • opportunity-to-learn indicators • postsecondary outcomes • cultural engagement measures <i>Responsible: PED, School Districts, Charter Schools, Legislature,</i>	Community-Based Metrics 4.3a. Revise the New Mexico consolidated state plan with the US Department of Education to account for new community-based metrics, and expand the data collection pilot statewide. Establish triennial community reviews of the accountability framework. <i>Responsible: PED, School Districts, Charter Schools; Civil Rights and Community Advocacy Groups; Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>

	workforce, higher education, and early learning partners <i>Responsible: PED, School Districts, Charter Schools, HED, DWS, Legislature, Education Stakeholders, Pueblos, Tribes, and Nations, Civil Rights and Community Advocacy Groups</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Education Stakeholders, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Students</i>
Connection Between Accountability and Improvement ✓ 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 students with disabilities, English Learners, Native American students, and economically disadvantaged students. ✓ The state provides additional funds,	Connection Between Accountability and Improvement	Connection Between Accountability and Improvement 4.3b. Evaluate effectiveness of the current school improvement process to determine whether schools that participate in the PED's professional development, technical assistance, and coaching are more likely to see improved outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. The evaluation will also consider why some schools decline PED support or funding.	Connection Between Accountability and Improvement 4.3b. Based on the results of the Year 1 evaluation, amend statute, rule, or PED support services to better meet the needs of low-performing schools with students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, School Districts, Charter Schools, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged</i>

professional development, technical assistance, and coaching to schools in need of improvement.		<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Students
	Connection Between Accountability and Improvement 4.3c. In addition to providing continued support for schools identified as in need of improvement, establish a transition plan for restarting, redesigning, or closing schools that need more rigorous intervention (MRI), as per the consolidated state plan. <i>Responsible: PED, School Districts, Charter Schools, Legislature, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Connection Between Accountability and Improvement 4.3c. Schools that were identified as MRI schools in FY23 and that have not exited MRI status by FY27 will be restarted, redesigned, or closed to support students with disabilities, English Learners, Native American students, and economically disadvantaged students who attend these schools. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Connection Between Accountability and Improvement 4.3c. Evaluate the MRI designation process to determine whether implementing the consolidated state plan improved outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students in underperforming schools. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Improvement Plans	Improvement Plans	Improvement Plans	Improvement Plans 4.3d. Continue Year 2 actions.

		4.3d. Expand review of NM school DASH plans in traditional and spotlight schools to include review of supports and outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students to ensure that these students are experiencing growth in higher performing schools. <i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</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.

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Community perspectives: The community expressed a clear desire for a unified approach to education transformation that integrates resources and capacity with equity considerations. It is important to stakeholders that there is strong accountability and increased community and tribal involvement in decision-making.

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
Instructional Time ✓ The PED published a rule (6.10.5 NMAC) that requires a minimum number of instructional days in a school year, sets the length of a school day, and limits the amount of remote instructional time.	Instructional Time 4.4a. Evaluate the impacts of HB130 (2023) and the K-12 plus program to determine the effects of additional professional work hours, additional instructional hours, additional instructional days, and remote instruction on the outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students. <i>Responsible: PED, Legislature, School Districts, Charter Schools</i>	Instructional Time 4.4a. Complete the evaluation. <i>Responsible: PED, Legislature, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Instructional Time 4.4a. Based on the results of the evaluation, pass legislation or amend regulation to better meet the needs of students with disabilities, English Learners, Native American students, and economically disadvantaged students. Provide guidance and technical assistance on implementing best practices in instructional time. <i>Responsible: PED, Legislature, Pueblos, Tribes, and Nations</i> <i>Student Groups Served: Students</i>

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	<i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>		<i>with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
Statewide Student Information System ✓ The PED's school data collection system was updated to provide more accurate and timely data, to review the outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students and to create better educational policies for their success.	Statewide Student Information System 4.4b. Implement a statewide student information system to further improve the quality and timeliness of data. The statewide student information system will provide access to preliminary data outside of the four regular data collection periods. Having greater access to data will allow schools and the state to make data-based decisions regarding students with disabilities, English Learners, Native American students, and economically	Statewide Student Information System 4.4b. Transfer data for all schools to the statewide student information system. <i>Responsible: PED, School Districts, Charter Schools, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>	Statewide Student Information System 4.4b. Implement an early warning system through the statewide student information system that identifies struggling students through multiple data points including, but not limited to, grades, attendance, and behavior. The early warning system will allow schools to provide appropriate student interventions and reduce student dropouts.

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.

Community perspectives: The community expressed a clear desire for a unified approach to education transformation that integrates resources and capacity with equity considerations. It is important to stakeholders that there is strong accountability and increased community and tribal involvement in decision-making.

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
	disadvantaged students more effectively. Transfer data for schools adopting the statewide student information system. <i>Responsible: PED, School Districts, Charter Schools, Legislature</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>		<i>Responsible: PED, School Districts, Charter Schools</i> <i>Student Groups Served: Students with Disabilities, English Learners, Native American Students, and Economically Disadvantaged Students</i>
	Data Sharing with Pueblos, Tribes, and Nations 4.4c. Review status of data sharing agreements between school districts, charter schools and pueblos, tribes, and nations.	Data Sharing with Pueblos, Tribes, and Nations 4.4c. PED and pueblos, tribes, and nations sign a data sharing agreement to share data on tribal	Data Sharing with Pueblos, Tribes, and Nations 4.4c. PED shares data on tribal members with pueblos, tribes and nations as allowed by federal and state law.

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.

Community perspectives: The community expressed a clear desire for a unified approach to education transformation that integrates resources and capacity with equity considerations. It is important to stakeholders that there is strong accountability and increased community and tribal involvement in decision-making.

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, Charter Schools, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Native American Students</i>	members as allowed by federal and state law. <i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Native American Students</i>	<i>Responsible: PED, School Districts, Charter Schools, Pueblos, Tribes and Nations</i> <i>Student Groups Served: Native American Students</i>

Outcomes for Critical Need 4

The outcomes detailed for Critical Need 4 reflect concrete, measurable targets that will guide New Mexico's investments, policy decisions, and collaborative efforts across the state to ensure students with disabilities, English Learners, Native American students, and economically disadvantaged students have equitable access to opportunities outside of traditional academic experiences. These outcomes are meant to be a checkpoint for the work outlined in this document, which will continue beyond the 3-year timeline of the Action Plan.

Each outcome has been carefully designed through extensive stakeholder engagement, data analysis, and input from educators, families, tribal communities, and students themselves. The outcomes establish clear benchmarks for success and

create accountability mechanisms for state and local leaders. As we move forward with implementation, these outcomes will be regularly monitored, evaluated, and refined based on evidence and results. This Action Plan is a living document, and our commitment to transparency means that progress toward these outcomes will be publicly reported and openly discussed with the communities we serve.

Unless otherwise noted, each outcome has a target date of December 31, 2028.

- Funds generated by the state equalization guarantee factors for students with disabilities, English Learners, and economically disadvantage students are spent at the schools where the students are enrolled.
- Schools spend funds generated by the state equalization guarantee factor for students with disabilities on services for students with disabilities.
- All school district and charter school leaders have attended and have been trained on the online assessment tool to adjust instructional services to better meet student needs.
- All school districts and charters schools use the unified application to apply for federal funds to increase transparency and to ensure that funds are being used for intended programs and students groups.
- All school districts and charter schools have cash reserves published on NM Vistas.
- All DASH plans are reviewed annually by PED to ensure appropriate supports and outcomes for students with disabilities, English Learners, Native American students, and economically disadvantaged students.

Conclusion

Meeting the diverse needs of students with disabilities, English Learners, Native American students, 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.

While this Action Plan represents a continuation of PED's work to better serve students with disabilities, English Learners, Native American students, and economically disadvantaged students since the 2019 court decision, PED has committed through this plan to strengthen the education system that serves these student groups through direct, intentional, and specific actions. Full implementation of this Action Plan will require all of PED's partners that have a role in our education system to participate and commit to this work.

PED developed this plan with community voices and needs at the forefront and will strive to engage the public throughout the implementation of this Action Plan to ensure that those needs drive the agency's work each and every day. PED will continue to include the public in this process through periodic communication with communities and relevant stakeholders, including pueblos, tribes, and nations and the agency's Education Advisory Councils. This continued engagement will assist the PED in determining the changing needs of Native American students, English Learners, students with disabilities, and economically disadvantaged students and will support with ensuring the goals of this Action Plan are sufficiently rigorous both during and after the Action Plan is completed.

PED thanks all the individuals and organizations that have helped share the development of this Action Plan through their direct feedback and those that will continue to support the agency in this effort through the implementation of the Action Plan.

Glossary

Term	Definition
Accreditation	Public School Code requires the New Mexico Public Education Department (PED) to accredit public schools. The PED developed annual desktop accreditation procedures in 6.19.4 NMAC—Accreditation Procedures, effective July 1, 2024. The rule establishes processes enabling the department to issue accreditation approval and disapproval annually based on evidence of compliance with statutory and regulatory requirements. The requirements included in the rule are consistent with existing law. As a subset of the many statutory requirements for public schools, the list reflects the department’s highest priorities for the programs and processes schools must have in place.
Adequacy standards for school facilities	Statewide Adequacy Standards ensure all public school buildings in New Mexico meet basic needs for safety, learning, and technology. These standards guide how big classrooms should be, the kinds of spaces schools need, and how buildings should be built or repaired.
At-risk student	As defined by the Martinez and Yazzie consolidated lawsuit, a student who: • is designated an English language learner; • is economically disadvantaged; • is Native American; • has a disability; or • is highly mobile, as shown by a failure to remain in school for an entire year or consecutive years
Behavior Intervention Plan (BIP)	A written plan developed from the results of a Functional Behavior Assessment (FBA). It outlines specific strategies, supports, and interventions designed to reduce or replace interfering behaviors with more appropriate, positive behaviors. A BIP focuses on teaching new skills, modifying environmental factors, and providing consistent responses to help the student participate successfully.

Term	Definition
Behavioral supports pilot	PED and the Department of Health (DOH) developed a behavioral health (BH) school programming model that includes certified behavioral health support staff members, social worker, school counselor or mental health provider and academic advisor (MS/HS) or wellness room/behavior support staff member (ES/MS), academic supports, student well-being survey, and restorative practices.
Bilingual multicultural education programs (BMEPs)	These state-funded programs are designed to help students become proficient in both English and a second language, like Spanish or a Native American language, while also fostering cultural pride and valuing diversity. BMEPs are part of New Mexico's commitment to bilingual and multicultural education and are supported by legislation passed in 1973, the first of its kind in the United States.
Bridge program	Drawing on bridge programs established between high schools and institutes of higher education (see New Mexico State University for an example), a bridge program for Educators Rising participants would support students' transition from high school into higher education.
Career-connected learning	Integrates real-world work experiences into students' education to provide them with the knowledge, skills, and connections needed for future success in college, credentials, or the workforce.
College and career readiness outcomes	These outcomes are aligned with measures that are designed to ensure that all high school students develop the knowledge, skills, and competencies to succeed after graduation (Blagg, 2025). College and career readiness outcomes provide understanding of students' experiences and capacities for postsecondary opportunities. These outcomes may include measures of students' learning experiences (e.g., high school course completion), academic performance (e.g., course grades), state- and national-level assessments (e.g., ACT or SAT scores), enrollment in a postsecondary institution, enlistment in the armed services, and job attainment.
Common course numbering	The New Mexico Common Course Numbering System is designed to improve the transfer of courses between New Mexico's public and tribal higher education institutions (New Mexico Higher Education Department). Equivalent courses at different institutions will be identified by a common prefix, number, title, description, and learning outcomes. Students can identify which courses will transfer between institutions. This system includes all lower division courses (1000- and 2000-level) offered within the state.

Term	Definition
Community schools framework	A community school is a public school that serves as both an educational institution and a hub for community support, integrating academics with health, social, and enrichment services to meet the diverse needs of students and families. New Mexico's Community School Strategy includes six key practices: • Powerful student and family engagement • Collaborative leadership, shared power and voice • Expanded, culturally enriched learning opportunities • Rigorous community-connected classroom instruction • Culture of belonging, safety and care • Integrated systems of support
Core instruction	Universal instruction, or in New Mexico Layer 1 instruction for the four core subjects, language arts, math, social studies and science, is aligned with grade-level adopted content standards in courses adopted by PED. Core instruction are strategies and supports that include the use of high quality instructional materials, Inclusive practices, culturally and linguistically sustaining instruction, and positive behavioral supports. For English Learners (EL), English Language Development is part of core instruction.
Culturally and linguistically responsive	Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts
Curricula	The central guide as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. Must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.
Differentiated instruction	Multiple paths to learning provide all students access to core instruction using on-grade level standards. Paths may include varied approaches to content, process, product, and environment and should be proactively planned and executed in anticipation of and response to variance in student readiness, interest, and learning needs.

Term	Definition
Early development instrument (EDI)	A tool used since 2024 by the New Mexico Early Childhood Education and Care Department (ECECD) to assess children's readiness for school and life by measuring their well-being across five key areas: Physical Health, Social Competence, Emotional Maturity, Language & Cognitive Skills, and Communication Skills & General Knowledge. The EDI provides population-level data for neighborhoods, not individual children, to inform policies and practices supporting young children's growth and success.
Early warning system	Uses student data, primarily attendance, behavior, and course performance to identify students at risk of dropping out or failing to meet educational milestones, with the goal of providing timely, targeted interventions and support, helping students get back on track and improve graduation rates and overall success.
Economically disadvantaged students	Family income index data or if we leave free and reduced lunch, it should add: based on direct certification data
Educator Fellows	A two-year program managed by the New Mexico Public Education Department for individuals with a high school diploma who are aspiring to become a certified educator. Fellows receive professional mentorship and coaching, full benefits, paid professional leave to attend higher education requirements, hands on clinical experience, and a stipend.
Educators Rising	A national program with chapters in New Mexico schools that cultivates future educators through curriculum, activities like community projects and college tours, and conferences. Its mission is to create a pipeline of skilled teachers, especially from diverse backgrounds, to serve in communities across the state, with the goal of ensuring that every New Mexico school has dedicated educators.
Eligibility determination evaluation process	The process by which an individual, by nature of his or her disability or giftedness, is determined to need an Individualized Education Plan or 504 plan to receive an appropriate education.

Term	Definition
English language development	New Mexico English Language Development (ELD) involves providing students who are not native English speakers with both <u>designated ELD instruction</u> (separate, language-focused lessons) and <u>integrated ELD (sheltered instruction)</u> (content-area lessons that are modified to help English proficiency).
English Learner (EL)	A student whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers, classified by not meeting the established criteria on the department-approved language screener, currently the WIDA Screener for Kindergarten and WIDA Screener Online for Grades 1-12. This designation excludes students exited in prior years, but includes students exited in the current year.
Education preparation programs (EPPs)	NMPED has the responsibility of approving, maintaining, and monitoring the quality of all educator preparation programs (EPPs), including administration programs, offered in the state. The agency also informs the public, LESC, and HED by holding approved educator preparation programs continuously accountable to the required regulations, standards, and competencies.
Every Student Succeeds Act (ESSA) Consolidated State Plan	ESSA is the reauthorization of the Elementary and Secondary Education Act. The federal law requires states develop plans that describe the state's direction for a variety of educational topics, including its long-term goals, how it holds schools and districts accountable for student outcomes, and strategies to support students, educators, and school leaders, among other requirements.
Exclusionary practices	Disciplinary practices including detentions, suspensions and expulsions that prevent students from accessing learning environments.
Family and community engagement	The co-creation of positive school and community development through a robust, integrated, culturally-relevant approach that involves families as active partners in educational processes and validates the importance of understanding families as our children's first teachers.

Term	Definition
Field experiences	In New Mexico, teacher preparation field experiences are hands-on, real-world opportunities for aspiring teachers to apply their academic learning in K-12 classroom settings. These experiences, which can range from observing and tutoring to full-on student teaching, are crucial for developing practical skills and often require passing a background check
Functional Behavior Assessment (FBA)	A problem-solving process used to identify the underlying causes and purposes of a student's behavior that interferes with their own learning or the learning of others. The process involves reviewing data to determine why a behavior occurs, what triggers it, how it is expressed, and what maintains it. The goal of an FBA is to identify the function and root cause of the behavior so a plan can be developed to better support the student's academic, behavioral, and functional needs.
Heritage Language	A language other than English that is inherited from a family, tribe, community, or country of origin (6.32.2 New Mexico Administrative Code).

Term	Definition
High-dosage / high-impact tutoring	Evidence-based, layer 2 academic instruction for reading, literacy, and/or math. Targeted instruction is designed to meet individualized student needs to improve proficiency and reduce learning gaps. Local Education Agencies may implement tutoring interventions during regular school hours or before and after school. High-Dosage/High-Impact Tutoring includes eight evidence-based best practices: 1. Targeted or intensive instructional supports that utilize high-quality instructional materials (HQIM) that are aligned to adopted standards through a cohesive scope and sequence. 2. Provided by well-trained instructors that demonstrate mastery in the science of reading and literacy instruction and/or mathematical instruction for kindergarten-12th grade. 3. Provides responsive support to students of diverse cultural and linguistic backgrounds. 4. Provides consistent student grouping and tutor assignment over the duration of the program to ensure positive tutor-student relationships. 5. Maintains a maximum 4:1 student-to-tutor ratio per session. 6. Provides a minimum of 90 minutes of exposure per week for a minimum of 14 weeks. 7. Must leverage ongoing, balanced assessments that allow tutors to effectively tailor instruction during tutoring sessions. 8. Must demonstrate cohesion between tutoring interventions and the student's core instructional environment.
High-quality instructional materials (HQIM)	High-quality instructional materials: 1. Are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study. 2. Are written with a clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry, complex problem solving, and curiosity. 3. Provide a variety of aligned assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide a deeper understanding of the standards. 4. Represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives to support students in making meaning of each content area

Term	Definition
Inclusive practices	The intentional design and delivery of instruction, supports, and environments that enable all students, regardless of ability, background, language, or circumstance, to access learning, engage meaningfully, and develop a genuine sense of belonging alongside their peers.
Indian Education Advisory Council	The Indian Education Advisory Council (IEAC) is a statutory body established under the New Mexico Indian Education Act (Section 22-23A-6 NMSA 1978). The Council's primary purpose is to advise the Secretaries of Early Childhood Education and Care and Public Education, as well as the Assistant Secretaries for Native American Early Childhood Education and Care and for Indian Education, on the implementation of the Indian Education Act.
Individualized education plan (IEP)	A legal document for a student with a disability, outlining tailored services and goals to support their learning and ensure a free and appropriate education in the least-restrictive environment, as mandated by the federal Individuals with Disabilities Education Act (IDEA). The IEP is developed by an IEP team, including parents, and must detail the student's current performance, measurable annual goals, and the special education and related services provided by the school district.
Individuals with Disabilities Education Act (IDEA)	The Individuals with Disabilities Education Act, or IDEA, is a federal law that ensures eligible children with disabilities receive a free appropriate public education (FAPE) and are provided with special education and related services. It requires schools to create an Individualized Education Plan (IEP) for each student, outlines rights for both children and their parents, and mandates that services be provided in the least restrictive environment (LRE).
Innovative staffing models	Address teacher shortages by using team-based approaches where lead teachers coach and support their team members. These models, developed through partnerships with organizations like Public Impact and ASU's Mary Lou Fulton Teachers College, aim to improve teacher satisfaction, deliver personalized learning, and extend the reach of highly effective educators.
Institutions of higher education (IHEs)	Institutions of Higher Education refers to colleges, universities, and vocational/technical schools that provide post-high school education.

Term	Definition
Instructional scopes	Refer to curriculum guidance tools that clarify grade level standards like the general New Mexico Instructional Scope (NMIS) for core subjects and specific scopes for Indigenous, Black Education, and other student populations. These scopes provide educators with frameworks and strategies to deliver grade-level instruction, utilize learning acceleration techniques instead of traditional remediation, and foster culturally and linguistically responsive learning experiences.
Interventions	Strategies, practices, and programs designed to enhance student progress toward grade-level learning.
K-12 Plus program	The K12+ Program provides additional funding to schools if the school calendar exceeds 180 instructional days for schools with five-day school weeks or 155 instructional days for schools with four-day school weeks. K12+ is an optional program that is designed to encourage districts to provide additional learning opportunities for students.
Manifest determination review	A meeting required by the Individuals with Disabilities Education Act (IDEA) when a student with a disability faces a change in placement as a result of a violation of the school's code of student conduct. The purpose of an MDR is to determine whether the student's behavior was directly related to their disability or caused by the school's failure to implement the IEP.
Micro-credentials	A micro-credential is a short, competency-based recognition of a specific skill or area of mastery, often used for professional development, especially for teachers. These credentials differ from traditional degrees or certificates because they are faster to complete and focus on practical, applicable skills
More rigorous intervention status (school improvement designation)	The federal Every Student Succeeds Act (ESSA) requires states to support their lowest performing schools by identifying schools most in need of additional support. ESSA requires a period of comprehensive support before schools are required to pursue more rigorous interventions. If schools fail to exit CSI status after three years, ESSA requires these schools to receive more rigorous interventions. PED monitors MRI schools through site visits and requires them to implement strategies like using evidence-based programs and implementing department-provided coaches.

Term	Definition
Multi-Layered System of Supports (MLSS)	New Mexico's comprehensive overhaul of the Response to Intervention (RtI) program that improves support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely and meaningful. MLSS works to champion accelerated learning practices and school systems/policies that support the implementation of high-dosage tutoring opportunities that meet the individual needs of students while also ensuring students continue to have access to robust core instruction and universal supports.
Multilingual or multicultural education	A program using two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process.
Native American Language and Culture (NALC) 520 Certificate	A Native American Language and Culture 520 certificate authorizes individuals to teach the native languages and cultures of specific tribes and pueblos in any grade from kindergarten through 12.
New Mexico Grown Farm to School Program (includes the Tribal Purchasing Program)	The New Mexico Public Education Department (PED) is committed to fostering healthy school environments and increasing market access for New Mexico growers through the New Mexico Grown Farm to School Program. Specifically, farm to school includes one or more of the following program elements: 1) local food procurement, 2) school gardens and outdoor classrooms, and 3) food education. PED works to strengthen K-12 public, private, Bureau of Indian Education (BIE), and tribally-controlled schools and school districts' connection to fresh, healthy food and the local food producers by changing purchasing and education practices across New Mexico.
New Mexico School DASH Plans	Data, Accountability, Sustainability, High Achievement (DASH) Plans are a framework and process guided by the New Mexico Public Education Department (NMPED) for improving student outcomes through evidence-based planning and collaborative action. The process involves schools creating an Annual Plan and a 90-day plan with specific, urgent actions focused on student achievement and implementing a consistent, common approach.

Term	Definition
New Mexico Vistas	A public data reporting website that showcases school performance based on state accountability and other required criteria from the Every Student Succeeds Act (ESSA), as mandated by the U.S. Department of Education. The site aims to assist families and community members in identifying schools that are excelling or schools in need of additional support. These school identifications are based on a set of multiple measures informed by stakeholders representing New Mexico's communities.
Next Step Plan	A personal, written plan that is developed by each student grades eight through 11 and during the senior year of high school. The purpose of the plan is to target the student's postsecondary interests and set forth the studies he or she will complete during high school to be on track for graduation. The student reviews and updates the plan annually. Requirements for the Next Step plan can be found in NMSA 22-13-1.1.
Numeracy	Numeracy is the ability to understand and apply basic math skills in real-life situations at home, work, or school.
NUMeROS program	A professional development initiative by the New Mexico Public Education Department (NMPED) to enhance mathematics content knowledge and reasoning skills for K-5 teachers, helping them to build stronger math foundations for their elementary students. It offers pathways for both K-2 and 3-5 teachers, focusing on conceptual understanding and critical thinking in mathematics.
Open education resource (OER)	Open Educational Resources (OER) are teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission. Unlike traditionally copyrighted resources, OER have been licensed by their authors to permit no-cost access, reuse, adaptation, and redistribution. They may also exist in the public domain, free of all copyright restrictions.
Out-of-school time	Programming that extends critical learning beyond the regular school day. Educational and recreational activities offer children and youth a variety of enrichment and leadership opportunities. Programs are geared to engage students, enhance academic achievement, and inspire future-focused pathways.

Term	Definition
Positive school climate	School environments in which belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming students' identities, respecting students as learners, and establishing structures that create predictability and consistency.
Professional learning	Activities that are an integral part of school, charter school, and district strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the NM Adopted Content Standards. Professional learning: 1. focuses on content and pedagogical approach 2. incorporates active learning utilizing adult learning theory 3. supports collaboration, typically in job-embedded contexts 4. uses models and modeling of effective practice 5. provides coaching and expert support 6. offers opportunities for feedback and reflection 7. is of sustained duration 8. is aligned to one of the three tiers of evidence [ESSA]
Restorative justice practices	Restorative justice is a relationship-centered approach to building and maintaining positive school communities through the values of Respect, Responsibility, Relationship, Repair, and Reintegration. Its purpose is to strengthen connections among students, staff, families, and communities by addressing harm in ways that promote accountability and healing rather than punishment. Through this process, schools cultivate trust, empathy, and a sense of belonging that supports both academic and social-emotional growth.
School district and charter school cash reserves	New Mexico school districts and charter schools can set aside state funding appropriated for operational costs in the current school year to grow cash balances.

Term	Definition
Science of reading/structured literacy	Structured literacy is an umbrella term used to describe evidence-based approaches for helping students learn to read and write proficiently. Structured Literacy combines a proven effective system for teaching reading with what brain science tells us is happening in the brain as we learn to read – it involves a dynamic, multi-sensory approach to learning. Research shows structured literacy approaches benefit all students and are especially effective for students with learning disabilities such as dyslexia.
Social-emotional learning	The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
State equalization guarantee (SEG) factors	The public school funding formula that allocates operational revenue to school districts and charter schools based on student enrollment and demographics. The formula includes cost factors for specific needs, such as increased funding for secondary students, economically disadvantaged students, special education students, and English learners.
The State Seal of Bilingualism-Biliteracy	The State Seal of Bilingualism-Biliteracy (SSBB) state regulation was published in September 2015; it set the adoption criteria for school districts and state charter schools to award the SSBB for their high school graduates. To earn the SSBB, students must meet the graduation requirements and demonstrate proficiency in a language other than English, through one of the following options: 1-language certification by an individual Tribe, 2-units of credit and an assessment, 3-units of credit and an alternative process portfolio; or 4-an assessment and an alternative process portfolio.
Statewide Education Network	A school-centric broadband network that connects New Mexico schools. The Statewide Education Network enables schools to share classes, instructional materials, and resources (SEN).

Term	Definition
Statewide student information system	A student information system is: • A computer database • Widely used by staff, teachers, students, and parents • Critical to school operations • A tool to deliver reporting data • A gradebook • A school and family communication tool
Student experiencing homelessness	Individuals who lack a fixed, regular, and adequate nighttime residence and includes • children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; • children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; • children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and • migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above
Student supports	Personalized and data-driven social, emotional, behavioral, and academic interventions that support student engagement and success with grade-level learning, including referrals to adjacent services such as meals, Medicaid, WIC, etc.
Student with disabilities	A student who has been identified as having a disability through an evaluation process aligned with IDEA.

Term	Definition
Teacher residency programs	A rigorous paid guided apprenticeship where qualified residents work alongside a mentor educator while simultaneously completing rigorous coursework at an approved Education Preparation Program (EPP). A Teacher Resident receives a stipend of no less than thirty-five thousand (\$35,000) yearly which is distributed to them by the EPP.
Transitions	Refers to the process related to students advancing from one group of grade levels to another group of grade levels or exiting the K-12 school system. Students moving from an early childhood program to kindergarten or students graduating from 12 th grade and moving on to a college, job, military enlistment or other postsecondary opportunity are examples of transitions. Special education students have specific requirements for transition planning within their IEPs.
Trauma-informed practices	Address the significant impact of Adverse Childhood Experiences (ACEs), such as abuse, neglect, or family violence, on students' attendance and academic achievement. They promote a holistic view of the child, recognizing that emotional and physical safety are foundational for effective teaching and learning.
Underserved student populations	Demographic groups made up of students who: • are designated English language learners; • are economically disadvantaged; • are Native American; • have a disability; • are highly mobile, as shown by a failure to remain in school for an entire year or consecutive years; • are migratory; • are black; • are experiencing homelessness; • are in foster care; or • are LGBTQ+

Term	Definition
Universal Design for Learning	An educational framework that guides teachers in designing lessons, materials, and environments that are accessible, inclusive, engaging, and affirming of every learner's identity .
Whole-child supports	An approach that recognizes the connection between students' social, emotional, and physical health and academic development, focusing on early childhood and elementary education.

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Appendix: Methods

Methodology and Analysis Plan

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

- Existing work that addresses the Martinez-Yazzie lawsuit:** Many initiatives have been developed by PED in response to the Martinez-Yazzie lawsuit since the initial hearing and subsequent ruling in 2018 that inform the sequenced action plan. Additionally, recommendations by 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. In addition to community meetings, PED engaged directly with tribal leaders and tribal representatives, Legislative Education Study Committee members, and deans and directors of New Mexico's Institutions of Higher Education.
- 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 A1.

Table A1. Action Plan Data Sources

Strand	Source	Collection
Existing work that addresses Martinez-Yazzie lawsuit	PED initiatives and 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

Strand	Source	Collection
Community engagement	Action listening tool	Collected at engagement events and through public outreach
	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 A2).

Table A2. 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
Virtual	430
Total (in-person and virtual)	1,424

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 drafting of the Martinez-Yazzie Action Plan.

Analyzing Public Feedback from the First Draft of the Action Plan

After the initial draft of the Martinez-Yazzie Action Plan was completed, PED released the draft along with a survey inviting feedback from the public. The survey remained open for two weeks, closing on October 17, 2025. During the feedback period, 551 responses were received. Responses to each individual question were grouped by theme and analyzed, resulting in a document that compiled all feedback grouped by themes. Additionally, several organizations and individuals submitted feedback via letters and emails to PED. These documents were also thematically analyzed and summarized in an additional document. PED also collected additional direct feedback from tribal leaders and tribal representatives as part of the Fall 2025 Government to Government Indian Education Summit to ensure that tribal perspectives and priorities were fully reflected in the final draft of the Action Plan. PED staff utilized these documents and additional feedback to inform an editing process that resulted in the version of the plan submitted to the Court on November 3, 2025.