

Strategic Pillars



Creating a Vibrant Educator Ecosystem

Ensure every child has high quality educators



Ensuring Access to Opportunity

Remove barriers and provide equitable access to services for students to be able to thrive, regardless of background



Identifying Pathways and Profiles of a NM Graduate

Increase graduation rates and opportunities for applied, experiential learning



Addressing Whole Child Education

Increase academic outcomes while attending to the social-emotional, culture, linguistic, and enrichment needs of all students

Legislative Updates



Legislative Updates

- **Delivering on the Promise of Public Education**
- Current priorities include:
 - Building on Recent Education Investments
 - Hold Harmless
 - Family Income Index
 - Tribal Remedy Framework
 - Martinez-Yazzie aligned efforts
 - Ending the Impact Aid credit

Building on Recent Education Investments

Key Points

Despite the economic challenges of the past year, the NMPED believes it is crucial to maintain funding for New Mexico's public schools and is requesting a four percent increase in public school funding. This means school districts and charter schools should not be negatively impacted by enrollment decreases due to the health pandemic.

The NMPED will continue to advocate for funding that supports extended learning time programs and initiatives in indigenous, multilingual, and multicultural programs, the recruitment and retention of high-quality educators, additional opportunities for students, and programs aimed at improving science and math education.


Budget Priorities

» SEG	\$3.17 billion
» Indigenous, Multilingual, Multicultural, and Special Education Initiatives	\$4.56 million
» Early Literacy and Reading Support	\$1.66 million
» Principal Professional Development	\$2.49 million
» Teacher Recruitment, Mentorship, and Professional Development	\$2.87 million
» Community School Initiatives	\$3.32 million
» Culturally and Linguistically Relevant Curriculum and Instruction	\$2.00 million
» Career Technical Education	\$2.50 million
» Breakfast for Elementary Students	\$1.32 million
» School Lunch Copayments	\$540 thousand

Hold Harmless



**Budget
Certainty**



**Maintenance of
Programs**



**Maintenance of
Staff**

Family Income Index

Evidence

Research has found that,

“Concentrated poverty in schools creates and sustains disparities in academic outcomes.

High concentrations of students living in poverty complicate learning and teaching in schools, and reduce the effectiveness of other educational interventions designed to address gaps in academic outcomes.”²

Furthermore, studies “demonstrate that

students who attend schools that have high concentrations of disadvantaged students are less likely to score well on tests, earn high grades, graduate from high school, and succeed in college

than their otherwise comparable peers who attend socioeconomically diverse schools.”²

Additional financial support has been found to lead to improvement in performance and analyses have determined, “the robustness of the patterns across a variety of settings is compelling evidence of

a real positive causal relationship between increased school spending and student outcomes on average.”³



Tribal Remedy Framework

Tribal Remedy Framework

The ***Tribal Remedy Framework (TRF)*** is a comprehensive plan for meeting the educational needs of Native students and their tribal communities. It was created collectively by tribal community members and Indigenous education experts, following a series of tribal Community Education Institutes and Pueblo Convocations. The Tribal Remedy Framework has been endorsed by the leadership of New Mexico's 23 Nations, Tribes and Pueblos.

Martinez-Yazzie Programs

Key Points

The NMPED asks the Legislature to expand the use of funds earmarked for K-5 Plus and Extended Learning Time Programs (ELTP) to allow LEAs access to that money to fund career technical education (CTE) and community school initiatives if they also choose to participate in extended learning time initiatives. This proposal does not require new appropriations.

This year alone, more than \$80 million will go unspent and revert to the Education Reform Fund because of low participation in K-5 Plus and ELTP. In total, by the end of FY21 there will be nearly \$200 million in that fund. By expanding the use of these appropriations, this proposal creates incentives for school districts and charter schools to participate in K-5 Plus and ELTP, while also expanding the support for CTE and community schools. Additionally, demand for community school and CTE funding has exceeded current appropriations, demonstrating school district and charter school desire to implement these evidence-based programs. This proposal will also mean money reaches students instead of sitting unused.

Accountability Metrics

- » Increased instructional days
- » Increased instructional hours
- » Improved academic performance
- » Improved graduation rates
- » Increased access to social emotion supports and resources
- » Improved attendance rates
- » Decreased discipline referrals
- » Fewer suspensions and expulsions



Budget Priorities

- » K-5 Plus
- » Extended Learning Time Programs
- » Career Technical Education
- » Community School Initiatives

Ending Impact Aid Credit

Key Points

Federal impact aid payments are intended to support communities whose ability to levy local taxes is impacted by their location on federal property or by their proximity to federal installations, such as military bases and national laboratories. In New Mexico, school districts on tribally owned lands have received the large majority of these payments, most of which the state has taken credit for in the form of a reduction in state aid. By proposing to cease this practice, the NMPED acknowledges the need for additional resources for students in tribal communities and will fully fund these districts, resulting in a significant impact for communities serving Native American students.

Because this proposal would result in an increase in operational funds, it gives local school districts and charter schools the autonomy and flexibility to use those resources in ways that best fit local community needs, which will vary in different communities.

Accountability Metrics

- » Increased instructional days
- » School districts and charter schools should use findings from their Native American Needs Assessment to ensure resources are supporting students effectively
- » Improved academic performance
- » Improved graduation rates
- » Increased access to social and emotional learning supports and resources
- » Improved attendance rates



Federal Funding



Federal Funding

CARES Act

- Spend by September 2022
- State Priorities:
 - COVID Response
 - PPE
 - Digital Divide



Federal Funding

CRRSA Act

- Spend by September 2023
- State priorities:
 - Digital divide
 - COVID response
 - Support for staff
 - Academic acceleration



Federal Funding

- **FEMA**
- **Additional COVID Relief**
 - **House HELP Committee passed an additional \$128.55 billion in ESSER funding**
 - ✓ CARES Act was \$13.5 billion for ESSER
 - ✓ CRSSA Act was \$54.3 billion for ESSER

School Reentry



School Reentry

Our goal has always been to welcome students back to school as quickly and safely as possible.

Guiding Principles:

- To maximize amount of safe in-person learning;
- Prioritize health and safety of students, educators, school staff and families; and
- Make decisions based on science and data.



The Requirements

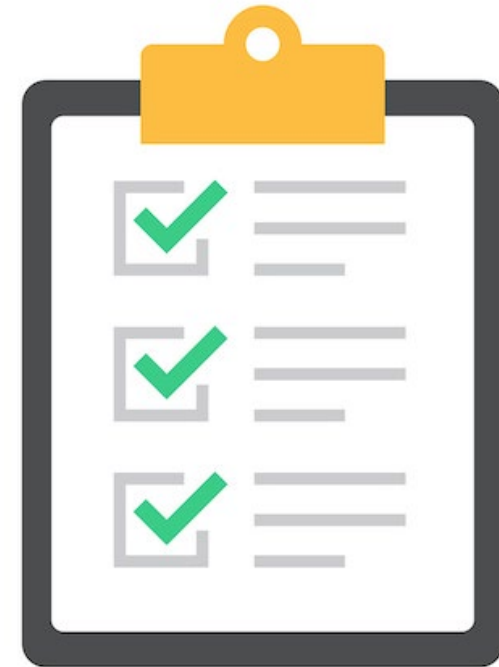
COVID-safe practices (CSPs)

Surveillance testing

Expansion of in-person learning site visits

Student cohorting

Signed assurance document



The Hybrid Model

All schools – elementary through secondary – are eligible to bring back students in the hybrid model. *Districts and schools maintain local control in determining if/when they will expand to hybrid. Schools must abide by tribal public health orders.*

Hybrid allows schools to divide their student population into at least two cohorts, bringing back up to 50% of students at a time. In addition, schools must adhere to the COVID-safe practices (CSPs) outlined in the PED COVID-19 Toolkit.

Safe Expansion of In-Person Learning

Teachers, students, and staff are all stepping up in creative ways to ensure that everyone follows COVID-safe practices.



Safe Expansion of In-Person Learning



Schools are applying explicit and effective teaching of COVID-safe practices. Students are complying by wearing masks, following cafeteria procedures, adhering to arrows in hallways between classes, and sitting at least six feet apart—all because they are excited to get back to classrooms.

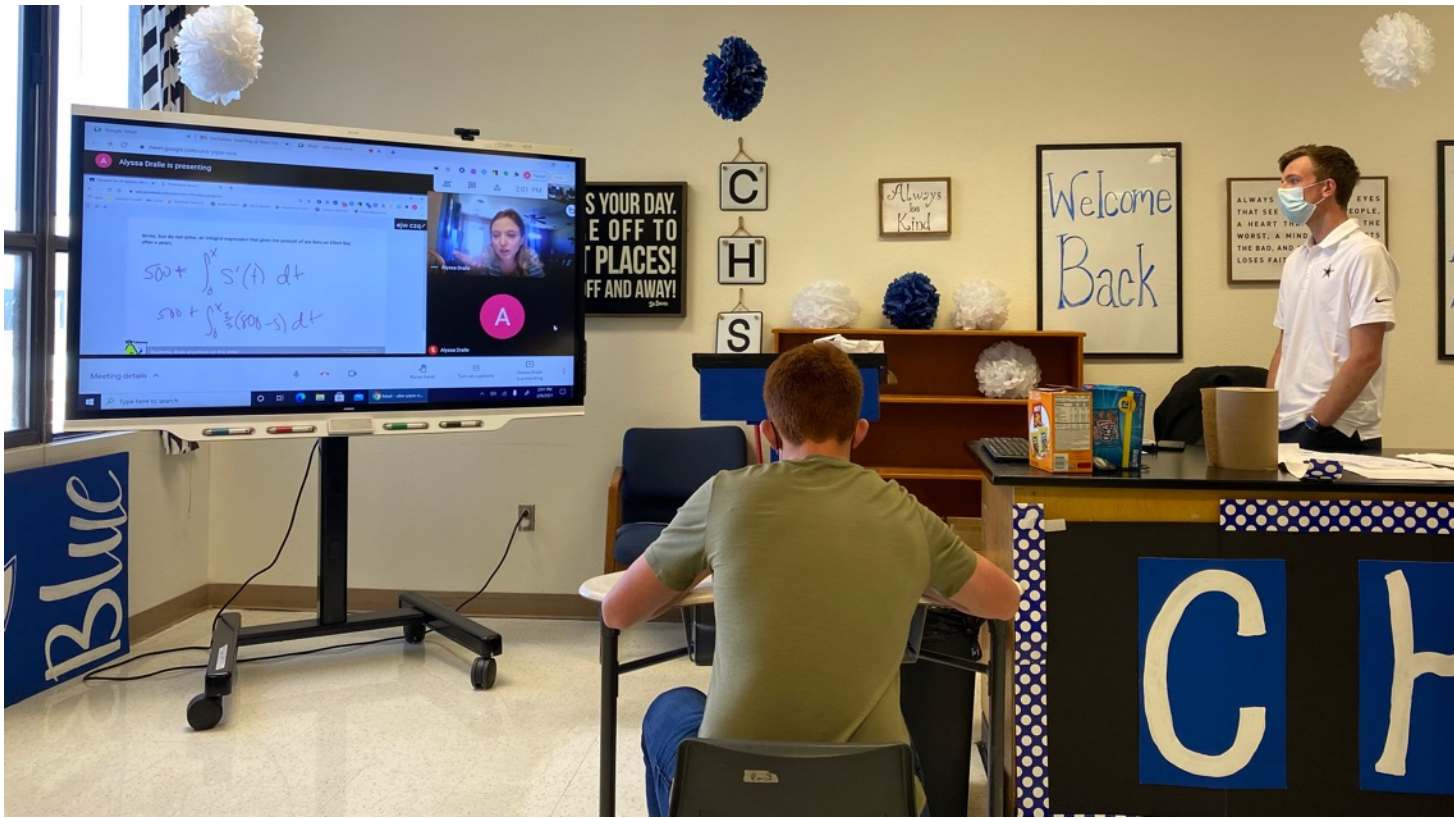
Safe Expansion of In-Person Learning



Districts and charters should be thoughtful about ensuring that they're serving online families who opt to remain in remote learning.

Online learning should not be an afterthought, and schools need to be mindful of having support systems in place for all students and their families.

Safe Expansion of In-Person Learning



Schools should consider deploying all their substitutes and use them when teachers aren't able to return to the classroom for in-person instruction.

It's an opportunity to create an in-person/online partnership.

Safe Expansion of In-Person Learning



Schools can greatly benefit from developing partnerships with local doctors and hospitals to provide school-based medical services for students and families.

Safe Expansion of In-Person Learning

Districts' ability to offer expanded in-person learning options requires extraordinary efforts to educate local communities about following COVID-safe practices so that schools can remain open and students and staff continue to feel safe.



Looking Ahead



- Our guiding light is to continually protect the health and safety of everyone;
- Working to ensure that funding and resources are directed to those communities that need them most; and
- Maintaining our commitment to equity, excellence, and relevance, we are excited for the launch of our new Strategic Plan this summer!

Investing for tomorrow, delivering today.

COVID-19 Vaccines

A note about educators, school staff, and vaccines:

- School nurses and health assistants are eligible to register for the vaccine as “healthcare workers” placing them in group 1a;
- Educators and school staff 75 years and older and those who have underlying medical conditions are prioritized for vaccination;
- School staff that do not fall into the high risk groups educators and school staff are prioritized in group 1b as frontline essential workers.
- We are working with DOH to coordinate school staff vaccination events when supply becomes available

Q&A

