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Dear Secretary Padilla:

On behalf of the LANL Foundation, we would like to commend you and your team, as well as staff from the Legislative Education Study Committee, on producing a Remedial Action Plan to address the *Martinez/Yazzie* Consolidated Lawsuit.

Our feedback is succinct.

- 1) We appreciate the acknowledgment of the community voice gathered in the process with the goal of informing this plan.
- 2) We appreciate the strong focus on Martinez/Yazzie student groups (labeled as MY students) across each of the four areas of critical need.
- 3) We appreciate the prolific incorporation of actions already taking place across the year one plan (e.g. the statewide student information system, high quality instructional materials, publishing cash reserves, improving adequacy standards for new buildings, requiring schools to administer a culture survey, training and certification for scratch-cooking, providing special education teacher retention stipends, engaging innovative school staffing, creating new standards for school administrators, implementing math lab pilots, and providing universal access to preschool among others). The other side of this coin, to be acknowledged, is that components of this Action Plan are based on work already in place.
- 4) Likewise, we appreciate the incorporation of some strong progress that has been made in each area of critical need including the overall increase to the education budget.
- 5) We hope for some increased nuance and descriptors on many items and will offer support to the State with this. Some examples: "Develop strategies to incentivize teachers to provide bilingual instruction; Require increased MY student participation in career-connected learning at the high school level; Create a high-quality teacher mentorship program for first-year teachers, including training of mentor leaders; Develop an accountability and transparency tool that cross references funding, program implementation, and MY student outcomes; Plan and design the STEM Center; Review and consider approval of EPP program changes," among others. Many of these items, while well-intentioned, are vague and rely on jargon that does not allow for expressed, measurable impact. Consequently, the sequenced three-year plan is problematic in nature, failing to address inequity by failing to describe the process through which the problems at the root of these actions are truly addressed.
- 6) We hope for explicit goals and stronger metrics related to each area of critical need. It was our humble privilege to support the Public Education Department (PED) with the process to

gather community feedback to support the development of this plan. In this process, one thing was resoundingly clear: community desires positive, necessary accountability, and we encourage PED to be the first to embrace this. Again, we would welcome the ability to support the State agency and Legislative staff.

- 7) Our understanding of this process included the role of LESC staff to produce budget projections and timeline for corresponding, plausible legislation. While there are a total of fourteen actions requiring potential legislative engagement, three to four involving rulemaking, and several implying both nonrecurring and recurring funding, we hope for a more explicit description of some of these items. Currently, while roles are loosely reflected in the plan, stronger details that would embody the proposed actions could benefit the document. This may, inevitably, require a five-year plan.
- 8) We hope to see more ways in which this plan directly reflects the hopes of students, families, and the communities across New Mexico by linking the research and community voice to actions, spread throughout the sequenced approach. We encourage PED to release the raw data collected and allow others (including ourselves) to develop and release a comprehensive report for future research and analysis. We generally wonder what might be missing from the plan; a bold and innovative approach to this Action Plan would be to begin to broadly include the roles and responsibilities of not just traditional state actors (PED, the Legislature, districts, and schools), but students, parents, nonprofits, industry, and volunteers alike. A public education system that should provide the foundation for a thriving society will take all of us.

We remain dedicated to engaging and supporting the students, educators, schools, and state alike, particularly lifting up students who are experiencing poverty, students with disabilities, students who are emergent bilinguals, students who are Native American, and students of color.

Thank you for providing the forum for feedback to this draft.

Best regards,



Gwen Perea Warniment, PhD

President & CEO

LANL Foundation