



Report on Community Conversations for the New Mexico Public Education Department: Martinez/Yazzie Consolidated Action Plan Preparation

September 26, 2025



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Introduction & History

Martinez/Yazzie Consolidated Lawsuit

In 2014, two plaintiffs filed suit against the State of New Mexico, asking for increased education funding and alleging the state violated the rights of low-income students, English learners, and students with disabilities. These cases were consolidated in 2015, and in 2018, the court ruled in favor of the plaintiff groups, agreeing New Mexico violated the constitutional rights of students by failing to provide a sufficient education.

Within the final judgment and order, the court asked the State to take immediate steps to ensure students have access to sufficient resources, programs, and supports, particularly noting at-risk student groups (English learners, Native American students, students with disabilities, and students experiencing poverty) must have the opportunity to obtain an education that prepares them for college and career. The court asked for stronger accountability measures and fiscal adequacy to meet the needs of these students.

Citing continued poor student outcomes, deficiencies at the State level, inequitable funding, and teacher workforce issues, in 2024, the plaintiffs filed a joint motion of noncompliance with a formal request for a comprehensive remedial action plan (Action Plan), arguing the State had failed to implement the court's order. Plaintiffs asked for an Action Plan to be developed by the Legislative Education Study Committee in collaboration with key stakeholders, including Tribes, school districts, state agencies, and education experts.

In April 2025, the court ruled in favor of the plaintiffs, granting their motion in part. The court agreed an Action Plan was necessary, but issued the responsibility to the New Mexico Public Education Department, citing stakeholder input was critical to the process, expert consultants must be identified to assist, and the plan should provide long-term guidance for the State – including both the executive and legislative entities.

Call for Support

The New Mexico Public Education Department (PED) published a press release on June 10, 2025, asking for assistance in facilitating the development and drafting the Action Plan. PED issued a Request for Interest (RFI) that specified:

“Recently, PED was ordered to draft a Martinez/Yazzie Comprehensive Remedial Action Plan (Action Plan) to address the 2019 findings in the Martinez/Yazzie case, PED has determined that it is necessary to hire a consultant/education expert to assist PED in facilitating the development and drafting of this Action Plan.

The purpose of this Request for Interest is to identify potential education expert(s) or entities that can be procured to support the work to develop the Action Plan to improve educational outcomes for the identified student subgroups and all students in New Mexico.

Project Overview: To complete work directly with PED to:

1. identify stakeholders who will participate in development of an Action Plan which addresses and remedies findings in the 2019 Martinez/Yazzie ruling;
2. determine the levels of engagement in the development process for the respective stakeholders
3. facilitate stakeholder engagement and collaboration;
4. draft Action Plan in collaboration with PED Executive Cabinet and legal counsel”

After review with the LANL Foundation staff and meetings, deliberation, and approval of the LANL Foundation Board, LANL Foundation submitted a letter of interest to the PED on June 16, 2025.

The LANL Foundation initially submitted a letter that proposed working collaboratively with the PED to fulfill all objectives of the work, cited above. However, after a discussion with the Secretary and PED counsel that clarified their desire for distinct contributions to the work, the LANL Foundation submitted a second version, focusing on work that would lift up stakeholder input for the development of the Action Plan.

Overall Design Strategy and Guiding Principles

Beginning July 1, 2025, the Public Education Department (PED) and the LANL Foundation, in partnership with the Legislative Education Study Committee and WestEd, collaborated to design and host statewide community conversations aimed at generating recommendations to address the court's order for the remedial Action Plan. Following the announcement of the partnership, the LANL Foundation issued targeted requests for proposals to expand facilitation capacity and partnered with the Leadership Institute at Santa Fe Indian School, Future Focused Education, and Levado, ensuring facilitators for the community conversations reflected the diversity of New Mexico's populations.

In the spirit of co-design, on July 30th, 2025 the LANL Foundation convened partner organizations from across New Mexico whose missions intersected with the Martinez/Yazzie lawsuit. We asked each to send a representative—not merely to observe, but to actively co-design the structure, guidance, and facilitation of the forthcoming community conversations. The intention of that gathering was not to unveil a finalized Remedial Action Plan, but rather to create a shared foundation: to surface values, to test tools collaboratively, and to shape how community input would guide the Plan's next phases.

We invited a broad set of stakeholders—educational nonprofits, grassroots organizations, advocacy groups, and service providers—so that multiple perspectives and lived experiences would inform the design. One of the key exercises was a real-time trial of the Community Conversations Listening Tool. Participants rotated through stations to interact with prompts, flag points of friction or confusion, and offer suggestions for refinement. The feedback collected directly informed adjustments to prompt structure, facilitation scaffolding, and adaptations of the tool for diverse community settings.



The meeting's structure was deliberately aligned with the design ethos intended for public engagement. Through small breakouts, transitions between stations, and collective reflection, attendees experienced the conversational dynamics we later intended to bring into community forums. In this respect, the July 30th gathering functioned as a prototype: the strengths, gaps, and insights that emerged during this planning meeting shaped the format, norms, and protocols of subsequent community conversations—so that public sessions would already be anchored in the experience, wisdom, and values of those closest to the work.

PED identified five core topic areas as the initial frame for community conversations: equitable access to high-quality instruction; access to well-prepared, culturally and linguistically responsive educators; comprehensive academic, social, and behavioral support services; fair and effective funding to meet student needs; and data and accountability systems to support continuous improvement. These priorities anchored the collection of community recommendations.

At its core, the community conversation design emphasized that this was not a typical feedback session. The issues at hand were deeply personal, rooted in systemic inequities and historical harm. Facilitators were prepared to receive expressions of frustration, anger, or sadness—and to regard them as valid responses. Their role was not to correct or defend, but to listen, to hold respectful space, and to validate lived experience as a form of expertise. The Facilitator's Guide urged hosts to thank participants for their courage in sharing and to treat every story, recommendation, and idea as essential data.

The guiding principles were clear: equity, cultural responsiveness, trauma-informed facilitation, and transparency. Every contribution—whether via sticky notes, the Listening Tool, or note taker records—would be documented, synthesized, and reflected back to participants. PED committed to closing the feedback loop by ensuring that all input would be considered in drafting the Action Plan, and that communities would see how their voices shaped the final recommendations.

Our design for the process included the following seven concepts:

- 1. Root Cause Analysis:** The mechanisms to cultivate stakeholder input were organized around the following assumptions. First, the Action Plan should lift wisdom from community voice by seeking proposed actions related to the finding of the lawsuit. Second, in order to get strong, definitive actions that could address the findings, community members needed to understand and name a desired outcome and the barriers to getting there. In this way, the facilitation process began with a three-pronged approach: assets, barriers, and actions once dialogue enabled further engagement with the topics. The topics were honed during co-creation with key stakeholders and became: Funding/Accountability, High Quality Culturally Responsive Educators, and Programs, Resources and Supports.
- 2. Co-creation:** Initial processes and ideas were developed and improved continuously, particularly in partnership with the PED, WestEd, LESC, key stakeholders identified at the beginning and our facilitation partners.
- 3. Community Access and Inclusivity:** LANL Foundation ensured all in-person community events included food, language translations and American Sign Language interpretation, ample space and parking for community access, childcare services, and accessible time slots after work hours but not too late. The LANL Foundation also facilitated two virtual events for optimum access, investing in a Padlet tool to collect data, and used facilitators representative of the community.
- 4. Facilitation Tools:** Tools were developed with quick and comprehensive voice collection/data collection in mind, understanding the rapid timeline and need to begin analysis simultaneously. Further, multiple forms of data collection were ensured, including voice options, written options, digital options, a survey, and sticky notes that contributed to a community collection of recommendations.
- 5. Facilitation Guide and Training:** To ensure internal consistency, standardized procedures, an open tone, and professional processes so that all communities had equal opportunity to provide authentic input and feedback, a facilitation guide was developed and training was provided for all involved, including lead facilitators, note-takers, and others involved in roles and responsibilities. A link to the facilitation guide is provided [here](#).
- 6. Question Development and Prompts:** Core facilitation questions were designed to be neutral, encourage dialogue, and target issues specific to findings of the lawsuit.
- 7. Event Design:** Two tenets were important. First, providing maximum ability for individual voice, and second, minimizing barriers to participation due to scheduling and time constraints, enabling community members to engage as they could. In this way, two facilitation frameworks were combined to ensure robust access: both a world cafe and open house design.

7 Design Concepts

Root Cause Analysis

Co-creation

Community Access & Inclusivity

Facilitation Tools

Facilitation Guide & Training

Question Development & Prompts

Event Design

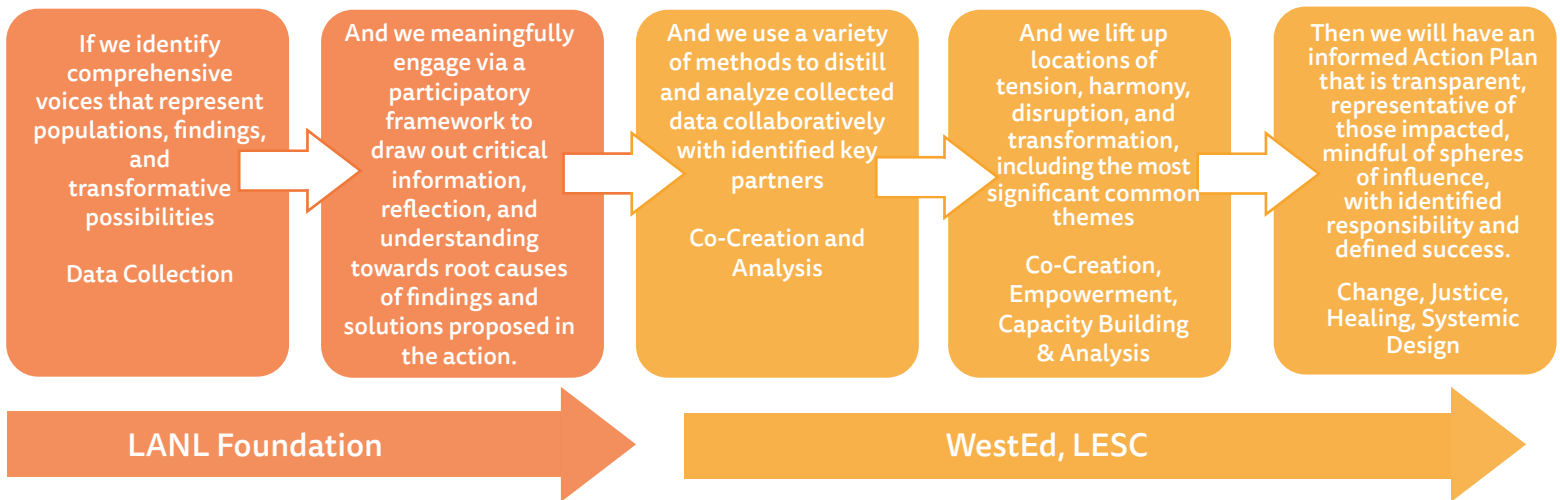


Theory of Action

The theory of action guiding the Martinez/Yazzie engagement rested on a simple yet powerful conviction: when communities most directly impacted by educational inequities genuinely engage in shaping the state's plan, the resulting solutions become more effective, culturally resonant, and sustainable.

Authentic engagement is not symbolic. Because the court's ruling explicitly recognized the centrality of community voice, the design of the community conversations honored that directive. We believe working in and with the community does not mean reducing knowledge to minimal sources, nor simply asking for input. We uphold local wisdom, but also recognize that learning is lifelong and not static. Critically, supporting local capacity in this work involves bridging local wisdom with expertise from our own state leaders and national/international models, allowing for reflection and learning through engagement for both participants/stakeholders, as well as leaders. Assuming positive intentions are core to this work, and organizational/personal responsibility is required for all involved.

The Theory of Action below describes the original intent from the LANL Foundation. Importantly, the work of LANLF ended after the second step, as reflected in the image at the direction of the PED.



Timeline

The LANL Foundation proposed three phases: immediate mobilization, intensive collaboration and drafting, and finalization and support. Our initial proposed timeline is listed below for reference, with tasks completed by the LANL Foundation highlighted.

Key processes identified in the following chart included the following:

LANLF Team designing a Matrix for Engagement based on:

- populations named in lawsuit- Native students, English Learners, students who qualify for Special Education services, and students living in high economic need;
 - findings from the lawsuit;
 - methods for engaging and collecting data
- Iterative, multifaceted engagement with stakeholders that allows for parallel processing given the short timeline and involves strong partnerships

Phase	Task	Start Date	End Date	Partners
Phase 1: Immediate Mobilization	June 23 - July 31			
Completed ✓	Project Kick-off & Agile Project Management Setup	7/7/2025	7/11/2025	PED, LESC, LANLF
Completed ✓	Identify Initial Stakeholders & Review Existing, Historical Documentation from Key Organization	7/7/2025	7/18/2025	PED, LESC, LANLF, Collaborators in Contract
Completed ✓	Design Matrix for Engagement (Populations, Lawsuit Findings, Methods)	7/7/2025	7/18/2025	LANLF, Collaborators in Contract
Completed ✓	Milestone: Plan for Engagement Set	7/31/2025		Deliverable
Phase 2: Intensive Collaboration & Drafting	August 1 - Sept 15			
Completed ✓	Conduct Iterative Stakeholder Engagement (Focus Groups, Convenings)	8/1/2025	9/3/2025	LANLF, Collaborators in Contract
Shifted away from LANLF to include only WestEd, PED, and LESC.	Compile & Analyze Stakeholder Input	8/1/2025	9/8/2025	WestEd, PED, LESC
LANLF was excluded from this step.	Provide iterative feedback to draft Action Plan to PED Executive Cabinet & Legal Counsel	8/25/2025	9/12/2025	WestEd, PED, LESC
Completed ✓	Milestone: Transparent, Public Report of Stakeholder Engagement and Feedback	9/22/2025		Deliverable
Phase 3: Finalization & Support	September 16 - December 31			
Will not involve LANLF	Incorporate Feedback and Amend Plan for Final Submission	10/2/2025	10/31/2025	WestEd, PED, LESC
Will not involve LANLF	Milestone: Submission of Final Action Plan to Court	11/3/2025		PED
TBD	Support PED in Court-Related Activity & Response to Potential Objections	11/4/2025	12/31/2025	LANLF, Collaborators in Contract

Methodology for Selecting Communities/Regions

The methodology for selecting communities and regions reflected commitments to breadth, balance, and equity. 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. These meetings were open and free to the public.

Accessibility was integral to the design. Events were scheduled at family-friendly times and included free meals, childcare, and interpretation in Spanish, ASL, and other relevant languages. Materials and signage were translated, and Indigenous languages and cultural protocols were incorporated where possible. Venues were selected with careful regard to physical accessibility and features like children's corners.

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. A Call to Action form invited individuals to sign up for updates, and stay connected to future engagement opportunities. The Foundation also hosted two virtual community conversations to expand accessibility and offer an option for expanding rural participation.

Process for Gathering Community Input

These design considerations culminated in an adapted Open House / World Café model for the Martinez/Yazzie Action Plan engagement, emphasizing flexibility, inclusivity, and respect for participants' time.

The flow of these events unfolded in four steps. First, participants were welcomed and provided orientation; greeters explained the format and addressed accessibility needs (interpretation, wheelchair access, childcare). Next came the Context Station, where a historical overview of the lawsuit, a walkthrough of the state's education system, and opportunities for general questions were offered. In that space, community members were reminded that their voices would meaningfully contribute to the process, honoring the court's mandate for engagement.



From the Context Station, participants moved freely among three Thematic Stations, each anchored by a central question and supported by probing prompts:

- **Funding and Accountability** — How should funds be allocated and tracked to guarantee equity and efficacy? Sub-questions explored accountability, budget priorities, impact measurement, responsibility frameworks, and protections for the student groups named in the lawsuit.
- **High-Quality, Culturally Responsive Educators** — What strategies should be used to recruit, train, and retain educators who reflect and honor local communities? Prompts asked about qualities of great teaching, training priorities, retention strategies, supports for educators, and ensuring equitable staffing.
- **Resources, Programs, Supports, and Instruction** — What day-to-day supports, programs, and instructional strategies do students need? Prompts considered what is working, what is missing, and what changes participants would enact immediately—covering technology, class sizes, after-school programs, and targeted supports.

At the close of each conversation, participants approached the Action Wall, where they posted sticky notes summarizing their top ideas across the thematic areas. Facilitators encouraged reflection and asked participants to choose their three to five most important recommendations. The Action Wall served as a collective visual synthesis of community perspectives. WestEd partners collected all sticky notes from each session for incorporation into the drafting of the Action Plan.

Additional contributions were gathered through complementary channels: the Listening Tool (available online, on paper, and via audio), an online submission portal, and note taker discussion notes. This multi-layered approach allowed both breadth and depth of engagement, giving participants multiple means to contribute. Altogether, the process was designed to be accessible, inclusive, and transparent—ensuring that each idea was visible, each voice was documented, and community input directly informed both draft and final versions of the Action Plan.

Facilitators informed participants that their input would be gathered at each thematic station, formally recorded through the Listening Tool, displayed on the Action Wall, and synthesized into recommendations shaping the draft. Every sticky note on the Action Wall was photographed, every Listening Tool submission was logged, and the draft plan will be published for public review before final submission, allowing communities to see how their voices had been translated into actionable mandates.

Project Planning & Process

The LANL Foundation was selected as a contractor with the New Mexico Public Education Department (NMPED) to support Stakeholder Engagement to inform the development of the Martinez/Yazzie Action Plan in June 2025. At the same time, WestEd, a national partner based out of San Francisco, California, was selected to document the data from the Stakeholder Engagement activities and to draft the plan for feedback to the NMPED.

Organizing this work across the two contractors, NMPED, and the Legislative Education Study Committee (LESC) required multiple collaborative meetings to ensure consistency, shared vision, and alignment to NMPED goals. Throughout June and July, LANL Foundation staff met with NMPED leadership 26 times, including organizational meetings with Secretary Padilla and Counsel. In addition, staff met with WestEd partners 42 times to collaboratively build the stakeholder engagement process and data collection tools. Through these meetings the design and approaches described in the previous section were co-developed, tested, and approved. This included the creation of a Facilitation Guide to support extensive stakeholder engagement and trained over 50 individuals, including PED employees, subcontractors, and LANL Foundation staff in facilitation.

The meetings and work above does not include the nearly 200 hours staff spent on communications deliverables, including press packets, social media design, talking points, FAQs, community fliers, call-to-action letters, and outreach to select audiences such as tribal leaders, key stakeholders, Advisory Council Chairs, and superintendents.

Subcontractor Selection

To ensure the community engagement process was led by organizations that best represented all of New Mexico, the LANL Foundation released two Request for Proposals (RFP) for organizations to support the community engagement meetings scheduled across the state. The scope of work for both included support in planning and coordination for logistics, agenda development, and leading the facilitation of each individual community meeting. The second RFP asked applicants to specifically support engagement with tribal communities. The RFPs were open for one week, from July 16 - July 21, and three subcontractors were selected.

The LANL Foundation met with the subcontractor group 16 times throughout the planning and engagement process to review expectations and the process for facilitation, as described in the design section of this report. As part of this process, contractors provided important feedback on the design of the community meetings to maximize the opportunity for individual participation and input. In addition, subcontractors amplified promotion for each regional community meeting with their partners.

Organization	Description	Facilitation Locations
Future Focused Education	Non-profit based in Albuquerque, NM committed to community collaboration to reshape educational experiences for New Mexican students.	Raton, Carlsbad, Santa Fe, Albuquerque, Virtual Session
Leadership Institute at Santa Fe Indian School (Tribally Focused)	Housed within Santa Fe Indian School, the Leadership Institute's Native and bilingual leadership uses a community centered approach to address public policy issues that affect the 22 Tribal Nations in New Mexico.	Española, Farmington, Mescalero, San Felipe, Zuni, Gallup
Levado, Inc.	Albuquerque based organization that partners with foundations, nonprofits, government agencies, and entrepreneurs to design and facilitate collaborative, data-driven initiatives in underserved rural communities.	Silver City, Las Cruces, Clovis, Albuquerque, Virtual Session

Logistics & Accessibility Measures

LANL Foundation staff committed more than 100 hours coordinating logistics to ensure accessibility for the regional community meetings. From the onset, LANL Foundation's goal was to remove barriers for community members to attend and provide their insights to inform the Action Plan. This included consideration for venues and ensuring every meeting included meals, child care, translation services, and adequate materials. The team strived to collaborate and hold events at community centers to accommodate local access and investment in local businesses. When scheduling or space limitations conflicted, the team used other locations such as hotel conference rooms and conference centers.

Multiple language accommodations were also offered so as many community members as possible would feel comfortable and welcomed at each event. American Sign Language (ASL) and Spanish interpretation services were provided for all regional community meetings. Some subcontractors were bilingual, and any gaps were filled by contracting with third-party interpreter services (Spanish and ASL) and community members (Zuni, Mescalero, and Navajo). In Albuquerque, there were also Arabic and Vietnamese interpreters available. Each community meeting facilitator group also had access to voice recorders that could be used with permission and as requested to document input from individuals who would rather talk through their ideas than write them.



Another important accommodation the team provided was child care. Team members coordinated with local child care centers so each event had licensed child care providers available to watch children while parents participated in the event. In some cases where child care could not be coordinated or last minute scheduling conflicts arose, events offered a parent room where parents could join with their children to share ideas with a certified teacher in an accommodating and safe setting. Each child care provider was compensated for their time and provided a check-in process, toys, and materials for children to use.

Call to Action and Organizational Event

While staff prepared logistics, finalized timing, and identified locations for the community meetings, a Call to Action online form was released. This form allowed community members to sign up for an email list where they would receive information about the Action Plan process, regional community events and survey opportunities as soon as they were finalized. More than 700 forms were submitted over the course of the stakeholder engagement period.



As the plans for the regional community meetings developed, LANL Foundation staff were also building the agenda and planning logistics for an event held on July 30 at Isleta Resort and Casino for tribes, organizations, and entities that have been engaged in the Martinez/Yazzie work. The more than 100 invitees included representatives from all 22 tribes in New Mexico, non-profits, LESC staff, Legislative Finance Committee (LFC) staff, and, through NMPED Counsel, all of the named plaintiffs in the Martinez/Yazzie lawsuit. The event allowed for the Secretary of Education and LESC to provide context for the Action Plan development, including history of the Martinez/Yazzie lawsuit, and framing of the primary outcomes for the Action Plan. Participants then engaged in a draft version of the community meeting agenda, engaging in conversations around themed topics with peers and a facilitator. These topics focused on several key questions:

- What should learning look like, feel like, and sound like?
- What makes an ideal educator?
- How do we ensure equitable learning in schools?
- How do we ensure equitable funding in schools?
- How can we ensure that governments, communities, and schools fulfill their responsibilities to the students named in the Martinez / Yazzie Lawsuit?

After discussion, participants provided critique and feedback on the process. This critique led the team to provide more clarity and focus the questions into the final three themes: Funding and Accountability; High Quality, Culturally Responsive Educators; and Programs and Resources.

Regional Community Meetings

The regional community meetings were scheduled and approved through the NMPED, including locations and timing. Throughout August and the beginning of September, LANL Foundation staff spent over 55 hours leading in-person and virtual stakeholder engagements in 13 communities with more than 1,400 total participants. In addition to these community focused engagements, staff also:

- Attended a meeting with Deans and Directors from various state education preparation programs to gather particular insight for educator development.
- Facilitated an engagement session exclusively for Tribes, Nations, and Pueblos, including tribal leaders and representatives from the Pueblo of Acoma, Isleta Pueblo, Jemez Pueblo, the Jicarilla Apache Nation, Kewa Pueblo (Santo Domingo), Nambe Pueblo, the Navajo Nation, the Pueblo of San Felipe, the Pueblo of San Ildefonso, Sandia Pueblo, Santa Clara Pueblo, Taos Pueblo, Tesuque Pueblo, Zia Pueblo, and Zuni Pueblo, totaling 43 attendees.
- Facilitated an engagement session with members of the Legislative Education Study Committee, attended by 11 legislators.



The design of the meetings is described in detail in the previous section of this report. The format of engaging discussions with small groups resulted in thousands of recommended actions and comments documented through sticky notes. Representatives from NMPED were also present at all meetings and sat at each discussion table, taking notes as additional data points. WestEd staff attended all meetings, and were critical in data collection and processing.

Location	Date	Attendance
Albuquerque	August 20, 2025	307
Carlsbad	August 14, 2025	21
Clovis	August 7, 2025	10
Española	August 5, 2025	68
Farmington	August 5, 2025	76
Gallup	August 27, 2025	84
Las Cruces	August 5, 2025	138
Mescalero	August 7, 2025	58
Raton	August 6, 2025	19
Santa Fe	August 7, 2025	123
San Felipe	August 23, 2025	57
Silver City	August 14, 2025	44
Zuni	August 14, 2025	46
Virtual Sessions (2)	August 22, 2025 & August 6, 2025	430
Total		1,481

Statewide Survey

A statewide survey was also made available in August to all New Mexicans, regardless if they attended a community meeting or not. These surveys were also available in paper form at all community meetings. The survey allowed respondents to prioritize actions they felt would most impact the three key areas as they related to the student sub-groups identified in the lawsuit: Funding and Accountability, High Quality Teachers, and Programs and Resources. The survey was developed using a secure online survey system and more than 1,200 responses were collected. This data was submitted to WestEd, who used it to inform the Action Plan.

LANL Foundation staff had a clear understanding that multiple organizations and individuals had been contributing to work aligned with Martinez/Yazzie findings over the past decade. Respondents to the survey were also able to submit existing documents, plans, and frameworks that addressed the outcomes of the Action Plan. More than 350 unique actions were collected through this process.

Communications & Outreach Strategies

To ensure an accessible, inclusive, and transparent process for authentic community engagement, robust public outreach was essential. Beginning in early July 2025, the LANL Foundation partnered with the New Mexico Public Education Department (NMPED) to plan and implement a coordinated communications strategy. PED communications were led by the department's communications team, while LANL Foundation communications efforts were directed by the Foundation's communications director.

Media Relations and Grassroots Recruitment

The PED communications team led formal media relations, including interviews, press announcements, and media advisories. At the same time, the LANL Foundation spearheaded grassroots outreach and participant recruitment to ensure diverse community voices were represented.

Digital Tools and Direct Engagement

Together, the partners created a dedicated Martinez/Yazzie Action Plan web page on PED's website. The page centralized critical information: dates, times, and locations of all engagement sessions; a link to the Call to Action interest form; a Community Engagement Survey; and an FAQ section. LANL Foundation staff also managed a general email inbox, checked daily, to answer questions and provide guidance.

To build a robust contact list for outreach, the LANL Foundation launched the Call to Action form to collect emails from individuals interested in receiving updates. Community members were invited to submit existing frameworks, reports, and other materials to inform the Action Plan through this same form. Event sign-in sheets further expanded the contact database, ensuring participants received follow-up communications and updates.

Messaging and Accessibility

All messaging emphasized community voice and accessibility. Events were intentionally designed with features to reduce barriers to participation: convenient times, drop-in style formats, free food, child care, and translation services in Spanish, Native languages, and ASL. Messaging reflected the LANL Foundation's values—honoring local and cultural expertise, valuing community perspectives, and serving as an intermediary to support authentic dialogue.

Email, Fliers, and Social Media Campaigns

Given the compressed timeline, email outreach was frequent—several times per week—announcing session schedules and promoting the survey. These emails reached 700+ new contacts generated via the Call to Action form, as well as the LANL Foundation's existing listserv, for a total of more than 3,500 recipients. Key messages were translated into Spanish for greater accessibility.

Fliers tailored to each community were co-branded and shared through school districts, education groups, and local partners. Social media was a key channel: a multi-platform campaign on Facebook, Instagram, and LinkedIn, boosted with targeted funding, amplified awareness for both in-person and virtual sessions as well as the survey.

Broadcast and Partner Networks

Radio Public Service Announcements (PSAs) were recorded in English and Spanish and placed in key regional markets to reach additional audiences. The LANL Foundation also leveraged its network of school district leaders, community-based organizations, and trusted local partners to extend outreach through word-of-mouth and existing relationships.



Outputs from the LANL Foundation's Martinez/Yazzie Community Conversations

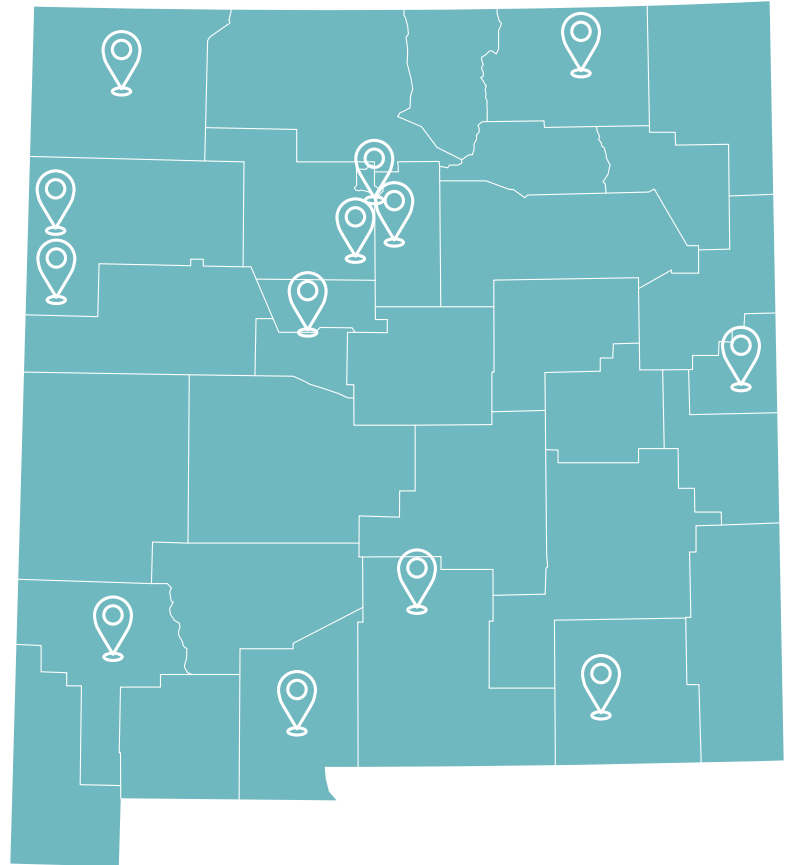
Purpose & Context

The Martinez/Yazzie consolidated lawsuit requires New Mexico to transform public education to better serve Native American students, English Learners, students with disabilities, and children experiencing poverty. To ensure the remedial Action Plan reflects community priorities, the LANL Foundation and partners convened **statewide engagement sessions** designed to gather authentic, actionable input from those most impacted. This section describes the sources of community voice, the engagement topics, the engagement principles, the process for lifting community voices, and a summary of proposed actions that emerged.

Sources of Community Voice

- **13 communities engaged**, in addition to targeted sessions with Tribal leaders and representatives, the Legislative Education Study Committee 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
- **50+** New Mexican facilitators trained and deployed to engage with communities
- Thousands of recommended actions, including **300+** unique proposals drawn from existing community plans, road maps, and frameworks

The LANL Foundation did not document or analyze any data that was collected, or contribute to the development of the Action Plan. Instead, this role went to WestEd who then worked with PED and LESC to review, compile, and ultimately, produce an Action Plan. The LANL Foundation hopes the data will be made public so that all will be able to learn from the information. We hope to perform our own analysis in an effort to learn how nonprofit entities, foundations, industry, and communities can support our school systems.



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