



Every child in NM has the right to a sufficient and equitable education.

House Bill 516 increases the base budgets of Institutions of Higher Education (IHEs) that have the expertise and tools to respond to the needs of New Mexico’s tribal communities and increase college and career readiness for Native American students. The IHEs will work to develop culturally relevant curriculum community health-needs assessments; indigenous language realization tools; Native teacher recruitment and retention pathways; and social and mental health worker capacity.

The Court ruled that the State has failed to provide Native American students with a constitutionally sufficient education (Yazzie/Martinez Findings of Fact & Conclusions of Law):

“It is important to provide long-term investment and educational opportunities for Native American students, because they will be the future leaders of their tribal communities.” (p. 133)

“New Mexico’s Native American students share a legacy of historical trauma and a set of well-recognized, but chronically unmet educational needs. It is important to be knowledgeable of this legacy so as to appreciate the need to meet the requirements of the [New Mexico Indian Education Act].” (p. 134)

“Only 2 percent of all teachers in the state are Native American.” “It is important for Native American English Learners (NAEL) to have Native American teachers because they have the ability to relate to and interact with NAEL students effectively, to serve as English proficient models to students, and are likely to remain employed at the school.” (p. 80, 81).

“Defendants acknowledge that Native American ELL students have special linguistic needs.” (p. 121)

- **IHEs play a critical role in building the capacity of teachers, administrators, and community health and social workers.**
- **New Mexico is currently facing shortages of educators and social workers. Without IHEs, there can be no long-term solutions to address these shortages.**
- **Native American students have not received a sufficient education that is culturally and linguistically responsive to Native communities.**

University of New Mexico

- **College of Education:** to identify priorities and develop programs and educational supports to address the educational needs of tribal communities, including: building an inventory of Native language materials and curriculum; recruiting and retaining indigenous-bilingual faculty; establishing an Elementary and Special Education dual licensure program in Gallup; and building mechanisms to increase UNM’s Indigenous student enrollments; \$4.01 million.
- **Native American Studies Program:** to develop indigenous studies program and curriculum to be used in majority indigenous public middle and high schools. \$929,000
- **School of Medicine:** to invest in the development of diverse community health teams to identify and document the comprehensive behavioral and mental health issues of Native American children and developing response priorities; developing policies to help guide community-based health programs that focus on prevention and intervention of suicide. \$1.0 million.

“While there are a few projects that have integrated Native American knowledge into the curriculum, there is little evidence that this knowledge is being integrated into the curriculum generally.” (p. 127)

“Defendants have failed to provide sufficient resources for counselors, social workers, and other non-instructional staff that is all students, especially at-risk students, need to succeed.” (p. 65)

“Defendants have failed to recognize its own duty to provide for the study, development, and implementation of effective educational systems for Native American students. Defendants have not developed any educational systems that are specifically targeted at improving the success of Native American students.” (p. 580)

- **School of Law:** to develop a tribal education policy template, including developing protocols and processes, which establish the accountability framework for public schools and tribes to use in academic planning and disciplinary outcomes. \$393,000

- **School of Architecture:** to plan and design a community-based and education-support infrastructure within tribal communities. \$725,000

- **American Indian Student Services:** to recruit and retain students, develop summer bridge programs and provide academic, cultural, and financial advisement. \$946,000

New Mexico Highlands University

- **Ben Ray Lujan Leadership Institute:** to plan and design an indigenous, community-based model that provides for an educationally conducive environment. \$625,000

- **Center for Education and Study Diverse Populations (CESDP):** to provide systemic and sustained professional learning for teachers and

administrators in: culturally responsive teaching, English language learning instruction and strategies, literacy and math, common core state standards, English language development standards. \$775,000

- **School of School Work Institute:** to increase the number of Native American social workers. \$250,000
- **American Indian Student Support Services:** for student support, academic and financial advisement, student retention internships. \$250,000

New Mexico State University

- **College of Education:** to develop a comprehensive teacher program that responds to the needs of indigenous communities in southern and western New Mexico. \$337,000

This legislation is part of the **Platform for Action** developed by the **plaintiffs in the sufficiency lawsuit, the Transform Education NM coalition, and hundreds of education and community leaders** including educators, parents, tribal leaders, experts and researchers. For information about this bill, contact Tom Sullivan at (505) 330-2600 or Christopher Sanchez, Attorney at NM Center on Law and Poverty, (505) 255-2840, christopher@nmpovertylaw.org.

Transform Education NM

Platform for Action

To transform education for our students and meet the constitutional mandates of the Yazzie/Martinez education ruling, a Platform of Proposed Remedies was developed by the plaintiffs in the Yazzie lawsuit, the Transform Education NM coalition, and hundreds of education and community leaders including educators, parents, tribal leaders, and experts.

Find the full platform at: <https://transformeducationnm.org/our-platform/>



The platform is endorsed by Transform Education NM: New Mexico Center on Law and Poverty, College Horizons, Dual Language Education of NM, Native American Community Academy (NACA), NACA Inspired School Network (NISN), Learning Alliance NM, AFT-NM, National Education Association NM (NEA-NM), NM School Boards Association, New Mexico Association for Bilingual Education (NMABE), New Mexico Voices for Children, Keres Learning Center, Coalition for the Majority, Native American Budget & Policy Institute (NABPI), New Mexico Education Action Alliance, CHI St. Joseph's, NGAGE NM, NM Dream Team/United We Dream, Southwest Organizing Project (SWOP), The Santa Fe Indian School Leadership Institute, The Sun Project, and current and former superintendents of school districts and plaintiff school districts (Cuba Independent School District, Gallup-McKinley County Schools, Lake Arthur Public Schools, Moriarty Egewood School District, Rio Rancho Public Schools, Santa Fe Public Schools).