

New Mexico Public Education Department Needs Your Input!

You're invited to participate in a series of regional community meetings to help shape the state's education plan in response to the Yazzie/Martinez court ruling.

Your voice is critical to creating a fair and equitable education system for all students.

ATTEND A MEETING NEAR YOU IN AUGUST 2025:

All meetings are **4:00 PM to 7:00 PM**. Meetings are **FREE** and include **childcare, meals, and translation services**. Come as you are and speak from your experiences.

August 5:  **Farmington: Sycamore Park Community Center**
1051 Sycamore St. Farmington, NM 87401

August 5:  **Española: Northern New Mexico College**
921 Paseo de Oñate Española, NM 87532

August 5:  **Las Cruces: Convention Center**
680 E. University Ave. Las Cruces, NM 88001

August 6:  **Raton: High School Cafeteria**
1535 Tiger Circle Raton, NM 87740

August 7:  **Santa Fe: The Lodge at Santa Fe**
750 N. Saint Francis Drive Santa Fe, NM 87501


August 7:  **Mescalero: Inn of the Mountain Gods**
287 Carrizo Canyon Road Mescalero, NM 88340

August 7:  **Clovis: Clovis Civic Center**
801 Schepps Blvd. Clovis, NM 88101

August 14:  **Zuni: Wellness Center**
31 Pincion St. Zuni Pueblo, NM 87327

August 14:  **Carlsbad: Southeast New Mexico College**
1500 University Drive Carlsbad, NM 88220

August 14:  **Silver City: Grant County Veterans Memorial Business & Conf. Center**
3031 US-180 E. Silver City, NM 88061

August 20:  **Albuquerque: Embassy Suites**
1000 Woodward Place NE. Albuquerque, NM 87102

August 26:  **Virtual Meeting**



Scan here to register,
learn more, & share input
through a digital survey!

Register now to attend! Help build an education plan that truly meets the needs of our students:
www.survey.alchemer.com/s3/8382426/Martinez-Yazzie-Call-to-Action

Your voice matters—be part of the change!



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TIMELINE

2018 Court Rules in Favor of Students

- In Yazzie/Martinez, the court ruled that New Mexico is violating students' rights to a quality education—especially Native students, English learners, students with disabilities, and students from economically disadvantaged households.

2019–2020 Community Advocacy Grows

- Families, educators, and advocates demand that the state honor its commitments to education equity under the Indian Education Act, Bilingual Multicultural Education Act, Hispanic Education Act, and Black Education Act.
- The state promises reforms—but with no clear plan to deliver results.

2020 – 2021 – Families Demand Digital Access

- Plaintiffs file a motion after students in rural, tribal, and low income households were denied internet, devices, and tech support during remote learning.
- The court sides with families again, ordering immediate access to technology.

2022–2023 Over \$1 Billion Spent, Still No Plan & No Results

- Over \$1 billion spent in education, still no statewide implementation plan to fix root issues.
- Revolving door at Public Education Department (PED)
- Little to no Tribal consultation. Communities are still shut out of decisions.

2024 – Plaintiffs Return to Court Over State's Noncompliance

- The state has failed to meet its obligations set by the court.
- Community leaders, parents, and advocates call for the court to enforce its ruling and provide a real, enforceable plan to support students' rights to an equitable education.

April 29, 2024 – Another Major Court Victory for Students & Families

- The judge ruled in favor of the plaintiffs again—ordering the state to create a real, community-driven education plan.
- This landmark win affirms what families, educators, and Tribal leaders have long been calling for: solutions shaped by those closest to the students and schools.

August 2025 – State Launches Community Input Sessions

- The court ordered the state to develop a new Remedial Action Plan, with input from families, educators, and Tribal leaders.
- **After years of community-led advocacy and calls for collaboration, the state is now required to listen to and include community leadership and expertise and holding public input meetings to shape the plan.**



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WHY THESE MEETINGS MATTER

What is the Yazzie/Martinez case?

- The Yazzie/Martinez case is a landmark education lawsuit that challenged New Mexico's Public Education Department for failing to provide a sufficient and equitable public education—**especially for Native students, English learners, students with disabilities, and students from low-income families.** In 2018, the court ruled that the state was violating students' constitutional rights.

What did the court say?

- The court agreed that **New Mexico was not meeting its constitutional duty to provide a uniform and sufficient education system** and found that the state was failing to provide students with basic necessities—qualified teachers, culturally relevant curricula and materials, professionals to support their health and well-being, and much more. These systemic failures especially harmed Native students, English learners, students with disabilities, and students from low-income families. **In 2019, the state was ordered to fix the broken education system.**

Why are these meetings happening now?

- As of April 2025, **the state is finally required by law to develop a real, enforceable 5-year plan to address these systemic failures.** These regional meetings are the first time the state is asking communities directly for input. **Your voice is critical**—this is your chance to help shape an education plan that truly meets students' needs!

What's at stake? What could real change look like?

- This is a once-in-a-generation chance to *transform public education*—grounded in equity, culture, and community wisdom! Real change could mean **more language and cultural programs, better-funded schools, safe buildings, relevant and project/community based curricula, and social services and mental health support** for every student to succeed.

Want to learn more?

- For more on the court order, the plaintiffs' 9 components, and a short video explainer, visit:
nmpovertylaw.org/nmclp_resources/ym-education-action-plan-order



Scan here!



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BUILDING ON COMMUNITY LEADERSHIP: TRIBAL & COMMUNITY FRAMEWORKS TO KNOW

The state's planning process must build on years of community-led efforts, including the **Tribal Remedy Framework (TRF)** and the **Transform Education NM (TENM) Platform for Action and the Freedom to Dream Report**. These frameworks reflect the deep vision and specific demands from Tribal leaders, educators, youth and advocates for a truly equitable education system and must be included in the state's education plan for New Mexico.

When you participate in the planning meetings, consider bringing insights from these efforts — your experiences and community knowledge are vital to ensure the plan reflects real needs, not just policy language. **Your contributions are important!**

Suggested talking points to bring to the meeting:

- Share how your community has **engaged with, contributed to, or been impacted by** the TRF or TENM's platform or report.
- **Describe specific challenges or successes** related to culturally responsive education, language preservation, or Tribal self-determination in public schools.
- Speak to gaps in current education services based on **your lived experience**.
- Highlight what **support systems or programs have worked well in your community** and that should be replicated with sufficient and sustained funding.
- Emphasize the importance of **meaningful Tribal consultation and leadership** in the education plan

Learn more about these community-led visions:

- Tribal Remedy Framework → tribaleducationalalliance.org
- Platform for Action & Freedom to Dream Report → transformeducationnm.org



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WHAT TO EXPECT AT THE MEETING

These community meetings are designed to hear directly from families, educators, students, community members and leaders.

You can expect:

- Breakout tables or topic stations where you can share ideas and experiences
- Surveys and sticky notes to write what's working—or not—at your school
- Facilitators to guide conversations and gather your feedback

Sample topics to name in the breakout sessions:

- What students are learning (curriculum)
- School buildings and safety
- Teacher quality, support, and training to serve diverse learners
- Access to technology and reliable internet
- Mental health and behavioral health support
- Support for multi-cultural and linguistic and inclusive programs, services, and support

Reminder: Your voice matters. These meetings are part of a legal response to a court order. The state must listen—and must take action based on what communities share.



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THE STUDENTS AT THE CENTER OF THE CASE

Four student groups were named in the Yazzie/Martinez case because the state was not meeting their needs:

Native students

Students from Tribal communities deserve education that honors their languages, cultures, histories, and sovereignty. This includes meaningful Tribal consultation by school districts, fully funded Native language programs, curriculum created by and for Native peoples, teachers trained to teach that curriculum, and more Native educators in the classrooms.

English language learners

Multilingual students need strong bilingual education, English language support, and access to rigorous, grade-level instruction—not watered-down content. Schools also need more bilingual, TESOL-certified, and Native language teachers to meet these students' needs.

Students with disabilities

Students receiving special education services must have Individualized Education Plans (IEPs) and funding to support their specific needs such as assistive technology, inclusive classrooms, and staff who are trained and supported to meet their needs.

Students from low-income families

Students from economically disadvantaged households need safe schools, transportation, access to healthy meals, supplies, and qualified educators, social workers, counselors, and mental and behavioral health services—no matter their zip code.

Black students

While not one of the four groups named in the original case, the plaintiffs have since asked the court to explicitly include protections for Black students under New Mexico's **Black Education Act**, passed in 2021. That law guarantees culturally responsive education, anti-racism training for educators, and a focus on the unique needs and experiences of Black students. Real equity in education must include Black students too.



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THE PLAINTIFFS' 9 COMPONENTS FOR A REAL PLAN

To comply with the court and serve all students, any state plan must include these 9 essential building blocks. Here they are summarized:

1. **Qualified, well-supported educators:** Teachers must be trained, certified, and supported to meet all students' needs.
2. **Culturally and linguistically relevant curriculum:** What students learn should reflect their histories, identities, and languages.
3. **Academic, mental, and behavioral health support staff:** Every school needs counselors, social workers, and other specialists to support learning, wellness, and belonging—not just teachers.
4. **Meaningful collaboration with Tribes and communities:** Decisions about schools must include input from Tribal Nations and local communities.
5. **Robust data and accountability:** The state must track progress and be transparent about what's working—and what's not.
6. **Up-to-date school facilities:** Students need safe, clean, modern classrooms with working heat, plumbing, and security.
7. **Internet access and tech devices:** Students must have reliable access to learning technology both at school and at home.
8. **Strong state oversight:** The state must make sure that local districts are following the plan and improving outcomes.
9. **Dedicated, sustainable funding:** Education improvements require long-term, stable investments—not just short-term grants. The state must fully implement and fund its own education laws (like the IEA, HEA, BMEA, and BEA) and ensure that resources are targeted to the students at the heart of the Yazzie/Martinez case.

Which components does your school need most urgently?



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PROMPTS TO REFLECT ON BEFORE THE MEETING

Use these to prepare your thoughts—they won't all be asked at the meeting, but they can help you speak from your experience:

- What are the biggest barriers students face in your school or community?
- What would culturally relevant education look like for your child?
- What supports do students in your community still need?
- Since the court ruling, what has changed—and what hasn't?
- What would a thriving public school feel like to you?
- What are your hopes and dreams for your child in school and after they graduate?

Consider these:

- Which of these student groups are part of your family, school, or community?
- What does it look like when these students are truly supported?
- Have you seen your community's languages, cultures, and stories reflected in classrooms?
- Which student groups are often left out of local conversations?
- What does it mean to educate students with dignity and respect?

Go deeper:

- What does "culturally and linguistically relevant education" mean in your community?
- What do Native students still need where you live?
- What barriers do multilingual students face in your schools?
- How can schools better include students with disabilities?
- What supports are most urgent for families facing poverty or housing insecurity?
- How should schools fulfill the promises of the Black Education Act?

Finish these sentences:

- "If the state's new education plan truly centered students like mine, it would include..."
- "My message to the Public Education Department about what our kids need is..."
- "Here's how I know when a school is working for our children:"
- "A school that respects our culture and language looks like..."
- "Students learn best when..."
- "The support my child needs to succeed is..."
- "To make schools safe and welcoming, they should..."



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READY TO SPEAK UP AT YOUR MEETING? HERE'S HOW TO GROUND YOUR MESSAGE:

Tips for speaking out:

- **Keep it real and local.** Explain what's happening in your school or community.
- **Speak from strength.** Share what your child can do with the right support.
- **Avoid negative framing.** Talk about what's missing from the system, not what's missing from our children.
- **Focus on student engagement.** What helps your child feel connected and excited to learn?

Messages you can use or make your own:

- **All students can thrive — if schools reflect who they are**
 - "My kid learns best when their language, culture, and learning style are part of the classroom."
- **Too many kids are being left out, not lifted up**
 - "When students miss school or stop caring, it's usually because something's not working for them."
- **Our schools need programs built around real needs**
 - "I want more support for special ed, inclusive classrooms, and teaching that connects to who my child is."
- **Wellbeing isn't extra — it's the foundation**
 - "If our kids feel safe and respected, they can show up and learn. That should be the starting point."
- **Stop pushing kids out**
 - "Things like shortened days or suspensions hurt more than help — especially for students with disabilities."
- **What works in my community might look different — and that's okay**
 - "Our schools should reflect our region's strengths, culture, and families."
- **Strong schools need strong, supported educators**
 - "Teachers need training and resources to connect with all students — especially when it comes to culture, language, and special education."
- **Students are already telling us what they need — are we listening?**
 - "Their voices should shape the plan."



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