



LWVNM Education Position Update 2021 Study Guide with Terms and References

Introduction

The League of Women Voters of New Mexico (LWVNM) support the New Mexico constitutional requirement (January 21, 1922, Article XII, Sec. 1) of “A uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state shall be established and maintained.” In July 2018, the First Judicial District Court of New Mexico found that the state failed to provide a sufficient education for “children living in poverty, English language learners, Native American students, and children with disabilities” (Yazzie/Martinez consolidated lawsuit). The revised LWVNM Education Position includes educational principles mandated by the Court for constitutional compliance. It also reflects the League’s Diversity, Equity, and Inclusion policy and its belief that federal, state, and local governments have “the responsibility to provide an equitable, quality public education for all children Pre-K through Grade 12. A quality public education is essential for a strong, viable, and sustainable democratic society and is a civil right.” <https://www.lwv.org/impact-issues>

In late spring 2020, LWVNM submitted an advocacy statement urging the governor, legislature, and secretary of education to withdraw their motion for dismissal of court oversight. This advocacy statement was sent as an op-ed to New Mexico’s major newspapers. When the Court reviewed compliance by the Public Education Department (PED) shortly thereafter, it continued oversight and ordered the state to make greater efforts to address inequities and deficiencies.

NM Legislative Briefs, Hearing, Policies

Legislative Finance Committee, FY22 Priorities

“Funding for public schools represents approximately 46 percent of total general fund appropriations – the largest category of state spending in New Mexico. In FY20, the Legislature appropriated \$3.25 billion, an increase of \$448.2 million, or 16 percent, over the prior year for public education. Despite a 25 percent drop in projected revenue, the Legislature grew funding in FY21 by almost 1.4 percent, and over 4 percent with the addition of federal stimulus funds. Legislative and executive education reforms have focused on: 1) supporting high quality teaching and effective school leadership; 2) expanded learning opportunities, particularly for at-risk students; 3) implementation of high quality, cultural and linguistically relevant curriculum; and 4) ensuring effective accountability systems for better student outcomes. Significant learning losses due to the COVID-19 public health emergency, which required closure of schools and only a partial reopening the next school year, put recent gains in districts’ student achievement at risk. Resolution for the education sufficiency lawsuits and local schools ability to effectively use the new resources to support improved student achievement remain an ongoing concern. In addition, the Legislature should continue to monitor implementation of educational reforms in response to the Yazzie-Martinez lawsuit requiring practice or administrative changes by local

schools, PED and education preparation programs, including ensuring compliance with state and federal law for the Indian Education Act, Bilingual Multicultural Act and use of at-risk student funding.” Legislative Finance Committee Hearing, October 28, 2020

LESC: Public Education Reform Fund Uses and Projected FY21 Year-End Balance, December 16, 2020

In 2019, the Legislature created the public education reform fund to allow the Legislature to direct funding to evidence-based public education programs that address the concerns in the *Martinez-Yazzie* lawsuit.

The fund is subject to legislative appropriation and may be used for evidence-based public education initiatives related to:

- *High-quality teaching and school leadership,
- *Extended learning opportunities for students,
- *Educational interventions for at-risk students,

For FY21, after solvency reductions enacted during the June 2020 special session, the Legislature appropriated \$24.6 million from the public education reform fund to PED. p. 25

.....

The updated LWVNM Education position reflects these changes in law and legislative policy and funding recommendations to comply with court mandates and create a quality education system in New Mexico. Wording in our current position regarding the head of the Public Education Department needed to reflect the constitutional change that voters approved in 2003. Enabling legislation limited decision-making authority of the Public Education Commission, allowing it only to recommend authorizations of state charter schools, about half of the total of NM’s charter schools. Numerous attempts to restore some of the powers of the NM School Board have failed, but legislative studies and experts continue to recommend legislation to create an advisory commission to assist the PED in improving educational outcomes and compliance with Yazzie/Martinez.

LWVNM Education Position 2019: “*LWVNM believes that a regionally elected State Board of Education should be responsible for appointing a Superintendent of Public Instruction and directing education policy, regulation, and finances.*” New Mexico no longer has a State Board of Education or a Superintendent of Public Instruction. The New Mexico Legislative Education Study Committee recommends a State education commission to advise on education policy, regulations, and finances.

Resources from Other Leagues

LWVUS Impact on Issues 2020-22, p. 121. “Quality Education: The 1974-76 LWVUS Program included the phrase ‘equal access to quality education,’ reflecting League recognition that ‘equality’ and ‘quality’ are inseparable. However, LWVUS has never undertaken a process for determining a common League definition of quality education that could serve as a basis for action nationwide. Therefore, when the definition of quality is a key factor in a state or local community, a local or state League must conduct its own study rather than relying on the LWVUS position to take action.” <https://www.lwv.org/impact-issues>

League of Women Voters of South San Mateo County (LWVSSMC). (2000). “Quality Multicultural Education: It incorporates diverse concepts from different ethnic groups and cultures into a variety of subjects in the classroom. It creates an educational environment that challenges each student to achieve his/her full potential, that ensure the development of human dignity, and that develops respect for individuals.” <https://my.lwv.org/california/south-san-mateo-county/position/education-k-12-quality-multicultural-education>

LWV Southern NM, Education (Updated 2016)

While the League supports specific strategies aimed at giving all students the greatest possible academic success, the League also supports identifying and adopting effective education policy at the most fundamental organizational level: The State Constitution, the public education department, State statute and State code. These elements impact all public schools. <https://www.lwvsnm.org/local-league-positions-revised-2020-12-14/>

Oakes, Jeannie and Carmen Gonzales. (2020, September 23). *Improving education, the New Mexico way*. New Mexico Legislative Education Study Committee. Retrieved 12-11-2020 from <https://www.nmlegis.gov/handouts/ALESC%20092320%20Item%203%20.1%20-%20Improving%20Educ%20NM%20Way%20-%20Evidence%20Based%20-%20LPI.pdfm>

Five fundamental elements of high quality education system: •Meaningful 21st century learning goals •Knowledgeable and skillful educators • Integrated supports for students in high-poverty schools • High-quality early learning opportunities. • Adequate and equitable funding. Evidence from science of learning and development: Learning is supported by: Positive school climate; Social and emotional development; Productive instructional (learning) strategies; Systems of support.

Nieto, Sonia. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th edition). NY: Pearson, p. 436. Multicultural education defined: A process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. Multicultural education permeates the schools’ curriculum and instructional strategies, as well as the interactions among teachers, students, families, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action as a basis for social change, multicultural education promotes democratic principles of social justice.

Rudiger, Anja. (2020, December). *Pathways to education sovereignty: Taking a stand for Native children*. Santa Fe, NM: Leadership Institute and New Mexico Center on Law and Poverty. https://nabpi.unm.edu/assets/documents/tea-summary_report.pdf Tribal Remedy Framework: •Share responsibility and increase tribal control over the schooling of Native children (elevate role and build capacity of Tribal Education Departments [TEDs]. Share public education resources and funding equitably. Formalize collaboration between Tribes and school districts & provide technical assistance centers for TEDs and schools.). • Community-based education, created by and centered within tribal communities: Invest in tribal libraries and extend learning

time. Invest in early education programs developed and delivered by tribal communities. Increase capacity to deliver integrated student support services.) • A balanced, culturally and linguistically relevant education: Develop policies to address institutional racism and justice models. Establish Indigenous curriculum development centers with language programs. Invest and provide pay equity for Native teachers, educational leaders, and staff with tuition waivers for tribal students.)

Ladson-Billings, Gloria. (2014). Culturally relevant pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*; Spring 2014: 84, 1, pp. 74-135. Ladson-Billings began work on culturally relevant pedagogy about 1990 with the intent to improve teacher education to prepare teachers to include an appreciation of their students' assets in urban classrooms, she observed teachers who were successful in selected schools. The structure of the successful teachers involved developing academic success, cultural competence, and sociopolitical consciousness (ability to apply knowledge and skills beyond the classroom into real-world problems). In 2015 with what seemed like a static conception of "culturally relevant," there was transition to "culturally sustaining pedagogy." The sociopolitical dimensions were being omitted; real-world issues were not being discussed and were an essential component. Another term for culturally responsive pedagogy became "culturally revitalizing pedagogy," which included revitalizing languages as a part of "plurilingual educational spaces."

Oakes, Jeannie, Anna Maier, and Julia Daniel. (2017, June). *Community schools: An evidence-based strategy for equitable school improvement*. National Education Policy Center; Learning Policy Institute. The four pillars/features are • Integrated student supports. • Expanded learning time and opportunities • Family and community engagement. • Collaborative leadership and practices. The authors concluded from their review that the evidence base on well-implemented community schools and their component features provides a strong warrant for their potential contribution to school improvement.

1. Teachers, Administrators, and Staff

LWVSSMC California Education K-12 & Quality Multicultural Education Position.
<https://my.lwv.org/california/south-san-mateo-county/position/education-k-12-quality-multicultural-education>

I. School Accountability Through Program Evaluation: An opportunity for teachers, administrators, staff and community members to understand the evaluation process and work together to determine how to improve educational quality. Utilization of in-service courses, workshops, consultants, and opportunities for conferring with colleagues to plan and exchange ideas to improve the quality of teaching.

**

KnowledgeWorks and the Council of Chief State School Officers (2020). Educator Competencies for Personalized, Learner-Centered Teaching: Revised 2020. Cincinnati, OH: KnowledgeWorks. Educator Competencies employ "personalized, learner-centered" approaches that build • Focus on the individual learner's needs and interests, regardless of age. • Are

mindful of the social aspects of learning. • Encourage learner agency. • Seek to establish equitable outcomes in education. The competencies are organized into four domains: Intrapersonal (reflect), interpersonal (relate), cognitive (know), and instructional (do). There are several themes that cut across the competencies: Equity and inclusion, foundational competences, social and emotional learning, and remote learning.

2. Early Childhood Education

League of Women Voters of Oregon (LWVOR). (2016). Issues for Action 2016: Early Childhood Education. p. 135. <https://lwvor.org/wp-content/uploads/2015/12/Issues-for-Action-November-2016-for-WEB-TOC.pdf> “The League of Women Voters of Oregon believes that the early years of a child's life are crucial in building the foundation for educational attainment and greatly impact success or failure in later life. Early intervention and prevention measures are effective in helping children reach their full potential. The League supports policies, programs, and funding at all levels of the community and government that promote the well-being, encourage the full development, and ensure the safety of all children. These include: • Nutrition and food access for vulnerable children and families • Access to affordable, safe, and stable housing • Early screening (physical, dental, mental, and behavioral) for all children; early prenatal care and ongoing health care for children (physical, mental, dental) • Access to affordable, quality child care (see LWVOR Child Care position) Access to early literacy and pre-school programs, including but not limited to Early Head Start and Head Start • Programs for mental health and addictions treatment for parents • Family support, including but not limited to home visiting, parenting classes, and family relief nurseries • Comprehensive services for children with developmental and cognitive disabilities • Use of evidence-based practices in child welfare and foster care • Programs to reduce poverty by providing parents with assistance in job training and education Policies and legislation to reduce racial or ethnic minority status inequities. The League of Women Voters of Oregon believes that governments, at all levels, have a responsibility to oversee and coordinate a comprehensive network of services to maximize children's readiness to be successful in school while optimizing available resources.”

LWV Southern NM, Education (Updated 2016)

Early Childhood Education and Community and Parent Involvement:

Collaboration among a broad base of community organizations, social service agencies, and the local school system to provide parents with programs to assist their children from birth to age 5 in acquiring the language experiences that prepare them for success in kindergarten and beyond.

Programs that encourage increased parental involvement in the education of their children that are welcoming and inclusive of parents from economically disadvantaged families.

<https://www.lwvsnm.org/local-league-positions-revised-2020-12-14/>

3. K-12 Education

Swadener, Beth Blue. (2010). “At Risk” or “At Promise?” From deficit constructions of the “other childhood” to possibilities for authentic alliances with children and families.

International Critical Childhood Policy Studies. 3(1) 7-29. Swadener focuses the effects language of oppression and social exclusions has on policy and practice. She looks as how

“success stories” interrupt “risk rhetoric.” In calling for an "at promise" view of all children and families, we (Swadener & Niles, 1991; Swadener & Lubeck, 1995) have not intended to play a semantic substitution game of trading the "at-risk" (of failure) label for an "at promise" (of success) one. Rather, we would encourage everyone working with children and families to look for and build upon the promise in all children and to concentrate valuable energies and resources on building on these strengths while addressing the many structural and environmental factors that have been argued to place many children "at risk."

Some educators substitute the term “Students At Promise” for the term “Students At Risk.” Swadener encouraged everyone working with children and families to look for and build upon the promise of success in all children, while building on their strengths. The LWVNM Education Committee intends to use language from an assets’ perspective rather than from a deficits’ perspective in the Education Position.

Oakes, Jeannie, et al. (2020, September). *Improving education, the New Mexico way: Summary report*. Learning Policy Institute, pp. 6-7. Meaningful 21st-Century Learning Goals: • Improve students’ opportunities to develop high-level cognitive skills in the core academic disciplines by engaging in critical and creative thinking as they investigate scientific, social/historical, literary, artistic, and mathematical questions. • Implement culturally and linguistically responsive curriculum and instruction, recognizing that students’ learning must be grounded in their prior experiences, cultural knowledge, and linguistic background. • Build social and emotional learning into the curriculum to help students develop self-regulation, collaboration, problem-solving, conflict resolution, perseverance, and resilience – skills that are also essential in 21st-century life and increasingly demanded by employers. • Develop high school pathways that integrate college and career preparation to make high school more engaging and relevant.

Oakes, Jeannie, et al. (2020, September). *Improving education, the New Mexico way: Summary report*. Learning Policy Institute, p. 9. Steps for meaningful learning goals: • Continue and expand efforts to close the digital divide by investing in computers and connectivity for students and professional learning for teachers • Establish a state online hub that provides access to resources for high-quality curriculum, instruction, and assessment in the disciplines that support deeper learning, are culturally and linguistically responsive, are trauma- and healing-informed, and are designed for both remote learning and reconfigured instruction as schools reopen. This should include dual-language programs, as well as curricula developed collaboratively with Native experts.

LWV Southern NM, Education (Updated 2016)
Innovative Practices for Student Success:

Project-based learning focused on developing critical thinking and problem solving skills of students as well as the use of technology for self-paced learning.

The engagement of local businesses in formalizing one-on-one relationships through partnerships with individual schools that benefit student preparation for the workforce.

Business initiatives that offer incentives to encourage students to develop career skills, graduate from high school, and seek work schedules that support student attendance at school.

<https://www.lwvsnm.org/local-league-positions-revised-2020-12-14/>

4. Promoting Continuous Improvement in Learning

LWVSSMC. (2000).

Oakes, et al. 2020. pp. 10-13. Knowledgeable and Skillful Educators. Smart recruitment to boost teacher supply of well-qualified diverse teachers. Stable retention by providing strong preparation, support, mentoring, and competitive compensation. Greater effectiveness with stronger preservice preparation and ongoing professional development.

5. Postsecondary Education

League of Women Voters of Colorado (LWVCO). *2019-2021 LWVCO Positions for Action*. Higher Education Position (2007), pp. 73-6. (concurrency statements)

https://www.lwvcolorado.org/content.aspx?page_id=22&club_id=314195&module_id=353139

6. Community Involvement

Language has been clarified from the LWVNM Education Position 2019.

LWVUS Impact on Issues 2018-2020, pp. 73-4. • Expanded opportunities in apprenticeship and on-the-job training programs. • Federal financial aid to help needy students remain in high school and to take advantage of post-high school training and education. • A federal clearing house for the exchange of information on solutions communities have found to be problems of integration in employment, education, and housing.

7. Charter Schools

Four items listed in the *Charter School Regulation* section of the 2019 Education Position adopted in 2016 have been rewritten more concisely and information added to paragraph one of this new section seven.

8. Funding of Education

Online, hybrid, and remote learning should address the same elements as high-quality traditional schools and enhance learning opportunities. Additional funding is needed for internet services, educator training, and student support with distance learning.

The state's economy benefits from having an educated workforce. Collaborative programs between higher education and high schools, including dual credit, should be adequately funded. Scholarships are essential because most low-income students would never be able to obtain degrees and certificates without the assistance.

Key Education Terms

Commission - According to the National Conference of State Legislatures, a “committee” operates as a means of internal regulation of legislators by the Legislature, while a “commission” serves as an external review process. Committees normally consist of legislators, while legislators do not serve on commissions in most states.

<https://www.ncsl.org/research/ethics/committees-amp-commissions-whats-the-differenc.aspx>

Educator – An educator is someone who studies and is prepared to inspire curiosity and learning for self and others. In schools and educational settings, this includes teachers, administrators, and staff who understand and use effective processes of learning. An educator uses strategies that support students finding equitable access to resources and facilitates the process of learning in a variety of settings. An educator is a leader in learning and teaching.

Equity – Equity is an approach based in fairness to ensuring everyone is given equal opportunity; this means that resources may be divided and shared unequally to make sure that each person has a fair chance to succeed. Equity is different from equality by recognizing-- not ignoring or suppressing-- individual differences. Educational equity means that every student has access to full and fair opportunities and resources to succeed in life.

Culturally and Linguistically Responsive Learning (CLRL) – This term describes the use of students' personal and cultural assets, strengths, and experiences to create inclusive and equitable curricula and learning environments. The students' “funds of knowledge” include their home and community resources.

Bilingualism and Bilingual Education (BE) – Bilingualism is an individual characteristic that involves varying degrees of competency from minimum ability to complete fluency in more than one language. Bilingual education is the use of two languages as a method of learning for children in part or all of the school curriculum. It is also called “dual language education.” Second language acquisition is a “two-way” bridge where learners achieve ability to move back and forth between the “mother tongue” and another language.

Social and Emotional Learning (SEL) – This term is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions, using tools to help people be resilient. Learning is social and emotional. (Collaborative for Academic, Social, and Emotional Learning - CASEL)

Multicultural and Multilingual Education – A process of comprehensive school reform and basic education for all students. It permeates the schools' curriculum and learning strategies, as well as the interactions among teachers, students, families, and the very way that schools conceptualize the nature of teaching and learning. There are different levels of multicultural education

(tolerance, acceptance, respect, and affirmation). At the highest level, it may integrate CLRL, BE, and SEL. It promotes democratic principles of social justice. Multilingual education begins with the heritage language first and transitions to additional languages. It involves the community creating their own curricula with peer-mentorship and sharing knowledge about society. Equipping students with world language skills provides appreciation and engagement with diverse cultures and heritages found locally and in the world.

Students At-Promise – “Students At-Promise” may be economically disadvantaged, Native American, African American, Latinx, highly mobile, learning English as a non-heritage language, have diverse abilities, or **all** students. The term implies looking upon the promise of success in all children, while building on their strengths.

High Quality, Equitable Education System – Essential elements for a high-quality, equitable education system include: • **Meaningful 21st-Century Learning Goals** (challenging academic content, multicultural and multilingual education, culturally and linguistically responsive practices, project-based learning environments, social and emotional learning, pathways that integrate college and career preparation); • **Knowledgeable and Skillful Educators** (shared leadership policies, data collection, ongoing relevant professional development options for educators including learning technologies); • **Integrated Supports for All Students** (multiple performance based assessments, online learning opportunities and technical assistance, data collection, teamwork, family involvement, community schools); • **High-Quality Early Learning Opportunities** (investments aimed at improving the quality, access, and workforce issues in Early Childhood Education and Care); • **Adequate and Equitable Funding** (funding and resources distributed effectively and equitably to address the first four elements of a high-quality education system).

Community School – Community School – The New Mexico Community Schools Act framework requires successful public school applicants to partner with tribal partners, nonprofit community-based organizations, and local businesses, to provide well-rounded educational opportunities and supports to students and involves their families. A community school organizes resources of a community to ensure student success while addressing needs, including cultural and linguistic needs, of the whole student. The framework has research- and evidence-based strategies and best practices that support students, families and communities to ensure student success. The four pillars of a community school are: 1) Integrated student support, 2) Expanded and extended learning time and opportunities, 3) Active family and community engagement, and 4) Collaborative leadership and practice. Every community school responds to unique local needs and assets; it includes the voices of students, families, and residents. Community schools range from early childhood and voluntary public pre-kindergarten through elementary, middle schools, and high schools.

Shared Leadership - Shared leadership includes the “voices” (opinions, viewpoints, feedback, insights, and wisdom) of students, teachers, parents, and community members in the learning, peer mentoring, leadership capacity, and decisions made by a school for continuous improvement. It abandons top-down, hierarchical systems of school governance.

Digital Divide – A term that refers to the gap between demographics and regions that have access to current information and communications technology, and those that don't or have restricted access. The technology can include telephone, television, personal computers, and the internet.

Digital Learning – An umbrella term that means any type of learning that includes using digital technology. It includes taking courses online, doing internet research, watching online videos, and other digital tools (e.g., smart boards and tablets).

Online and Hybrid Learning – The majority of course work and communication is done through the internet (forums, shared documents, email, chat, etc.) Students and educators come together while working on digital lessons and assessments in an established program. Hybrid learning involves face-to-face interaction as well.

Virtual Learning – A course is taken entirely over the internet, with all course work and communication handled online. It is also called e-learning.

Remote Learning – It is typically linked to emergency situations and provides opportunity for students and teachers to remain connected and engaged with learning while working from their homes. Students and/or teachers are not accustomed to having distance during learning experiences and they expect to return to face-to-face learning. A structure for time, communication, technology, and lesson design is essential.

Loans-For-Service – This type of loan is to increase the number of professionals in areas of the state which have experienced shortages, by making educational loans to students seeking certification/licensure in eligible fields, including medical, health, nursing, nurse educator, and teaching. A condition of the loan is for the student to declare intent to return to New Mexico to practice as a professional in their field of study. For every year of service provided, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties are assessed if the service agreement is not satisfied.

<https://hed.state.nm.us/financial-aid/loan-service-programs>

References

Collaborative for Academic, Social, and Emotional Learning (CASEL) is an Illinois resource with research and effective practices for integrating social and emotional learning in schools. <https://casel.org/>

Courtney, Katherine Ortega and Dominic Cappello. (2017). *Anna, age eight: The data-driven prevention of childhood trauma and maltreatment*. CreateSpace Independent Publishing Platform. (Anna, Age Eight Institute was funded by the New Mexico State Legislature in 2019 to ensure that children, students, and families are “trauma-free” and empowered to succeed. A county model with local solutions: <https://www.annaageeight.org/>)

Houry, Debra E. and James A. Mercy. (2019). *Preventing adverse childhood experiences (ACES): Leveraging the best available evidence*. Atlanta, GA: National Center for Injury

- Prevention and Control, Centers for Disease Control and Prevention.
<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>
- KnowledgeWorks and the Council of Chief State School Officers (2020). *Educator competencies for personalized, learner-centered teaching: Revised 2020*. Cincinnati, OH: KnowledgeWorks.
- Ladson-Billings, Gloria. (2014). Culturally relevant pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*; Spring 2014: 84,1, pp. 74-135.
- League of Women Voters of Colorado (LWVCO). *2019-2021 LWVCO Positions for action: Higher education position* (2007), pp. 73-6.
https://www.lwvcolorado.org/content.aspx?page_id=22&club_id=314195&module_id=353139
- League of Women Voters of New Mexico (LWVNM). (2020, May 29). *Continued court oversight of Yazzie/Martinez needed*. (Op Ed sent to NM Newspapers)
- League of Women Voters of Oregon (LWVOR). (2016). *Issues for action 2016: Early childhood education*. pp. 135-139. <https://lwvor.org/wp-content/uploads/2015/12/Issues-for-Action-November-2016-for-WEB-TOC.pdf>
- League of Women Voters of Southern New Mexico (LWVSNM). (2016). Local League Positions: *Education position, p. 2*. <https://www.lwvsnm.org/local-league-positions-revised-2020-12-14/>
- League of Women Voters of South San Mateo County (LWVSSMC). (2000). *Education K-12 & quality multicultural education*. Retrieved 12-3-2020 from <https://my.lwv.org/california/south-san-mateo-county/position/education-k-12-quality-multicultural-education>
- League of Women Voters of South San Mateo County (LWVSSMC). (1979). *From desegregation to integration: The multicultural approach*. East Palo Alto, CA: UP Press.
- League of Women Voters of the United States. (2018-2020). *Impact on issues 2018-2020: A guide to public policy positions*, pp. 72-6. Retrieved 12-10-2020 from <https://www.lwv.org/impact-issues>
- Legislative Finance Committee. (2020, October 28). *Colleges and the State can rightsize and reimagine higher education through collaboration and reform*.
https://www.nmlegis.gov/Entity/LFC/Documents/Early_Childhood_And_Education/Hearing%20Brief%20%20Rightsizing%20and%20Reimagining%20Higher%20Education%20Oct.%202020.pdf
- Legislative Health and Human Services Committee. (2020, August 21). *New Mexico Early Childhood Education and Care Department: Investing for tomorrow, delivering today*.

- Nieto, Sonia and Patty Bode. (2019, May 10; 4th Edition, 2004; 7th Edition, May 26, 2021). *Affirming diversity: The sociopolitical context of multicultural education* (6th edition). NY: Pearson.
- Oakes, Jeannie and Carmen Gonzales. (2020, September 23). *Improving education the New Mexico way*. New Mexico Legislative Education Study Committee. Retrieved 12-11-2020 from <https://www.nmlegis.gov/handouts/ALESC%20092320%20Item%203%20.1%20-%20Improving%20Educ%20NM%20Way%20-%20Evidence%20Based%20-%20LPI.pdfm>
- Oakes, Jeannie, Anna Maier, and Julia Daniel. (2017, June). *Community schools: An evidence-based strategy for equitable school improvement*. National Education Policy Center; Learning Policy Institute. <https://files.eric.ed.gov/fulltext/ED574713.pdf>
- Rudiger, Anja. (2020, December). *Pathways to education sovereignty: Taking a stand for Native children*. Santa Fe, NM: Leadership Institute and New Mexico Center on Law and Poverty. https://nabpi.unm.edu/assets/documents/tea-summary_report.pdf
- Sallee, Charles. (2020, September). *Improving educational outcomes*. New Mexico Legislative Finance Committee.
- Sallee, Charles and Micaela Fischer. (2020, October). *Public schools: review of FY20 appropriations and budgets*. New Mexico Legislative Finance Committee.
- Schleicher, Andreas. (2018). *World class: How to build a 21st century school system*. Paris: Organisation for Economic Co-Operation and Development Publishing (OECD).
- Swadener, Beth Blue. (2010). “At risk” or “At promise?” From deficit constructions of the “other childhood” to possibilities for authentic alliances with children and families. *International Critical Childhood Policy Studies*. 3(1) 7-29. [Article from the Rethinking Childhood Series book: Diaz-Soto, L. (Ed.). (2000). *The politics of early childhood education*. NY: Peter Lang.] <https://journals.sfu.ca/iccps/index.php/childhoods/article/viewFile/26/23>
- Trujillo, Christine. (2020, January). *Annual report to the second session of the fifty-fourth legislature and data reference guide* (Early Childhood Education). New Mexico Legislative Education Study Committee, pp. 19-24.

League of Women Voters of New Mexico
www.lwvnm.org educ@lwvnm.org
 Meredith Machen and Eileen VanWie, Education Co-Chairs

2-24-2021