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IMPROVING EDUCATION THE NEW MEXICO WAY: AN EVIDENCE-BASED APPROACH

New study from LPI developed to provide road map to help all New Mexico stakeholders focus on short- and long-term improvement as the state recovers from COVID-19 setbacks

In New Mexico, children and young people who face barriers to school success from poverty and cultural marginalization are the norm, not the exception. A year-long study from LPI provides New Mexico policymakers, stakeholders, leaders, and other interested parties with a research perspective on the challenges facing education in the state and identifies evidence-based policies that could build a high-quality, equitable system.

The study is based on original research and national and international studies, which yielded recommendations that are evidence-based, locally informed, and resonant with the goals of New Mexicans. It focuses on five fundamental elements of a high-quality education system: meaningful learning, knowledgeable and skillful educators, integrated student supports, and high-quality early learning opportunities, and adequate and equitably distributed school funding.

The authors find that the state must center the design of its educational system on the diverse needs of its marginalized students and students from low-income families, rather than placing them at the periphery where they might get “special” help. Noting that "this is not short-term work" that can be done within conventional political cycles or by any single entity, the authors developed the report as a road map to help all New Mexico stakeholders focus on long-term improvement as the state recovers from COVID-19 setbacks. For the near term, they also address what can be done without a large infusion of new funds.

The report, which is accompanied by a summary report, is authored by Jeannie Oakes, Daniel Espinoza, Linda Darling-Hammond, Carmen Gonzales, Jennifer DePaoli, Tara Kini, Gary Hoachlander, Dion Burns, Michael Griffith, and Melanie Leung.

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