November 19, 2019

The following voting and advisory members were present: Voting: Chair Christine Trujillo, Vice Chair Mimi Stewart, Senator Candace Gould, and Representatives Alonzo Baldonado, Sheryl Williams Stapleton, and Linda M. Trujillo; Advisory: Senators Gay G. Kernan and Linda M. Lopez, and Representatives Raymundo Lara, Willie D. Madrid, Tomás E. Salazar, and Debra M. Sariñana.


**Governing for Impact: Efforts to Improve School Board Governance.** Ashley Idrees, Ph.D., policy specialist, Education Program, National Conference of State Legislatures (NCSL), provided a national overview on school governance. She indicated school board members typically serve for an average of 8.6 years and the top issues addressed by school boards include student achievement, budget, and teacher quality. Dr. Idrees said school boards also discuss non-urgent topics, such as social issues, non-academic outcomes, and student discipline.

A.J. Crabill, deputy commissioner for governance, Texas Education Agency, said a part of the challenge for school boards is that there is too much focus on inputs rather than outcomes. He said student outcomes will not change until adult behaviors change, indicating that if school boards do not focus on student outcomes, student outcomes will not improve. Mr. Crabill stated there are three key things Lone Star Governance training does for school boards, including providing a specific framework that research indicates leads school boards to focus on student outcomes, providing training that orients school board members to behaviors that help improve student outcomes, and providing coaching that helps school boards collectively adjust their behavior to focus on student outcomes.

Representative Linda Trujillo asked how the state can work with school boards to shift the focus to student outcomes. Mr. Crabill stated school boards are elected locally so they can reflect the values of their community. Each community needs to make the decision to focus on student outcomes and school boards need to be the ones articulating the shift by taking ownership of the student outcome goals. Mr. Crabill indicated that often school boards will have goals about facilities or finance without focusing on student outcomes. Parents can see school board priorities by how the school board spends its time. Mr. Crabill indicated that what happens in the school board room will likely be reflected in the classroom. If the school board is intentionally focused on student outcomes, educators will follow. If teachers are all doing different work and have different values, it is because the school board is failing to set the tone as leaders.

**Principal Pipelines: A Feasible, Affordable, and Effective Way for School Districts to Improve Schools.** Dr. Idrees presented the national landscape on school leadership, noting that great schools have great leaders and schools with great leaders have a multiplier effect. If a teacher is supported by a great leader they are more likely to stay. A quarter of teachers say the number one factor in whether or not they stay at a school is the principal. Dr. Idrees explained the multiplier effect where one school principal can have an effect on 20 effective teachers, which has an effect on 500 students per year. All 50 states have adopted standards to guide preparation
for school leaders; whereas 39 states provide alternative pathways for an initial school leader certification and 38 states require leaders to hold a master’s degree and three years of teaching to qualify for the credential. In New Mexico, candidates must also complete a 180-hour apprenticeship program; not all states require an internship or teaching experience.

Andy Cole, senior consultant at the Wallace Foundation, shared the foundation has focused some of their work on school leadership, finding that investing in leadership is cost-effective and has a high-impact on schools. Since 2011, the foundation has worked with six school districts across the country to build principal pipelines. They found principal supervisors have a significant impact on how principals are developed and on the attention paid to redesigning educator preparation programs to align with the needs of school districts. Mr. Cole noted New Mexico’s size is an asset because there are fewer principals in the state, and supervisors can have a larger impact on the principals they are supervising and developing. Participating school districts that implemented principal pipelines saw increased principal retention, which at a minimum saved $75 thousand per retained principal. The school districts were successful because candidate preparation was adapted to each local school district’s context and needs. Data systems played a significant role in matching principals with school district needs. Mr. Cole shared 90 new school districts will be provided technical support through the Wallace Foundation on this work, including Albuquerque Public Schools. They are excited to see how well this strategy could be expanded in different school districts and perform market research on how they can message the work on a bigger scale.

Representative Salazar asked what data were most relevant to the foundation’s research. Mr. Cole said matching data about the principal candidates' capabilities with data on schools' needs is most impactful. Dr. Idrees added this same concept was discussed at a recent NCSL education chairs meeting, where states discussed implementing leader-tracking systems. Data that is currently being collected needs to be reviewed and analyzed before creating a new data system.

Representative Madrid asked what the starting point would be to implement principal pipeline strategies. Mr. Cole stated that a lack of alignment in systems leads to randomness. He suggested the starting point is to look at how school leaders are being developed and trained. In order to improve preparation states should look at places that have been successful in preparing leaders such as the University of Denver. Mr. Cole highlighted that often principles are hired without seeing them teach. New Mexico is above the curve by requiring teaching experience where other states don’t.

Senator Lopez highlighted the diversity of the students served in New Mexico and how important it is for school leaders to be reflect students in the classroom. Mr. Cole agreed and said that one of the key findings in their work has been that not every principle portfolio is the same, even though they are all trained the same. He added the focus should be on preparing candidates for the variety of schools and diversity of needs in the state.

2020 Teacher of the Year. Mandi Torrez, the New Mexico Public Education Department (NMPED) 2020 teacher of the year and a third-grade teacher at Placitas Elementary School in Bernalillo Public Schools, shared her commitment to the teaching profession and her perspective on how teaching can be improved in the state. During her presentation, she shared her concerns on the achievement gap, a lack of teachers of color that reflect students in classrooms, challenges facing rural schools, and teacher burnout. Ms. Torrez highlighted New Mexico State University’s educator vacancy report, noting teacher vacancies highlighted in the report are caused by various stressors teachers face such as the pressure to provide supplies for their classrooms and students, frequent observations from supervisors, and the feeling of being under constant scrutiny.

Senator Stewart asked Ms. Torrez if she has seen the impact of recent legislative changes, such as increased pay, changes to the school grading system, and a new teacher evaluation system, in the
classroom and if she had any suggestions on where changes need to be made. Ms. Torrez said this was the second pay raise she remembers since becoming a teacher in New Mexico and she is encouraged with the changes to teacher evaluation, stating that teachers are grateful for not being punished for taking days off. She suggested changes to teacher evaluations including less burdensome work for the teacher and more presence from principals in the classroom leading to more constructive feedback. She also suggested changes on how professional development should be administered in the state, noting teachers currently pay for professional development with their own money and they have no choice in what professional development they participate in.

Ms. Torrez stated she purchased culturally responsive materials for her classroom. Senator Kernan expressed concern that money for this purpose is not finding its way to classroom teachers. Representative Linda Trujillo said she has looked into this issue many times and it seems as if the schools have the money. She suggested the Procurement Code may be a barrier to reimbursing individual teachers for their purchases. Chair Trujillo stated it is clear the right materials for multicultural students in the classroom are not being provided. Representative Linda Trujillo agreed, saying curriculum is created for the nation and the only way to get diversity in literature is to get materials from smaller publishing companies. Representative Lara added smaller publishing companies may not be there every year and the state’s six-year adoption cycle creates a challenge for having access to these materials.

Representative Madrid asked about parent accountability and how this impacts what is happening in the classroom. Ms. Torrez explained this is a focus in her classroom and she has seen results through platforms that meet the parents where they are at. She uses an app to share grades with notes on student performance and sends videos home on how she is teaching specific subjects so parents can help their students at home. She said this works, and parents are getting engaged, but there needs to be a system in place to ensure all teachers are using similar strategies.

Senator Gould said she has committed to listening to teachers and asked what the barriers were to getting more teachers of color in the classroom. Ms. Torrez said some of it may be the opportunity to go to college and interest in teaching as a career. She said there needs to be more emphasis on programs like Educators Rising that guide students to the teaching profession. Ms. Torrez noted Mississippi has recently implemented efforts to increase the number of teachers of color in their classrooms.

**Ethnic and Cultural Studies; An Educational Path.** Dr. Irene Vasquez, chair of Chicana and Chicano Studies at the University of New Mexico (UNM), presented on the UNM Ethnic Studies Department and the dual credit college preparation program currently implemented in seven Albuquerque public schools. Dr. Vasquez provided history on the Ethnic Studies Department, which offers focus areas in Africana, Native American, and chicano and chicana studies. The department has received multiple grants in recent years with the aim of diversifying the staff, student population, and curriculum at UNM.

Dr. Vasquez cited national research showing dual credit programs have been correlated with a range of improved academic outcomes, including increases in grade point averages (GPAs), high school graduation rates, college enrollment and retention, and degree attainment. Dr. Vasquez and ethnic studies graduate student Froilan Orozco reported similar improved outcomes among high school students enrolled in the ethnic studies dual credit college preparation program and among college students enrolled in the Ethnic Studies Department. Dr. Vasquez noted that compared with national data on dual credit, the UNM college preparation program is achieving better outcomes and enrolling more underrepresented students. Dr. Vasquez concluded by recommending LESC expand the number of dual credit programs in the state, offer dual credit students additional grade points in line with advanced placement and honors students, and
support data sharing between high schools, community colleges, and universities to effectively track dual credit student outcomes.

Representative Lara expressed his support for expanding funding for dual credit programs in FY20. He asked Dr. Vasquez how culturally relevant the dual credit college preparation curriculum is, to which Dr. Vasquez replied that students in the cohort reported feeling more informed and appreciative of their communities by the end of the program. Chair Trujillo concluded by emphasizing the importance of positive community identity and programs like those offered by the Ethnic Studies Department.

**Lions Crane Reading Program.** Dr. Rachel Boren, director, Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center, College of Education, New Mexico State University (NMSU), began by explaining Lions Crane Reading Program supplements the standard school curriculum to increase student reading proficiency and connect students with vision care if needed. Increasing reading proficiency is the most direct and immediate way to increase academic achievement. Dr. George Mulholland, professor emeritus at NMSU, initiated Lions Crane Reading Program.

David Hooper, New Mexico’s account manager for MindPlay, explained Lions Crane Reading Program uses MindPlay, an interactive online reading program that identifies areas of need and instructs students in those areas. Fifteen schools in New Mexico are using MindPlay in kindergarten through 12th-grade classrooms. Mr. Hooper said studies show MindPlay positively impacts phonics, spelling, reading, and fluency in second through sixth grade. MindPlay is designed to be used 30 minutes a day, four times a week; average student growth is 1.25 grade levels with this usage, but they have also seen averages by school as high as three or four years. Instruction can be given in English and Spanish. Currently, Dr. Boren is analyzing MindPlay data from New Mexico students in the Lions Crane Reading Program. Dr. Boren said initial results are promising, and show classrooms with the highest level of fidelity have the strongest gains overall.

Chair Trujillo asked if Lions Crane Reading Program is seeking legislative support. Dr. Boren said they are not, but it would help to have more funding to continue their program.

**November 20, 2019**


The following voting and advisory members were not present: Voting: Representatives Rebecca Dow and G. Andrés Romero; Advisory: Senator Daniel A. Ivey-Soto, and Representatives Joanne J. Ferrary, Natalie Figueroa, David M. Gallegos, D. Wonda Johnson, Tim D. Lewis, Gabriel Ramos, Patricia Roybal Caballero, and Debra M. Sariñana.

**Building a High-Quality, Equitable, Multicultural Education System: Perspectives from Advocacy and Research.** Edward Tabet-Cubero, member, Transform Education New Mexico (TENM), stated New Mexico has students who are culturally and linguistically diverse experience substantial opportunity gaps. TENM, LESC, the Thornburg Foundation, and the Learning Policy Institute (LPI) share the same goal — closing the achievement gap for students in New Mexico. Given the state’s population, education should look different — it should be based on a multicultural education framework.
Mr. Tabet-Cubero outlined TENM’s 2020 legislative session proposal. Because 57 percent of English learners (ELs) do not have access to a bilingual multicultural education program, teachers should be provided culturally and linguistically responsive training. Further, the Legislature should support teacher preparation programs in embedding bilingual and Teaching English to Speakers of Other Languages (TESOL) coursework in undergraduate teacher preparation coursework. Finally, the state should require bilingual, TESOL, or special education endorsements or licensure for new teachers to become certified and for all teachers who advance in licensure.

Mr. Tabet-Cubero indicated 75 percent of students come from low-income households. He noted the state should conduct a statewide asset map and needs assessments to strategically allocate resources. Further, TENM would like 80 percent of 4-year-olds to have access to full-day prekindergarten and at least 20 percent of 3-year-olds to have access to half-day prekindergarten. Additionally, TENM would like to raise the at-risk index to 0.37 and increase the bilingual multicultural education program factor from 0.5 to 1.0.

Isabella Baker, youth organizer, Learning Alliance of New Mexico, stated there was a youth summit focused on the consolidated Martinez and Yazzie lawsuit. Groups in attendance included the Learning Alliance of New Mexico, Southwest Organizing Project, Native American Community Academy (NACA) Inspired Schools Network, and the New Mexico Dream Team. Participating youth developed the following priorities: student led anti-racism trainings for teachers and school administrators, student-developed anti-racism curriculum, and improving environmental racism issues within school structures — starting with water quality, and decolonizing and indigenizing learning for all students.

Dr. Linda Darling-Hammond, president and CEO, LPI, cited her research on countries that have made substantial gains by implementing a whole-child approach. She indicated top performers implemented common strategies, including equalizing funding, raising educator salaries and standards, focusing on 21st century skills, eliminating emergency hiring, investing in high-quality mentoring and professional development for principals and teachers, establishing high-quality preschool with well trained staff, and providing wraparound services that include healthcare.

Representative Herrera asked for the three most important initiatives New Mexico should implement. Dr. Darling-Hammond stated solving the teacher and leader shortage through preparation and ongoing professional development and implementing community schools by including health and mental health supports should be priorities. Mr. Tabet-Cubero indicated the state should prioritize funding for teacher salaries and establish a commission to engage both branches of the government, experts, and youth to create a plan to improve education in New Mexico.

**School District Implementation of K-5 Plus and Extended Learning Time Programs in FY20.**
Tim Hand Ph. D., deputy secretary, Public Education Department (PED) and Gwen Warniment Ph. D., deputy secretary, PED, reviewed research showing the academic impact of K-5 Plus and extended learning time programs. Dr. Warniment said K-5 Plus has been effective at increasing proficiency rates among low-income students. She said PED was projecting a significant increase in participation in K-5 Plus programs and extended learning time programs, with almost 50 thousand students anticipated for K-5 Plus and about 190 thousand students anticipated for extended learning time programs in FY21. Dr. Hand said K-5 Plus and extended learning time programs have given school districts and charter schools opportunities to rethink their schedule and implement job-embedded professional development for educators, which research shows leads to better results. He also noted significant pay increases for teachers participating in K-5 Plus or extended learning time programs and the economic impact the pay increases can have on small communities in New Mexico.

Dana Sanders, superintendent, Los Lunas Public Schools, said Los Lunas has not seen the same improvements in student performance that others have seen. She said she believed that the lack
of results may be because not all students are participating in the program. She suggested making the program mandatory could improve results. She said often those students that need extended learning time programs most do not participate in the programs. She noted there were political barriers to implementing mandatory extended year programs. Ms. Sanders suggested adding additional hours in the form of longer school days as a potential solution. Arsenio Romero, superintendent, Deming Public Schools, said K-5 Plus was available to all students in Deming and all elementary school teachers participated in the program, although only 84 percent of elementary school students participated. He said the administration and school board had tried to communicate to the community that attending K-5 Plus was “an expectation,” but said the program was not mandatory for all students. He noted that Deming Public Schools had built up participation in K-5 Plus over time, making the school district more prepared to implement the program in FY20. He said some school districts had little to no participation in K-5 Plus or extended school year programs due to the financial risks of offering a program without a guarantee that students will participate and generate funding. He said it was unlikely that any school district would ever get to 100 percent participation.

Stan Rounds, executive director, New Mexico Coalition of Educational Leaders, said many school districts hesitated to implement extended learning programs because of uncertainty in funding. He noted the Legislature provided more funding for K-5 Plus in FY20 than for extended learning time programs, but participation in extended learning time programs was projected to grow much faster than participation in K-5 Plus. He said that although requiring students to remain with the same teachers was the right model for K-5 Plus, the requirement had a chilling effect of school district participation. He suggested school districts needed support as they built participation in the program. He noted cultural barriers to extending school years in much of rural New Mexico and the difficulty school districts experience in recruiting teachers for extended learning opportunities. He said many superintendents would not implement mandatory K-5 Plus programs without a mandate from the state.

In response to Senator Padilla, Ms. Sanders said maintaining the attention of students with a longer school day could be accomplished by providing highly engaging activities, such as tutoring, digital playgrounds, or physical activities at the end of the school day. Senator Gould noted many families provide a variety of enriching activities on their own and cautioned against making extended school year programs mandatory. She suggested requiring attendance for those that sign up to the programs. Representative Trujillo agreed that mandatory participation was not in the best interest of students, noting many top performing countries had fewer instructional hours.

Senator Soules asked about the effect on transportation of extending the school year into the summer. Mr. Romero said he was concerned about high summer temperatures since air conditioners on school buses are not provided by the state. He stated they may have to consider early release in future summers if temperatures are too high. He said Deming wanted to discuss the issue of air conditioning on buses with the Legislature.

Senator Stewart noted the importance of changing adult behaviors in improving student outcomes. She said school districts that have overcome the political challenges to a longer school year had seen better results. She noted the importance of keeping extended learning opportunities as research-based programs, but said some changes may need to be made to the programs.

**School District Use of At-Risk Funds in FY20.** Joseph Simon, senior fiscal analyst, LESC, said at-risk funding was a focus of the Legislature because of findings in the consolidated Martinez and Yazzie lawsuit, which found PED had failed to properly oversee school district and charter school budgets to ensure at-risk funding was used to provide programming to improve outcomes for at-risk students. He said as at-risk funding has increased, so too have reporting requirements for school districts and charter schools receiving these funds. Prior to the 2019 amendments, school districts and charter schools were required to identify the ways at-risk funding was used to
improve student outcomes; however, it is unclear if the prior the department was implementing this requirement. Mr. Simon discussed different methods that could be used to fund at-risk programming and said school districts have traditionally favored operating these programs through the funding formula, while allowing PED oversight through a program approval process.

Ryan Stewart Ed. L.D., secretary-designate, PED, said ensuring at-risk students were receiving the services they need is an important priority for the department and will have an impact on student performance. He noted the significant increase in funding specifically for at-risk students. Mr. Stewart said PED was in a planning phase of a process to develop programs that ensure the state is meeting the requirements of the court. He said the state's current accounting system was not designed to have sufficient detail to ensure compliance and that additional guidance and technical assistance from PED was required for school districts and charter schools to meet the requirements of the law. School districts and charter schools will need assistance in enacting a budget that prioritizes research-based services for at-risk students, which has not been the practice in the past. He noted many school districts were not able to hire additional staff for at-risk services in the short term due to personnel shortages.

Mr. Stewart mentioned the importance of regional supports for school districts and charter schools to improve budget processes. He said PED would move support for budget review and program implementation into regional offices, with staff in Santa Fe focused on creating policy and standards and regional supports provided for collaborative program budget design, training and mentorship, and continuous improvement frameworks. He said moving to an ongoing collaborative budget process occurring over the course of months would improve budgeting processes.

Representative Thomson and Representative Madrid noted the importance of ensuring funding generated for special education was being used by school districts and charter schools to provide services to special education students. Mr. Stewart said PED had a responsibility to ensure school districts were spending dollars in the intended way, but noted that giving school districts flexibility on how to budget funds allows them to develop more efficient programs and design programs for the needs of their community.

Representative Linda Trujillo said many school districts do not always have the information they need to ensure they are making data-driven decisions on at-risk funding and budgets are being used to provide services to at-risk students. She said school districts needed support and said the department should use its budgetary authority to ensure services are provided to at-risk students. She said providing supports at a regional level is a good idea, but this could require changes to regional education cooperative governance and other improvements.

**Review of Focus School District Budgets.** Charles Sallee, deputy director for budget, Legislative Finance Committee (LFC), framed the discussion of focus school districts’ FY20 expenditures by noting New Mexico’s proficiency rates are low compared with national averages. In the consolidated *Martinez* and *Yazzie* lawsuit, the district court cited proficiency rates and systemic inputs, like insufficient programs for at-risk students, as evidence the state has not provided an adequate education for its students most at-risk. Mr. Sallee noted the Legislature substantially increased funding for public education by 19 percent from $2.645 billion to $3.137 billion during the 2018 legislative session. The funding increase was tied to an investment in evidence-based programs designed to target the achievement gap, including increasing the funding formula factor for at-risk students, increasing funding for rural schools, expanding prekindergarten, and providing funding for extended learning time programs and the K-5 Plus extended school year program. However, in FY20, school districts budgeted a 43 percent increase in central administration spending while only budgeting a 15 percent increase in direct student instruction and a 14 percent increase in student supports.
Micaela Fischer, program evaluation manager, LFC, noted other discrepancies in FY20 budgets for some school districts. The Legislature anticipated an average 9 percent raise for teacher salaries and benefits, though school districts on average budgeted much larger compensation increases in FY20. Ms. Fischer noted this may be due to an increase in the number of vacancies school districts are planning to fund. Senator Stewart proposed the large discrepancies in the teacher pay plan and budgeted expenditures may be due to increased contract days for K-5 Plus and extended learning. Mr. Sallee agreed, but noted staff expected to see those types of increases under an "other compensation increases" line item. It remains unclear how school districts planned to spend their significant increase in at-risk funding. Additionally, $30 million was included in the funding formula and $26.5 million was included in a nonrecurring appropriation for instructional materials, but school districts and charter schools budgeted only $16.9 million in instructional material expenditures. Mr. Sallee closed by noting extended learning time programs saw large demand, but K-5 Plus enrollment fell short of projections. He proposed the Legislature could increase participation in K-5 Plus by providing options to bridge low-fidelity programs to high-fidelity programs.

Senator Stewart noted school districts may not have known that instructional materials were included in their SEG allocations. She mentioned the Legislature should help front-load SEG allocations to ensure school districts have sufficient funds for instructional materials at the beginning of the school year. Mr. Sallee noted the budget review process at PED could be refined to require school districts to justify how they are spending instructional material funding. He explained one superintendent he spoke with had more than enough funding for instructional materials but did not know the funding was included in the formula.

Senator Brandt was concerned by the significant increase in central administration spending, and Representative Thomson said substantial increases for utilities costs in a few school districts seemed anomalous. Mr. Sallee said PED's budgeting bureau is currently understaffed and did not complete full reviews of school district budgets for FY20.

Legislative Finance Committee Northcentral School District Program Evaluation. Clayton Lobaugh, program evaluator, Legislative Finance Committee (LFC), explained the findings of a review of budgets in five school districts: Espanola, Pecos, Pojoaque Valley, Santa Fe, and Taos. The five school districts are experiencing declines in birth rates and enrollment, leading to less funding formula revenue. Since FY07, four of the five school districts have increased administrative spending and decreased spending on direct instruction. For FY20, the five school districts budgeted large increases in instructional spending, but they did not fully leverage the funds for extended learning time programs and the K-5 Plus extended school year program. Nathan Eckberg, program evaluator, LFC, explained in the five school districts, students are gaining about a year's worth of growth per year, but it is not enough to close the achievement gap for low-income students who begin school behind and remain behind their more affluent peers. He concluded by recommending the Legislature and the Public Education Department (PED) expand guidance and oversight for cash balances, at-risk student spending, and spending for bilingual and multicultural education programs. PED should focus its audits on evidence-based academic and social-emotional interventions designed to close the achievement gap.

Dr. Veronica Garcia, superintendent, Santa Fe Public Schools (SFPS), stated the SFPS appreciates the funding provided in the 2019 legislative session, but noted the salary increases for teachers have not fully eliminated SFPS's teacher vacancies, and teachers often state they do not wish to increase their contracts for the extended learning time and K-5 Plus programs. Bobbie Gutierrez, superintendent, Espanola Public Schools, stated the school district lacked time to plan for K-5 Plus for FY20, and noted an additional 25 days of school required a significant shift in the community’s mindset. The school district is planning to apply for full implementation of K-5 Plus in four of its 11 elementary schools in FY21. Fred Trujillo, superintendent, Pecos Independent School District, explained the rural nature of the school district poses a challenge to recruiting and retaining high
quality teachers. Sondra Adams, acting superintendent, Pojoaque Valley School District, requested more flexibility in the K-5 Plus program to be able to implement the program without the use of the same teacher and requested the ability to frontload allocations from the state equalization guarantee earlier in the school year. Melissa Sandoval, assistant superintendent, Taos Municipal Schools, echoed other superintendents’ concerns about providing adequate funding for teacher salaries and increasing K-5 Plus flexibility.

Senator Padilla asked how many school districts had applied for the K-5 Plus program. Rachel Gudgel, LESC director, stated 40 school districts applied for K-5 Plus in FY20, and estimated approximately 50 previously participated in the K-3 plus program. Dr. Garcia explained the same-teacher requirement was the primary reason some school districts were no longer able to participate. Representative Garratt supported more flexibility, but Senator Brandt emphasized research which shows K-5 Plus is most effective when done with the same teacher. Representative Linda Trujillo noted regional education cooperatives (RECs) could play a role in providing guidance in fully implementing state programs like prekindergarten, extended learning time programs, and K-5 Plus, especially for small, rural school districts.

Following disagreements between LFC staff and the superintendents about whether teacher salaries were being adequately funded, Senator Soules suggested the superintendents and LFC work closely to ensure that future salary increases are funded more accurately.

November 21, 2019


The following voting and advisory members were not present: Voting: Representatives Alonzo Baldonado and Rebecca Dow; Advisory: Senator Daniel A. Ivey-Soto, and Representatives Joanne J. Ferrary, Natalie Figueroa, David M. Gallegos, Susan K. Herrera, D. Wonda Johnson, Tim D. Lewis, Patricia Roybal Caballero, and Debra M. Sariñana.

Status Update on Financial Aid for Teacher Recruitment and Retention. Kate O'Neill, Ph.D., secretary, Higher Education Department (HED), presented the teacher preparation affordability scholarship, grow-your-own teacher scholarship, teacher loan repayment, and teacher loan for service programs. She indicated the focus this year was to adopt rules and market the programs. Mia Candelaria, program manager, Financial Aid Division, HED, stated there has been tremendous interest in the teacher loan repayment program with teachers’ average debt of $45 thousand; the department anticipates needing $900 thousand each year to pay to these teachers’ loan providers.

Smith Frederick, Ph.D., director of the Center for Student Success, University of New Mexico (UNM), stated the teacher preparation and grow-your-own teacher scholarship programs led to a 200 percent increase in applications to enter the college of education at UNM. The UNM college of education streamlined their application process to align with the requirements of these programs.

Ricardo Rel, senior director of government affairs, New Mexico State University, stated the Gadsden Independent School District (GISD) employs educational assistants who live in El Paso, Texas. He suggested changing the language in the Grow-Your-Own Teachers Act to define an educational assistant as one who is “employed by a New Mexico school district” rather than “a resident of New Mexico.”
Dawn Wink, director of teacher education, Santa Fe Community College (SFCC), suggested changes that would make the grow-your-own teachers scholarship available to more students, such as, removing the requirement for an individual to be an educational assistant for two years and removing the citizenship requirement, particularly if teacher diversity is a priority.

Representative Garratt stated she has a bill draft to remove the citizenship requirement from the Grow-Your-Own Teachers Act, she will not change the requirement for qualified individuals to work as an educational assistant for two years. She asked Senator Kernan if Hobbs Municipal Schools employs individuals from Texas similar to GISD. Senator Kernan responded affirmatively, noting states who share a border with New Mexico can meet local workforce needs.

In response to concerns noted by Senator Stewart that HED does not currently have the authority to spend any of the teacher preparation affordability scholarship funds and teacher loan repayment funds, Rachel S. Gudgel, LESC director, noted the Legislature transferred revenue into both of these funds but did not then appropriate revenue to HED for expenditure, which both funds require because they are subject to legislative appropriation. Ms. Gudgel noted this means HED does not currently have the legal authority to reimburse any institution of higher education until the Legislature appropriates the funds to the HED during the 2020 legislative session. Ms. O'Neill noted the department of finance and administration advised HED to go ahead and make awards, though Ms. Gudgel noted it was unclear institutions had been advised they would not be reimbursed for expenditures until after the 2020 legislative session, even though the lack of an appropriation had been flagged for HED by LESC staff prior to HED's distribution of award letters.

**SUNPATH Career Pathway Program.** Pamela Blackwell, director of policy and member services, New Mexico Hospital Association, lauded the SUNPATH career pathway program as a means to help meet both the workforce needs of the healthcare industry and the practical needs of students, including a relevant and affordable education. Kristen Krell, former executive director, SUNPATH Consortium, explained that SUNPATH built partnerships between 11 community colleges, the Department of Workforce Solutions (DWS), the Higher Education Department (HED), and over 200 healthcare employers. Ms. Krell noted that SUNPATH guides students on career pathways toward stacking credentials and high-demand degrees. Thaddeus Lech, job development and career coach, DWS, described the role of career coaches in helping SUNPATH participants to align their education and career goals. Ms. Blackwell summarized a University of New Mexico study that found the SUNPATH program to have a high return on investment and a positive effect on industry credential acquisition. The presenters encouraged the committee to invest state funds to preserve the program.

Senator Soules praised the SUNPATH program but questioned its relevance to LESC's work, as it is currently only available to postsecondary students. Ms. Blackwell replied renewed funding would allow the program to expand into high schools through dual credit opportunities.

Senator Soules noted the SUNPATH program is costly and asked for information on how the program allocated its federal grant money. Ms. Krell replied the grant was an investment designed to build capacity and stated much of the funding went to the purchasing of equipment and faculty and staff compensation.

Chair Trujillo, Senator Lopez, and Senator Soules stressed the need for industry partners to play a major role in career pathway programs such as SUNPATH. Chair Trujillo suggested New Mexico healthcare providers should offer monetary support to the program.

**Update on Brain Education Program.** Stephanie Gonzales, project coordinator and brain education instructor for Brain Education/Body and Brain, and Bette Castoria, trainer and brain education instructor for Brain Education/Body and Brain, said their organization was established in 2013 to apply best practices for the social-emotional challenges students face and aiding teachers with classroom management practices. Brain Education partnered with the Public
Education Department (PED) to implement programming in Ramirez Thomas Elementary School, Pojoaque Intermediate School, and Pojoaque 6th Grade Academy in Santa Fe Public Schools. Five schools in New Mexico will have received the full Brain Education training by May 2020. Impact testimonials highlight the program for aiding students in self-regulation and teachers in classroom management.

Representative Madrid acknowledged behavior as a major issue for teachers in elementary school. Representative Thomson inquired about how schools were chosen for the pilot. Mrs. Gonzales said personal recommendations and the programs focus on elementary school contributed. Senator Lopez noted the program aids in the de-escalation of stress for both teachers and students.

Consideration of Public School Support and Public Education Department Specials Budget for FY21. Rachel Gudgel, director, LESC, said the LESC recommendation includes a 10.6 percent increase to public schools, with a 9 percent increase to the state equalization guarantee distribution, a 9.9 percent increase for public school support, and an increase of 41.9 percent for PED special programs, which included a significant increase to prekindergarten programs, which appropriated to PED in FY20 but will be appropriated to the new Early Childhood Education and Care Department in FY21.

Senator Soules noted the recommendation included a proposal to increase the at-risk multiplier to 0.30 and to provide educators a minimum 3 percent raise and an average raise of 6 percent.

On a motion by Representative Stapleton with a second by Representative Trujillo, the committee approved the recommendation. Representative Stapleton, Representative Romero, Representative Trujillo, Senator Soules, and the Chair voted in favor of the motion. Senator Brandt and Senator Stewart voted in opposition.

Consideration of Potential Committee Endorsed Legislation. Andrea Ochoa, Senior Fiscal Analyst, LESC, presented proposed legislation for the 2020 legislative session. Individual bills would create a teacher residency pilot program, provide financial support for teachers to obtain their national board certification, create a teacher preparation program taskforce, provide scholarships for licensed teachers to obtain their teaching English to speakers of other languages or bilingual multicultural education license endorsement, create a beginning teacher mentorship fund, create an early literacy summer professional development program, and create a trauma-informed professional development program. The committee agreed with these bill proposals and may endorse bills once bill drafts are presented.

Rachel S. Gudgel, Director, LESC, presented additional proposed legislation including a bill to modify the Public School Capital Improvements Act formula calculation, a bill to increase the at-risk index from 0.25 to 0.28, and a bill to repeal a provision that requires substitute teachers who work more than 0.25 FTE to join the Educational Retirement Board system. The committee approved the potential legislation for drafting and may endorse bills once bill drafts are presented. Members did note the at-risk index should be increased to 0.30.

November 22, 2019

The following voting and advisory members were present: Voting: Chair Christine Trujillo, Vice Chair Mimi Stewart, Senators Craig W. Brandt, Candace Gould, and William P. Soules, and Representatives Alonzo Baldonado, Sheryl Williams Stapleton, and Linda M. Trujillo; Advisory: Senators Gay G. Kernan, Linda M. Lopez, Michael Padilla, and Shannon D. Pinto, and Representatives Kelly K. Fajardo, Susan K. Herrera, Raymundo Lara, Willie D. Madrid, Gabriel Ramos, Tomás E. Salazar, and Debra M. Sarinana. Also present was Senator Cliff Pirtle.
The following voting and advisory members were not present: Voting: Representatives Rebecca Dow and G. Andrés Romero; Advisory: Senator Daniel A. Ivey-Soto, and Representatives Joanne J. Ferrary, Natalie Figueroa, David M. Gallegos, Joy Garratt, D. Wonda Johnson, Tim D. Lewis, Patricia Roybal Caballero, and Elizabeth "Liz" Thomson.

**Career Technical Education Programs and Funding.** Gwen Perea Warniment, Ph.D., deputy secretary, Public Education Department (PED), discussed the department’s use of CTE pilot project funds. PED considered applications to establish CTE programs of study or provide other CTE-related supports. Dr. Perea Warniment noted that 24 school districts, six state-chartered charter schools, and three regional educational cooperatives received grants. From two CTE-related appropriations totaling $5 million, PED awarded over $3 million for programs of study and made several smaller awards for CTE supports, with $1 million remaining to be awarded. Dr. Perea Warniment stated the most popular programs of study were energy and power and health science, two sectors that reflect local industry needs.

T.J. Parks, superintendent of Hobbs Municipal Schools (HMS), provided information on the CTE school the school district plans to build, which will serve students from all five high schools in Lea County and offer career pathways including energy, technology, construction, transportation, manufacturing, culinary arts, and STEM. HMS passed a $30 million bond issue to fund construction and received around $45 million from capital partners including the J.F. Maddox Foundation and the Permian Strategic Partnership. Mr. Parks also made several recommendations to the committee, including creating a separate factor in the funding formula for CTE, streamlining the licensing procedure for CTE instructors, and allowing students who take CTE courses to receive credit in both CTE and a relevant core academic subject.

Gary Hoachlander, Ph.D., president and CEO of ConnectED: The National Center for College and Career, described the Linked Learning model of college and career pathways, which emphasizes relevant instruction and contains four key elements: rigorous academics, a sequence of CTE courses with emphasis on industry certification and dual enrollment, work-based learning opportunities, and personalized student supports. Dr. Hoachlander proposed several measures to bolster college and career pathways in New Mexico, including expanding the Job Training Incentive Program to offer internships for high school students, providing professional development for teachers to help them integrate academic and technical instruction, updating the Next Step Plan to align with college and career pathways, and creating a college and career ready seal for high school diplomas to recognize students who complete a pathway.

In response to Senator Padilla’s question about the state’s teacher shortage, Dr. Perea Warniment stated PED wants to continue to fund Educators Rising as a means to address the shortage.

Senator Soules asked the panel about strategies to engage industry partners. Mr. Parks recommended making a personal connection and communicating the potential benefits of a partnership. Dr. Hoachlander suggested building partnerships incrementally, as businesses may initially consider providing internships for high school students too demanding.

In response to Representative Stapleton’s question about the success of the CTE pilot project in reaching rural communities, Dr. Perea Warniment noted applications from rural school districts received automatic bonus points. Representative Stapleton asked for an update on implementation of House Bill 664, which allows high school students to receive academic credit for CTE courses. Dr. Perea Warniment stated that, starting next year, school districts can apply for course credit equivalency. Finally, Representative Stapleton asked Dr. Hoachlander how he recommends the state modify the Next Step Plan. Dr. Hoachlander stated the plan should integrate college and career goals.

Senators Pirtle and Lopez urged the committee not to overlook dropouts or students with learning disabilities and highlighted the ability of CTE programs to benefit these students.
Senator Soules, Representative Stapleton, Senator Kernan, Representative Herrera, and Senator Lopez expressed support for the creation of a distinct funding structure for CTE.

**Results from the Waterford UPSTART Prekindergarten Pilot in Albuquerque.** Dr. Claudia Miner, executive director and co-founder of Waterford UPSTART, and Isaac Troyo, director of state partnerships for Waterford UPSTART, explained their program is an in-home kindergarten readiness program created by the Utah State Legislature in 2008. Prekindergarten-aged students use Waterford UPSTART in the home for 15 to 20 minutes a day, 5 days a week. Approximately 244 prekindergarten children participated in the New Mexico Waterford UPSTART pilot. While most families were from the Albuquerque area, the pilot included 21 school districts. Waterford UPSTART uses the Waterford Assessment of Core Skills (WACS), a computerized adaptive student assessment of early literacy established against state and national standards. In the New Mexico pilot, 93.6 percent scored at kindergarten beginning or above on WACS, demonstrating strong kindergarten readiness outcomes.

César Hernández, principal of Los Padillas Elementary School, and Sergio Schwartz, community coordinator for Albuquerque Public Schools (APS), said in 2018 the Public Education Department (PED) identified Los Padillas as in need of more rigorous interventions (MRI); if Los Padillas did not exit MRI status the school was facing closure. Los Padillas implemented a range of initiatives to improve performance, including using Waterford UPSTART. Mr. Hernández said Waterford UPSTART helps students to know their letters when they arrive to kindergarten. Mr. Schwartz said Waterford UPSTART fits into the family and community engagement piece of their community school framework.

Chair Trujillo asked if they are asking for an appropriation. Dr. Miner said they are just here to help New Mexico however they can, but funds are always help.

Senator Stewart said this program will work well in community schools across the state. Mr. Troyo agreed and said once Waterford UPSTART is made available to one child it becomes available to their siblings in the home.

Representative Lara asked if Los Padillas partnered with any other early childhood programs, like home visiting. Mr. Troyo said they partnered with Head Start. Dr. Miner said home visiting would be a great complement to this program.

In response to Representative Herrera, Dr. Miner said the cost of the program per family is $1,000.

**Choose Love: Social Emotional Learning to Prevent Adverse Childhood Experiences.** Bonnie Lee Murphy, the New Mexico choose love ambassador and founder of educating New Mexico, educated the committee on the choose love movement, which prioritizes social emotional learning (SEL) in the classroom. Ms. Murphy summarized the five components of SEL as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Ms. Murphy noted SEL education is mandated in public school classrooms by the New Mexico health education content standards, although based on her experience in the field, teachers need to be made aware of this requirement. Ms. Murphy noted statute mandates SEL in kindergarten while PED rules mandate SEL in first grade and requested a bill with more detailed specifications regarding SEL. Ms. Murphy concluded by emphasizing the benefits of SEL, including its ability to reduce behavior issues in the classroom. She then shared the “Choose Love” promotional video explaining the history of the movement and views of choose love founder Scarlett Lewis.

Senator Gould emphasized that the choose love movement is a cost-free program and therefore an attractive option for school districts. Chair Trujillo adjourned the meeting.