

Transform Education NM 2020 Policy and Funding Proposals

Presentation to the NM Legislative Education Study Committee

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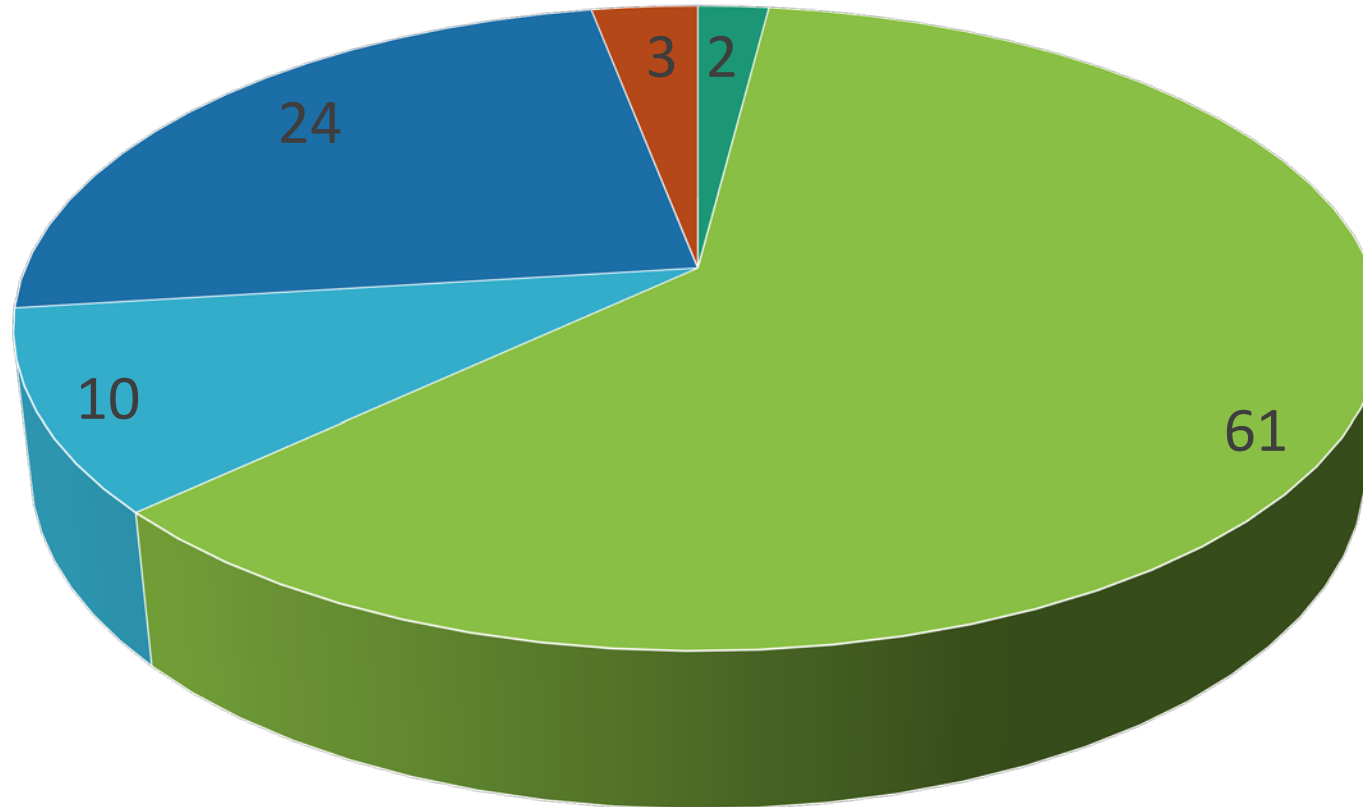


TRANSFORM
EDUCATION
NM

Our New Mexican Students

(76% Linguistically and Culturally Diverse)

Race/Ethnicity



■ Black ■ Hispanic ■ Native American ■ White ■ Other

Persistent Opportunity Gaps

2018 PARCC Results

	RDG Prof	RDG Gap	Math Prof	Math Gap
Caucasian	53		35	
Hispanic	34	19	18	17
American Indian	28	25	12	23
Economically Disadvantaged	33	20	16	19
Students w Disabilities	14	39	7	28
English Language Learners	21	32 ³	8	27

“New Mexico groups, because of their strong tribal governments, have managed to hang on to their languages and cultural practices longer than many other groups, but in the past half-century, they too have seen the rapid erosion of their languages and cultures and the effect these shifts have had on children and youth. Community leaders recognize the long-term cultural, emotional, and psychological cost of language loss on families and the educational participation of their young people.”

~Lily Wong Fillmore, correspondence to LESC (2018)

Who is Transform Education NM?

- NM Center on Law and Poverty
- CHI St Josephs
- Plaintiff Superintendents
- Learning Alliance of NM
- NACA Inspired Schools Network
- Santa Fe Indian School Leadership Institute
- Native American Budget & Policy Institute
- College Horizons
- NM Voices for Children



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- NM Association for Bilingual Education
- NM School Boards Association
- Coalition for the Majority
- Keres Children's Learning Center
- Dual Language Education of NM
- National Education Association
- NGAGE NM
- Center for the Education and Study of Diverse Populations

Why does TENM exist?

- To fill those opportunity gaps for NM's historically under-served students.
- Small fixes are not enough. Our communities must lead the way to fundamentally reimagine and transform our schools.
- Our entire evidence-based approach is grounded in a multicultural, equitable foundation.

TENM's Remedy Platform



This multicultural approach is about results

“Previous studies have found that drawing from students’ cultural knowledge and norms contributes favorably to [reading comprehension](#) and [mathematical thinking](#). According to [neuroscience research](#), this is partly because everyone learns new information best when it is linked to what they already know. In other words, using texts, materials, and examples that draw from students’ cultural schemas and background knowledge makes learning easier because it leverages students' existing neural pathways. But that’s not all. We also know from [neuroscience research](#) that culture drives how brains process information; for instance, students who share strong oral traditions are primed to learn new information best through music and storytelling. For this reason, when culturally responsive teachers use repetition, rhythm, movement, and visuals during instruction they’re also strengthening neural pathways for comprehension.”

~New America, 2019

This multilingual approach is about results

“Findings from multiple research studies have established that rapid, unsupported English language acquisition is not a realistic goal for ELL instruction. Rather, students who have received little to no academic or cognitive development in their first language tend to do increasingly poorly as academic and cognitive demands increase after fourth grade and into the upper grades (Thomas and Collier, 2002).”

~American Institutes of Research, 2010

Youth Perspective

Isabella Baker, youth organizer and UNM student

Youth Voices in Action and Learning Alliance of NM



On October 19-20 the following 5 organizations held a youth summit focused on Yazzie/Martinez

Learning Alliance of NM, Southwest Organizing Project, NACA Inspired Schools Network, and the NM Dream Team

Takeaways

- Students care about and support teachers and their access to trainings and being able to make better wages for the work they do
- Students care about each other's mental health and access to mental health services in schools
- Students want their education to address them as a whole person not just a number in a system
- Students need to have clean water and working physical structures
- Students want to be able to learn accurate histories about themselves
- Students want to re-indiginize their education, not just decolonize

Youth organizations and priorities

1. Learning Alliance of New Mexico
 - a. Teacher and administration student led anti-racism trainings
 - b. Student anti-racist curriculum
2. New Mexico Dream Team
 - a. Recreating the “Dream Zone” training to have an anti-racist lens and expanding content to include more groups of students
3. Southwest Organizing Project
 - a. Work on environmental racism issues with school structures (starting with water quality)
4. NACA Inspired Schools Network
 - a. Decolonize and indiginize learning spaces in all aspects



TENM 2020 Legislative Session Proposals

- Teachers
- Instruction
- Social Services
- PreK
- Indian Education
- Funding

All grounded in a multicultural, equitable foundation

Teachers

Goal: All students have access to a certified classroom teacher equipped with the skills to meet their diverse needs and connect with their diverse strengths, and that those teachers are retained in NM.

Support Current Teachers w/training in culturally and linguistically responsive pedagogy

Issue: 57% of ELLs do NOT have access to a state approved bilingual program. 8,000 teachers have ELLs in their classroom, but lack a bilingual or TESOL Endorsement.

Concept Proposal

- Fund 2019 HB 111
 - Passed and chaptered without an appropriation
- Builds capacity of RECs to offer PD in culturally and linguistically responsive instruction

Cost and Accountability

- 2.6M new, recurring (phased out)
- Bill requires all participating RECs to submit one application under the leadership of one REC
- PED would provide guidance on high quality PD and monitor implementation and effectiveness

Support teacher preparation programs to better prepare more teachers in bilingual and TESOL

Issue: A bilingual or TESOL endorsement is required for approval of state funded bilingual programs, and to meet federal requirements for ELL services. Only 21,000 of 49,000 ELLs are in a state approved Bilingual Multicultural Education Program, and there are 8,000 teachers w/ELLs who lack the endorsement.

Concept Proposal

- Embed bilingual or TESOL endorsement into undergraduate teacher preparation programs
 - Currently an additional 18-24 credits
 - NMSU has embedded in elementary
- Articulate bilingual/TESOL curriculum across HEIs
- Train all faculty in bilingual/TESOL strategies

Cost

- \$300k new, recurring
- Pays for 0.5fte coordinator/trainer to facilitate all HEIs
- Course buyouts for current knowledgeable staff to develop programs

Require Bilingual or TESOL endorsement or SpEd certification

Issue: 36% of NM families speak a language other than English at home. In 2018 only 21% of ELLs were proficient in Reading (even with a Spanish reading test) and 8% were proficient in Math. 14% of NM students are identified as special needs. In 2018 only 14% of SpEd students were proficient in Reading and 7% proficient in Math.

Concept (2019 HB 394)

- Require all new teachers and new administrators (and those moving from level II to III) to get a bilingual or TESOL endorsement or SpEd certification
- Create a task-force to rewrite TESOL requirements
- Require all current teachers to participate in 10hrs./year of PD in language and culture

Cost

- \$400k new, recurring (reduced over time)
- 0.5fte coordinator
- Funding for task-force
- Course buyouts for program development

Grow our own professors

Issue: Through the 1980s and 1990s the federal government funded Title VII fellowships that infused PhDs with expertise in linguistically and culturally diverse students into the higher education workforce. That program is no longer funded and many of those faculty are retiring. HB275 prioritizes tuition funds for bilingual teachers, but we do not have a sufficient higher education workforce to meet the future demand.

Concept

- Fund a cohort of bilingual education PhD candidates, replacing a highly effective, but defunded federal program (Title VII)
- Fill the faculty gap at institutes of higher ed
 - HB 275 prioritizes bilingual teachers

Cost

- \$240k new, recurring 5 years
- 10 candidates at \$24k/year

Retain educators by increasing salaries

Concept

- Minimums at \$45/55/65
- 10% increase for all others
- Target additional specific support to hard to staff schools/districts
- Consider micro-credentials to encourage skills development in high needs specialties

Cost

- \$395M
 - Minimums \$115M
 - 10% \$208M
 - 10 days for teachers \$72M

Teachers: Additional ideas in development

- 2019 HB275—College of Education Affordability Act and HB2—Grow Your Own Teachers Act
 - Remove citizenship requirement
 - Cover costs beyond tuition
 - Remove 3-year delay for loan repayment
- Paid teacher residencies and paid student teaching

Instruction

Goal: All students have access to high quality, evidence based learning opportunities created by highly capable teachers who are supported with requisite time, training, and resources.

Statewide evidenced based Literacy/Biliteracy Initiative

Issue: Only 1 of 4 students in the state is proficient in reading, and there currently is no statewide framework for biliteracy instruction.

Concept

- 2019 HB 182
- Create a working group that would focus on researching, developing, and proposing a literacy/biliteracy framework for the State
- Focus on schools and districts that are having success with literacy and biliteracy in their districts and would consider how to expand these successes statewide

Cost

- \$390k one-time, \$110k recurring
- 1fte coordinator
- Funding of task force and research

Provide all students high quality, culturally and linguistically responsive instructional materials

Issue: Districts don't have sufficient funding to purchase textbooks and instructional materials, and have to supplement those expenses with other funds.

Concept

- End the perpetual cycle of districts having to backfill previous materials adoptions each year, and/or banking funds in anticipation of future adoptions
- Require materials to be culturally and linguistically responsive
- Fund middle-of-the-line exclusively, rather than mixing with SEG

Extended Learning and K-5+ Improvements

Issue: For a variety of reasons, the FY20 funds appropriated did not reach anywhere near the number of students they intended to serve.

Concept

- Make Extended Learning Program mandatory statewide
 - 10 days in classroom, 10 days PD/planning
 - Allow districts to apply some of the K-5+ days to the additional school days mandate
- K-5+ Flexibility and Innovation
 - Loosen same teacher requirement
 - Loosen all grades requirement
 - Incentivize innovation and enrichment over remediation or traditional teaching
 - Provide technical assistance for districts to reconceptualize schoolyear calendar and innovative programming

Cost

- Likely flat funding after reallocating some K-5+ funds to universal extended learning
 - Extended Learning for all \$187M

Social Services

Goal: Provide all students equitable access to a comprehensive array of integrated student supports in order to mitigate the challenges associated with poverty on learning.

Conduct a statewide asset map and needs assessment regarding student access to social services

Issue: Access to social services is not uniform across the state, and specific student needs vary by community. This leaves some students with access to a variety of supports and others with little to no access. We have no comprehensive understanding of needs or community asset in local communities across the state.

Concept

- Create a task force to map social service needs and assets statewide.
- Use the data to propose solutions to how to ensure equitable access to social services as well as to inform how to better target state resources

Cost

- \$390k one-time, \$110k recurring
 - Find 1fte coordinator
 - Fund task-force activities, including mileage/per diem

Increase funding for community schools

Issue: Over $\frac{3}{4}$ of NM public school students are categorized as low-income. The FY20 appropriation to Community Schools was \$2M, but PED received \$6M in requests.

Concept

- Expand funding for planning and implementation grants.
- Build out technical assistance support
- Develop consistent monitoring and evaluation practices

Cost

- \$10M

PreK and Early PreK

Goal: Provide 80% of 4-year-olds access to high quality, culturally and linguistically responsive, extended-day PreK, and 20% of 3-year-olds access to half-day or extended-day.

Provide “universal” full-day PreK for 4-year-olds and increase access for 3-year-olds

Issue: 90% of brain development happens before age 5, yet 25,000 NM 3-4-year-olds lack access to a high quality PreK program. The overwhelming majority of ELLs do not have access to an evidenced-based bilingual PreK program.

Concept

- Fully fund extended-day PreK for 80% of 4-year-olds and provide at least 20% of 3-year-olds access to a ½-day or extended-day program
- Incentivize cross-program collaboration and braided funding
- Implement the same requirements for PreK ELLs as are required for ELLs in K-12

Cost

- \$38M new (over FY20), recurring

Indian Education

Goal: Provide all Native American students an equitable education by building capacity across higher education institutions and local tribal communities in order to fully implement the intent of the Indian Education Act, Bilingual Multicultural Education Act, and NM Constitution.

Build education capacity and infrastructure in higher education and in local tribal communities

Issue: Only 28% of American Indian students are proficient in Reading and 12% are proficient in Math. According to expert testimony in Yazzie/Martinez, the programmatic and pedagogical approaches for American Indian students are insufficient and are not research or evidence based.

Concept

The expertise to implement the NMIEA exists within our state, but investments are necessary to shore up or to create the capacity in universities, tribal government entities and local tribal communities to effectively deliver PreK-12 Indian Education.

Cost

- \$30M
- More to come in December

Funding

Goal: Provide all students a constitutionally sufficient education by increasing overall funding to a sufficient level and targeting funding to students who are placed at-risk.

Increase the At-Risk Index to a level recommended by national experts

Issue: While NM has one of the highest proportions of students placed at-risk in the country, NM's at-risk index represents a significantly lower amount of additional funding than other states.

Concept

- Raise the at-risk index to represent a funding increase of between 25%-50% as recommended by expert witness economist in Yazzie/Martinez. Current index of 0.25 represents about 16%.
- Change the poverty definition that qualifies students for at-risk funding. Move from census data to those who qualify for public benefits or free/reduced lunch.

Cost

- \$250M
 - Increase from 0.25 to 0.37
 - Increase eligible students by changing how poverty is calculated

Increase Bilingual Multicultural Education Program funding units

Issue: Districts do not have sufficient additional funding to support their bilingual programs. The Court ruled that districts do not have resources to comply with state and federal laws for ELL education.

Concept

- Increase Bilingual Multicultural Education Program funding from 0.5 to 1.0
- Ramp up accountability to ensure funds get to the student
 - More rigorous reporting on use of funds
 - Cycle of IN-PERSON audits

Cost

- \$36M over FY20, recurring

Process

Goal: Settle Yazzie/Martinez

The Court's rationale for injunctive relief

“Neither the children nor the Court can rely on the good will of the Defendants to comply with their duty. It is simply too easy ‘to conserve financial resources’ at the expense of our ‘constitutional resources.’

In entering an injunction, however, the Court does not want to ignore the deference that should be given the legislature and the executive branches and wishes to give them an opportunity to create a funding system that will meet the constitutional requirements. Therefore, the Defendants will be given until April 15, 2019, to take immediate steps to ensure that New Mexico schools have the resources necessary to give at-risk students the opportunity to obtain a uniform and sufficient education that prepares them for college and career...The new scheme should include a system of accountability to measure whether the programs and services actually provide for a sound basic education and to assure that the local districts are spending the funds provided in a way that efficiently and effectively meets the needs of at-risk students.”

A Comprehensive, Shared Plan to Eliminate NM's "Knowing-Doing Gap"

- We all want the same thing for NM's children
 - Ed Week's "Chance for Success Index"--50th
- We all share responsibility for improving things for our children
- The Legislative and Executive branches need to work together and invite community experts, educators, stakeholders, youth, and families to develop a comprehensive long-term plan for the education of our children.
 - Identify what works
 - Fund what works
 - Monitor implementation of what works