

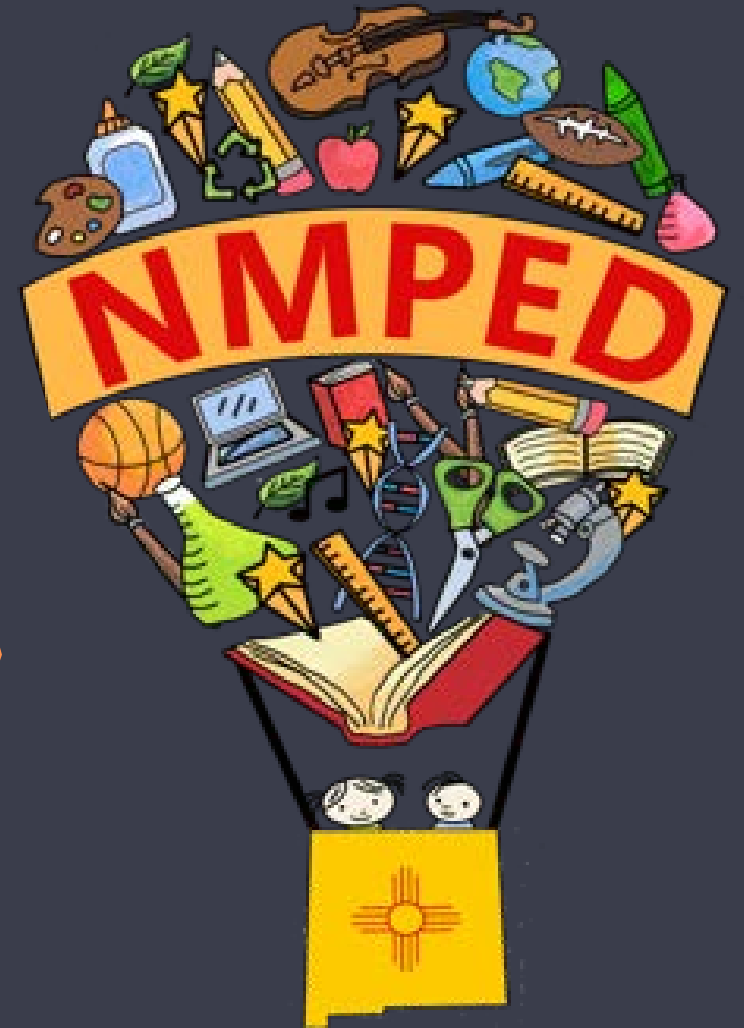
PED Strategic Planning

Legislative Education
Study Committee

Secretary of Education Ryan Stewart

Aug. 25, 2020

Investing for tomorrow, delivering today.



PED Strategic Pillars

Vibrant Educator Ecosystem

Addressing the critical teacher shortage through professionalizing education, recruiting and retaining top talent, providing extra support to new teachers, and providing resources to develop strong school leaders

Closing the Opportunity Gap

Ensuring every student in New Mexico has equitable access to achieve personal success regardless of their demographics

Pathways and Profiles

Develop multiple robust and relevant college and career pathways while defining the educational, social, and civic skills every New Mexico high school graduate will possess

Whole Child Education

Providing the resources and accountability to ensure that students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students

Guiding Questions

The process included guidance from Dr. Pedro Noguera and Lt. Governor Howie Morales, with support from PED staff.

- ➔ How will New Mexico schools look different because of the work of the Public Education Department and its partners?
- ➔ How do we ensure equity, excellence, and relevance for all students in everything from the quality of educators in the classroom to the types of instructional materials students use?
- ➔ What are three key initiatives within each strategic pillar?
- ➔ What action steps are needed?
- ➔ How will we measure our progress?

Strategic Planning Process

- ➔ Gather stakeholders from across the educational spectrum
- ➔ Solicit feedback on PED initiatives and determine ways to strengthen and improve strategies
- ➔ Define short-, mid-, and long-term goals and actions to accomplish goals

Committee Members

Educator Ecosystem

Deputy Secretary Gwen Perea Warniment
Secretary Elizabeth Groginsky
Sen. Mimi Stewart
Rep. Andres Romero
David Chavez (CES)
Ellen Bernstein (ATF)
Jessica Sanders (2017 NM Teacher of the Year)
Travis Dempsey (Superintendent, Gadsden)
Alexis Esslinger (San Juan College)
Heather Christensen (Teacher, Portales)
Will Hawkins (President, NMCEL)
Hope Morales (Executive Director, TeachPlus)
Joe Guillen (NMSBA)

Pathways and Profiles

Secretary Ryan Stewart
Secretary Bill McCamley
Sen. Michael Padilla
Sen. Gay Kernan
Rep. Sheryl Williams Stapleton
Renata Witte (NMPTA)
Mary Beth Weeks (NMPTA)
Stan Rounds (Executive Director, NMCEL)
Amy Loyd (Jobs for the Future)
Yvonne Kee Billison (Navajo Nation)
Tracey Bryan (Bridge of Southern NM)
Yolanda Benally-Littletree (Parent, Central Consolidated)

Committee Members

Closing the Opportunity Gap

Deputy Secretary Katarina Sandoval
Mary Parr Sanchez (NEA-NM)
Charles Sallee (LFC)
Joseph Simon (LESC)
May Sagbakken
Danette Townsend (ABC Community Schools)
Deanna Creighton Cook (ABC Community Schools)
Nancy Rodriguez (NM Alliance for School Based Health Centers)
Olivia Calabaza (President, NMSBA)
Julia Bergen (Communities in Schools)
Jenny Parks (LANL Foundation)
Maria Jaramillo

Whole Child Education

Lieutenant Governor Howie Morales
Deputy Secretary Tim Hand
Mandi Torrez (2020 NM Teacher of the Year)
David Rogers (Dual Language NM)
Sally Marquez (Executive Director, NMAA)
Patricia Jimenez Latham (Transform Education NM)
Stan Rounds (Executive Director, NMCEL)
Pandora Mike (Chair, Indian Education Advisory Council)
Matt Pahl (Public Charter Schools of NM)
Karla Crane (NM CASE)

Timeline

➔ May

Whole group led by Dr. Pedro Noguera, Lt. Gov. Howie Morales, and Secretary Stewart met and was broken into subcommittees

➔ May-June

Subcommittees met to discuss major issues and identify three key initiatives to address issues

➔ June

Second whole group meeting

➔ June-July

Subcommittees met to continue work to establish goals for each key initiative and create timelines to track progress

➔ August

Subcommittees continued meeting

Preliminary Recommendations

Educator Ecosystem

Recommendations	Strategies	Goals
Increase recruitment	<ul style="list-style-type: none"> • Educators Rising • Increased Salaries • Marketing • Grow Your Own programs 	<ul style="list-style-type: none"> • Increased enrollment in educator preparation programs • Decrease number of teacher vacancies
Improve teacher preparation	<ul style="list-style-type: none"> • Teacher residencies • Better collaboration between EPPs and schools 	<ul style="list-style-type: none"> • Increase number of teacher residency programs
Induction/Retention	<ul style="list-style-type: none"> • Mentoring • On-going professional development • Hard-to-staff incentives 	<ul style="list-style-type: none"> • Increase length of average teacher tenure • Decrease teacher turnover in hard-to-staff areas and subjects

Preliminary Recommendations

Pathways and Profiles

Recommendations	Strategies	Goals
Align systems and structures within the ecosystem	<ul style="list-style-type: none"> • Increase % of students engaged in high-impact, dual-credit programs, aligned to high-value college credentials/degrees • Increase participation in early and ongoing college and career counseling • Streamline funding to mitigate barriers 	<ul style="list-style-type: none"> • All students are engaged in early and ongoing college and career counseling • Statewide system in place for monitoring student engagement to and through graduation • All students have successfully completed gating courses (e.g. Algebra 1)
Offer increased experiential learning opportunities	<ul style="list-style-type: none"> • Coordinate strategic partnerships, apprenticeships, internships and other place-based learning opportunities • Increase % of Educators trained on STEAM integration • Design and implement additional mentorship programming and opportunities 	<ul style="list-style-type: none"> • All students are exposed to robust STEAM educational opportunities • Increased participation in integrated career learning opportunities
Bolster family and community engagement	<ul style="list-style-type: none"> • Ensure schools have comprehensive, inclusive, co-created plans for equitable and effective family engagement • Develop a statewide plan for monitoring engagement and access over time • Operationalize statewide family engagement framework 	<ul style="list-style-type: none"> • Family Engagement is integrated into higher education teacher prep programs/curricula • Educators are equipped to implement effective engagement practices; School leaders promote a culture of community engagement • 100% of students complete the FAFSA

Preliminary Recommendations

Closing the Opportunity Gap

Recommendations	Strategies	Goals
Increase the number and sustainability of community schools	<ul style="list-style-type: none"> • Increase funding for planning and implementation • Increase PED technical assistance to schools who want to implement the model 	<ul style="list-style-type: none"> • More schools using the community school model • Better use of funds to increase sustainability
Increase and improve health options for students	<ul style="list-style-type: none"> • Increase the number and access to school-based health clinics • Work to find new funding strategies, (i.e. Medicaid, to provide additional services) 	<ul style="list-style-type: none"> • More students have access to counseling and social work support
Increase access to extended learning opportunities	<ul style="list-style-type: none"> • K-5 Plus • Extended school year • Leverage funding to increase access to Out-of-school time activities 	<ul style="list-style-type: none"> • Majority of school districts adding 10 instructional days • Half of elementary schools implementing K-5 Plus

Preliminary Recommendations

Whole Child Education

Recommendations	Strategies	Goals
Improve the implementation of culturally and linguistically responsive instruction (CLRI)	<ul style="list-style-type: none"> • Embed CLRI in educator preparation • Increase CLRI professional development • Increase access to and funding for CLR instructional materials 	<ul style="list-style-type: none"> • Every school has a CLRI trained expert (Train the trainer model) • All teachers have access to CLRI training • All students have access to CLRI materials
Improve social emotional well-being of all students	<ul style="list-style-type: none"> • Implement Multi-Layer Systems of Support • Provide a statewide SEL framework and resources for districts 	<ul style="list-style-type: none"> • Reduction in discipline referrals and suspensions and expulsions • Decrease number of chronically absent students
Increase professional development and technical assistance to school districts and charter schools	<ul style="list-style-type: none"> • PD in supporting students with disabilities • Professional development in early literacy • More effectively fund and use REC supports to school districts 	<ul style="list-style-type: none"> • More students reading at grade level • Improved services and process for SWD • Provide more regional support and technical assistance

Next Steps

- ➔ Compile subcommittee reports and supporting documents
- ➔ Integrate work into final document and share with whole group
- ➔ Align the department's legislative and budgetary priorities, along with key performance measures, with plan
- ➔ Ongoing engagement with stakeholders
- ➔ Implementation and progress monitoring

Thank You

