

MINUTES
Legislative Education Study Committee
New Mexico State Capitol, Room 322
Santa Fe, New Mexico
January 14, 2019

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The following voting and advisory members were present: Voting: Chair Mimi Stewart, Vice Chair G. Andres Romero, Senators Craig W. Brandt, Candace Gould, and William P. Soules, and Representatives Alonzo Baldonado, Dennis J. Roch, Christine Trujillo, Sheryl M. Williams Stapleton, and Monica Youngblood; Advisory: Senators Gay G. Kernan, Linda M. Lopez, Michael Padilla, and John Pinto, and Representatives Kelly K. Fajardo, Joanne J. Ferarry, Patricia Roybal Caballero, Patricio Ruiloba, Tomas E. Salazar, Debra M. Sarinana, and Linda M. Trujillo.

The following advisory members were not present: Senators Carlos Cisneros, Daniel A. Ivey-Soto, and Howie C. Morales, and Representatives David M. Gallegos, Stephanie Garcia Richard, Jimmie C. Hall, D. Wonda Johnson, Tim D. Lewis, Rick Little, Angelica Rubio, Gregg Schmedes, Elizabeth "Liz" Thomson, and Jim R. Trujillo.

Also present were Senators Cisco McSorley and Jeff Steinborn.

Linked Learning: Pathways to College and Career. Dr. Gary Hoachlander, President, ConnectED California, introduced the committee to ConnectED, an organization that partners with school leaders, school district leaders, and community leaders to use linked learning pathways to prepare students for success in college, career, and civic life.

Dr. Hoachlander reviewed ConnectED's linked learning method, which features partnerships between public schools, postsecondary institutions, communities, and industry. The linked learning method features the following four core components: college preparatory academics with real world application; sequences of career and technical education (CTE) resulting in industry certification; a continuum of work-based learning, including project-based learning opportunities, internships, and apprenticeships; and personalized student support. Other essential elements of linked learning include student outcome-driven practice, access and achievement equity, teaching and learning, and pathway leadership and partnerships. Dr. Hoachlander noted students involved in linked learning programs with certified pathways of study report improved communication and teamwork skills, accrue more credits, and are more likely to graduate. They enroll and persist in postsecondary programs at equal or higher rates than their peers and can earn as much as \$2,500 more annually in the eight years after high school graduation, which is equivalent to the earning potential of an associate's degree holder. Further, lower-achieving students make significant gains in linked learning.

Dr. Hoachlander reviewed several projects presented by students at a linked learning initiative. One project created by a team of digital media arts pathway students was a two-minute trailer for a documentary on the history of racial segregation in California. The students studied the history of race relations, reviewing such materials as *Brown v. the Board of Education*, a landmark civil rights case on racial segregation in public schools. At the same time, they studied the physical science related to the behavior and measurement of light in their physics class, including how it affects cinematography and photography. The project showed a good example of how linked learning combines applied and academic studies.

Senator Gould, referring to her work with youth in foster care, asked about the importance of incorporating soft skills training for job placement. Dr. Hoachlander noted most employers want better communication, teamwork, and critical thinking skills, all of which are featured in linked learning.

Representative Christine Trujillo asked about how to ensure students are committed to their pathway. Dr. Hoachlander noted students should be allowed to choose their own pathway but should be required to stick with it for at least a year before considering changing a pathway. He also reassured Representative Ch. Trujillo that linked learning programs offer a continuum of work-based learning opportunities, including internships and apprenticeships.

Approval of LESC Annual Report. Kevin Force, LESC staff, presented the 2018 LESC Annual Report to the Legislature, reviewing the committee's work and issues of interest from the 2018 interim. Rachel S. Gudgel, Director, LESC, noted the report had not yet been edited, but would be ready for publication soon.

On a motion by Representative Roch with a second by Representative Stapleton, LESC approved the annual report with no opposition, pending edits.

Potential Committee-Endorsed Legislation. Mr. Force reviewed two bills for the committee's possible endorsement for the 2019 legislative session:

- A bill to amend the Public School Code to change the public school funding formula to increase educational time and funding for services for at-risk students and increase budgetary accountability for programs that serve at-risk students. The bill would allow school districts and charter schools to receive formula funding if they participate in new formula K-5 Plus programs or extended learning time programs. The bill would increase the at-risk index from 0.13 to 0.25 to provide additional funding for at-risk students, and amend the School Personnel Act to increase minimum salaries for teachers, level 3-A counselors, principals, and assistant principals. The proposed bill would set a maximum age of 21 for students to generate public school funding, eliminate size adjustment program units for public schools within school districts that have more than 2,000 students, and create a new funding formula factor for school districts and charter schools in rural areas. Finally, the bill would clarify the information school districts and charter schools must include in their annual budget submissions, including new requirements for performance-based budgeting, and cap student membership in charter schools at 27 thousand for FY20. The bill was endorsed 9:0.
- A bill to amend the teacher loan repayment program to prioritize loan repayment for minority teachers and those licensed and teaching early childhood education, special education, or bilingual education. The bill would also create a new College of Education Affordability Act to prioritize need-based scholarships for English learners and students with disabilities who are enrolled in teacher preparation programs. Finally, the bill would also require the Higher Education Department to stop accepting applications for the teacher loan for service program. The bill was endorsed 10:0.

Multicultural Education Framework. Edward Tabet-Cubero, Executive Director, Learning Alliance of New Mexico, presented on behalf of the New Mexico Coalition for the Majority. The coalition proposed remedies for the *Martinez* and *Yazzie* consolidated lawsuit. Mr. Tabet-Cubero noted a multicultural education framework should be at the core of the state's education system

because 76 percent of students in the state are racially and ethnically diverse. Academic achievement is enhanced when home languages and cultures are honored, centered in classroom curriculum, and integrated effectively. James Bank's research indicates a multicultural education framework should be viewed as a process comprised of content integration, knowledge construction, anti-racism, equity pedagogy, and empowering school culture.

Dr. Christine Sims, Associate Professor, Educational Linguistics and American Indian Education, University of New Mexico (UNM), said one of the critical aspects of a multicultural education framework is the availability of culturally and linguistically relevant materials. UNM has been working to develop materials for Native American communities to help students look at their own culture's history in the context of the country's history. Additionally, to address language erosion, Dr. Sims noted the state needs to produce speakers of native languages. Much of the language instruction across the state occurs in community-based initiatives developed by tribes and in many school districts across the state. Not every school provides instruction in native languages, but there is increased interest.

Dr. Rebecca Blum Martinez, Professor, Bilingual and English as a Second Language (ESL) Director, UNM, stated culturally responsive education places students' identities at the center of curriculum. Identities are developed in the home, communities, and at school. It is important to know students' specific skills and ensure their strengths are incorporated into classroom instruction. Reading and writing should be embedded in the curriculum to support students in areas they find challenging. When students are viewed as capable and faced with an engaging challenge, students see that teachers care and believe in them.

Senator Stewart asked what kind of coursework is available to pre-service teachers to implement the multicultural education framework. Dr. Blum Martinez stated students pursuing elementary school licensure at UNM have three pathways, one that leads to bilingual and teaching English to speakers of other languages (TESOL) endorsement, one that leads to special education licensure, and one that leads to thorough understanding in serving American Indian students.

Representative Romero noted that assessments teachers take to be licensed to teach in New Mexico, specifically for history or social studies, are not culturally relevant or specific to New Mexico. This may lead teachers to prioritize instruction on certain parts of history over others. The representative stated he hopes work can be done to ensure standards for licensure and for instruction in all content areas can also be culturally relevant.