




B i t e s i z e

 New Mexico's 2018 high school graduation rate of 73.9 percent was a record for the state but still lagged behind the national rate of 84.6 percent reported by the Alliance for Excellent Education. The alliance reports 2018 ACT scores indicated 27 percent of the nation's high school graduates were considered college-ready in English, math, reading, and science, while 17 percent of New Mexico graduates met the mark for college-readiness.

 The New Mexico Early Childhood Development Partnership will partner with the multi-agency Early Learning NM team on a statewide early learning needs assessment and strategic plan. As part of the needs assessment, the New Mexico Early Childhood Development Partnership and the state will hold 11 community forums across the state. The resulting three-year early learning strategic plan will serve as the road map for the newly created Early Childhood Education and Care Department.

 The Public Education Department has issued guidelines for teacher preparation programs seeking state grants to create teacher residency programs, part of an effort to expand classroom experiences for pre-service teachers to improve teacher retention. The guidelines indicate the grants will be available to residency programs for prospective teachers who already have bachelor's degrees and are working on alternative teacher licensure but not undergraduate teacher candidates.



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Representative Christine Trujillo, Chair / Senator Mimi Stewart, Vice Chair / Rachel S. Gudgel, Director / July 2019

From the Chairwoman

Representation

Odds are many New Mexico public school students you know are Hispanic while their teachers are non-Hispanic and white. While less likely, the student could be Native American or black but the teacher will still be a non-minority. Just one in three New Mexico public school teachers are Hispanic, and the percentage of black and Native American teachers is so small they don't show up statistically, while 61 percent of the students are Hispanic, 10 percent are Native American, and 2 percent are black.

Yet, research overwhelmingly shows students benefit from having teachers who look like them, and the homogeneity of teachers probably contributes to the student achievement gap between minority and non-minority students. One study of more than 100 thousand students in North Carolina found black students who had a black teacher between third and fifth grade were significantly more likely to graduate from high school and go to college.

Researchers say minority teachers likely make a difference for minority students for a variety of reasons, including by being role models, presenting material in a more culturally relevant way, and interacting with minority students without the "implicit" bias found in studies of how non-minority teachers treat minority students.

In New Mexico, organizations are attempting to bring more diversity to the teacher corps through "grow-your-own" programs like Educators Rising NM, which draws high school students into the teaching field through clubs and activities. Some New Mexico schools are looking at including teaching in their career and technical education pathways. As part of the extensive educator reform package adopted during the last legislative session, state lawmakers approved scholarship funds and other programs that will help educational assistants and education undergraduates overcome the barriers to full licensure that research shows disproportionately affect underrepresented hopefuls.

Although it will continue to be difficult to recruit new teachers – minorities or non-minorities – until the teaching profession is treated with greater respect, grow-your-own programs show promise as a way to diversify our teaching workforce and better serve all students.

Representative Christine Trujillo

Hearings Feature National Ed Experts

Creating a diverse teaching force while addressing the teacher shortage, the whole brain and early literacy, and the impact of childhood toxic stress and trauma on early development will be among the topics presented on July 24 by national and local education experts during a series of committee hearings organized by the National Conference of State Legislatures in cooperation with the committee.

The committee's agenda for July 24, the first of its three-day meeting in Santa Fe, includes hearings on adverse childhood experiences, teacher preparation and recruitment, and early literacy. The times and speakers:

9:25 a.m. - "Trauma and Adverse Childhood Experiences and Their Impact on Early Development and School Discipline" with the project director for the nonprofit research organization WestEd, an NCSL education analyst, and a New Mexico doctor who co-authored a study on childhood trauma and delinquency in New Mexico;

10:45 a.m. - "Early Literacy Development and Effective Intervention Strategies" with the executive director of a neuroscience-based curricula development company

and a reading specialist from Albuquerque Public Schools;

1:30 p.m. - "Supporting Early Teaching Through Aligned Recruitment, Preparation, Induction, Mentoring, and Ongoing Professional Learning" with the state policy director for the national Learning Policy Institute, the deputy executive director of the professional development organization Learning Forward, and the mentorship coordinator of Albuquerque schools.

Karen Finello, Ph.D., of WestEd reports, in a presentation prepared for the hearing on adverse childhood experiences, that toxic stress and trauma in early childhood – which can be caused by poverty, abuse, family dysfunction, living with a family member with substance abuse or other mental health condition, and other factors – make it more likely a child will be expelled and removed from the classroom, even at the infant, toddler, and preschool level.

The long-term impact can include social, emotional, and cognitive impairment, high-risk behaviors, and early death.

A national survey of adverse childhood experiences found
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Workforce Collaborates with Education Agencies

The Workforce Solutions Department intends to work closely with the Public Education and Higher Education departments on WSD goals that include a plan to partner with business on career and technical education and a STEM competition that would reward science, technology, engineering, and math students, the WSD secretary told the committee in June.

Secretary Bill McCamley, who [briefed](#) the committee in June, said WSD has seven goals for the year aimed at building a skilled workforce that meets the needs of business and will help the state diversify its economy.

For a goal to target specific employment sectors, the department is planning to work with middle schools, high schools, colleges, and businesses on career and technical education.

McCamley noted the Perkins Act, the federal technical education law, requires states to collaborate with schools and employers.

As part of a goal to improve “soft skills” among young people – communication, time management, and other interpersonal skills – the department plans to implement a [mock job interview program](#) for high school juniors statewide and work with com-

munity schools on more in-depth training based on the “[Career Solutions](#)” and “[Why I Work](#)” programs offered on the WSD website.

WSD is also working with the Public Education Department and a number of outside organizations on the Governor’s STEM Challenge, another goal.

Students from each participating school will get professional support and supplies to answer a statewide question, developed this year by Los Alamos National Laboratory. The activity is sanctioned by the New Mexico Activities Association, which sanctions school athletics and music competitions. Each winning student will receive a \$500 academic award.

Participating organizations – Air Force Research Labs, Sandia National Laboratories, Virgin Galactic, Presbyterian, RS21, Intel, Chevron, N3B, Pattern Energy, Facebook, and Deloitte have already committed – will choose the winning answers.

WSD’s other goals are to create teaching apprenticeships, help colleges expand nursing education, and transfer the troubled Division of Vocational Rehabilitation, already under WSD financial oversight, from the Public Education Department to WSD.

ACEs, Teachers, Literacy Focus of Hearings

continued from front

18 percent of New Mexico children reported three to eight experiences before age 17, compared with the national average of 10 percent.

Deborah Leong, Ph.D., of the curricula developer Tools of the Mind is expected to discuss the link between executive functioning skills – like focus, emotional regulation, and persistence – and early literacy, while Zoe Ann Alvarez of Albuquerque Public Schools is expected to discuss research-based approaches to improving literacy.

Tara Kini of the Learning Policy Institute plans to speak on evidence-based efforts to recruit and retain teachers and diversify the workforce.

Kini, co-author of a national study on teacher recruitment and retention, intends to report on New Mexico data and potential approaches for the state.

The national study identified several successful approaches being used in other states, including teacher loan repayment programs, “grow-your-own” programs, and modified teacher

licensing structures.

“States often turn to underqualified teachers to fill (teacher vacancies), a problematic and often temporary solution because these teachers are less effective on average and more likely to leave the field, especially in high-need schools in which they are disproportionately placed. Such attrition is costly to states and further undermines student achievement and school improvement efforts,” the study concludes.

NM Per-Student Spending Highest in Region

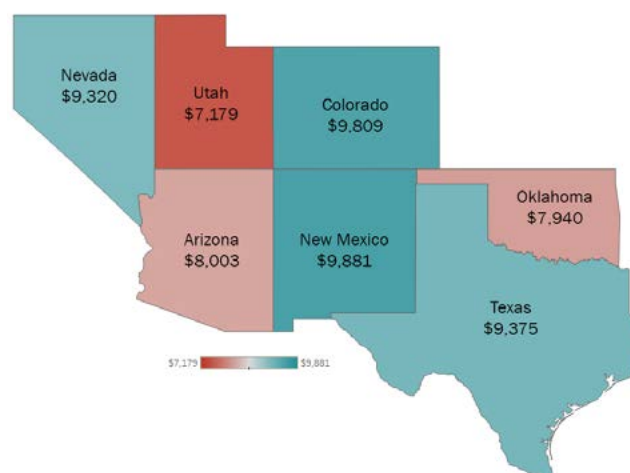
Despite mid-year budget cuts to ensure the state remained solvent, New Mexico led the region in per-student spending on operations in FY17, based on data from the U.S. Census Bureau.

New Mexico spent \$9,881 per student, 37 per-

cent more than Utah, the lowest-spending state at \$7,179. The figures don’t include capital outlay and debt service.

From FY16 to FY17, New Mexico per student spending grew by \$188, or 1.9 percent.

Regional Per-Student Spending, FY17



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