




B i t e - S i z e

 A joint letter from the U.S. Secretary of Education and U.S. Secretary of Labor called for states to take significant action and use federal, state, and local resources to ensure teacher candidates do not face economic challenges as they enter the teaching workforce. The joint letter provided three strategies to ensure teacher candidates to accomplish this: establishing high quality paid apprenticeship teaching residency programs; increasing collaboration between workforce and education systems, and connecting supportive services such as childcare assistance; and paying educators competitively.

 Over the next decade, the federal government will invest approximately \$369 billion in reducing carbon emissions and promoting sustainable energy sources. Of those funds, \$50 million will be used to improve indoor air quality in schools, with \$400 million available for states, districts, and other transportation entities to invest in electric vehicles, including school buses.

 On Sept. 6, PED announced an additional option for Level 1 teachers seeking licensure advancement. In addition to the traditional dossier process, teachers in their third year may now advance from a Level 1 to a Level 2 New Mexico teaching license through successful completion of a series of micro-credentials. Teachers choosing to do so will enroll in a series of five micro-credentials. The department notes all micro-credentials required for licensure advancement align with the four domains in Elevate NM, the educator evaluation system.



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Senator William P. Soules, Chair / Representative G. Andrés Romero, Vice Chair / Gwen Perea Warniment, Director / October 2022

From the Chairman

Compassion in the Classroom

The LES C is headed south to the beautiful city of Las Cruces and Hatch Valley for our last travel meeting of the 2022 interim. As we continue to hear from state education administrators and statewide education organizations, we must zero in on the persistent issues that continuously contribute to New Mexico's struggles with education and child well-being.

In the Kids Count Data Book for 2022, published by the Annie E. Casey Foundation, New Mexico ranked 50th in overall child well-being, 48th in economic well-being, 50th in education, 39th in health, and 48th in family and community.

Although as a legislature we have made policy changes to put children first, such as the child tax credit and the expansion of childcare systems to children across our state, there is plenty of work left to be done.

In New Mexico, as many as one in seven children have experienced more than three or more adverse childhood experiences (ACEs), and children in our state face further exposure to toxic stress due to historical and ongoing trauma related to multi-generational poverty and systemic racism.

Many students take their ACEs into the classroom, leaving educators to address the needs of their students on their own. Some studies suggest there are several ways to mitigate ACEs impact in the classroom by creating a welcoming classroom environment, culturally relevant pedagogy, and social emotional learning and language support systems.

We can give our educators the tools to help cultivate a safe and welcoming environment, to ensure students feel heard and supported in the space that is like a second home.

We need to dig deep and look at where we are as state and know there is hope in our future if we continue to make investments towards our students and our educators, whether that comes from having the most prepared educators in the classroom, or something as simple as taking time to ask, "How are you doing today?"

Teacher Pathways to the Classroom

The newly released New Mexico State University Southwest Outreach Academic Research Evaluation and Policy Center report for 2022 indicates a decrease in teacher vacancies from 1,048 vacancies to 690 this fall. While promising, the data points to a continued need to recruit and retain high quality educators.

Investing in high retention pathways into education and subsidizing the cost of teacher preparation programs can support both a diversified teacher candidate pool and a well-prepared educator workforce.

The Legislature has already made significant investment into the teacher workforce by enacting the Teacher Residency Act and Grow Your Own Teacher Act, as well as increasing educator and administrator pay during the 2022 legislative session.

As critical as recruiting additional educators is ensuring they are adequately prepared for the job. Studies of the teacher residency model have shown success in reducing turnover and improving retention of

new teachers. National research indicates 80 percent of graduates of teacher residency programs remain in the teaching profession after five years, compared with up to 50 percent of their non-residency peers.

Turnover tends to be higher in districts that meet shortages by hiring teachers who have not competed an adequate preparation program. Similarly, teachers who do not receive mentoring and support in their first years leave teaching at much higher rates than those whose school or district provide those supports.

During the 2022 legislative session, the Legislature increased funding for teacher residency programs to \$15.5 million, and the Public Education Department has awarded funding to eight higher education institutions to fund 374 teacher residents. This funding will provide a \$35 thousand a year stipend to teacher residents, an increase from \$15 thousand a year previously provided. Currently the \$35 thousand stipend is a non-recurring cost.

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Consensus Revenue Estimating Group - Forecasts for the Future

The Legislature will have the job of managing about \$2.45 billion in additional funds for next fiscal year, according to the group responsible for tracking the state's revenue.

The Consensus Revenue Estimating Group (CREG), made up of the Legislative Finance Committee, Department of Finance and Administration (DFA), Taxation and Revenue Department, and the Department of Transportation, presented their General Fund Revenue Estimates to the LESC at the September meeting in Kirtland.

Preliminary reports indicate recurring revenue for FY22 were \$9.217 billion, up \$1.132 billion, or 14 percent from FY21. Estimated recurring revenues for FY23 are \$9.847 billion, up \$1.002 bil-

lion, from the December estimate. For FY24 recurring revenues are estimated at \$10.859 billion.

As revenues have increased over the past few years, it's meant increased spending on public schools and education, overall. The state equalization guarantee, money that flows directly to school districts and charter schools via the state funding formula, has increased from \$3.068 billion in FY20 to \$3.673 billion for FY23. And the Legislature has appropriated more than \$1 billion to education in that time.

The CREG reported to the committee both the U.S. and New Mexico economic forecasts using local data from the University of New Mexico Bureau of Business and Economic Research (BBER), as

well as forecast data from Moody's Analytics.

As consumer spending has remained strong, wage growth has been robust and high oil and gas revenue supported by global supply-side constraints raising prices and encouraging production expansion. The U.S. economy continues to recover from the pandemic-induced recession, while the BBER used in the consensus revenue forecast expects the New Mexico economy to experience slower than national economic growth, but will gain ground with relatively faster growth in 2023.

The state's economic outlook is similarly tied to inflation, monetary policy, and other economic mechanisms similar to the national outlook.

Student Achievement is Undermined by High Rates of Teacher Turnover

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Teacher residency programs bridge in-classroom coursework with meaningful supervised on-the-job training and applied learning in the classroom. These programs focus on training teachers to fill specific

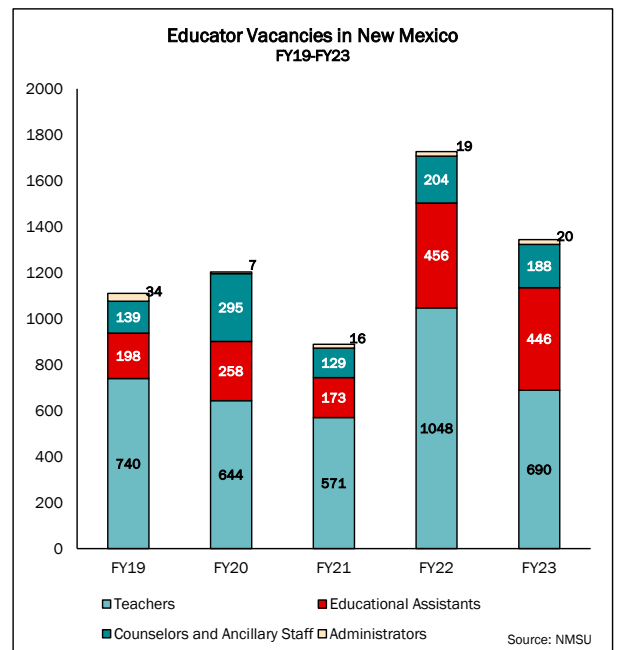
needs of school districts and provide professional development and mentorship in the classroom before candidates take over the classroom and become the teacher of record.

Recruiting and retaining a racially and ethnically diverse teacher workforce in crucial to ensuring all young people have a role model who reflect the diversity of our state and nation and meet the needs of all students.

NMSU SOAR Educator Vacancy Report Indicates Fewer Vacancies

New Mexico State University's SOAR Research Center released the educator vacancy report for school year 2022-2023. This report gathers publically available information on school district job postings and then group the open positions by district and teaching or

job type, such as elementary teacher or counselor. As compared to school year 2021-2022, total vacancies have dropped by 383 positions, a 22 percent decrease and total teacher vacancies have dropped by 358 positions, a 34 percent decrease. When examining teacher vacancies in-depth, the largest need continues to be for special education teachers, with 193 open positions or 28 percent of the total number of teacher vacancies.



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