

LESC 2019 INTERIM WORK PLAN SUMMARY

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
<b>TEACHING, LEARNING, AND ADMINISTRATION</b>				
<b>SCHOOL PERSONNEL</b>				
<b>1</b>	<p><u>Teacher Recruitment</u></p> <p>Issue: Traditional teacher preparation programs have experienced declines in enrollment, indicating a waning interest in the teaching field. Meanwhile, school districts continue to experience growing numbers of teacher vacancies, especially in high-need areas such as special education and math. Grow-your-own teacher programs such as Educators Rising aim to recruit high school students, who mirror the racial and ethnic diversity of all students, to the profession. Graduate teacher preparation programs are also recruiting students who earn a bachelor's in a field other than education. The Legislature approved raises in salary minimums, as well as initiatives that offer scholarships, financial aid, and loan repayment for prospective and current teachers in an effort to recruit and retain teachers.</p> <p>Goal: Increase the number of teachers attending colleges of education to maintain a steady stream of qualified teachers.</p>	<ul style="list-style-type: none"> <li>• Produce a brief on the effectiveness of “grow-your-own” programs, looking specifically at participation rates, programming details, and college transitions of participating students.</li> <li>• Analyze enrollment in teacher preparation programs to determine whether salary increases and increased financial assistance result in increased enrollment.</li> <li>• Study recruitment strategies in New Mexico, regionally, and nationally.</li> <li>• Report about the use of “grow-your-own teachers” scholarships, including participating institutions and participation rates.</li> <li>• Report about Educators Rising programs throughout New Mexico, including participating schools, number of participants, and transitions from high school to postsecondary.</li> <li>• Identify barriers to effective recruitment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve policy recommendations for future funding or expansion of “grow-your-own” programs.</li> <li>• Improve funding recommendations for targeted scholarships or financial aid.</li> <li>• Recommend effective recruitment and retention strategies.</li> <li>• Work with the Public Education Department (PED) to establish career-technical education pathways for prospective teachers.</li> </ul>	<p>LESC staff, teacher preparation programs, school districts, charter schools, and PED</p>
<b>2</b>	<p><u>Teacher and Educational Leader Preparation</u></p> <p>Issue: Judge Singleton found the quality of teaching for at-risk students in New Mexico is inadequate. Improving teacher quality begins with teacher preparation. Ensuring teacher education programs are effectively preparing teachers is crucial to improving education. PED implemented educator preparation program scorecards last summer to gauge program efficacy. Scorecard criteria is being revisited and PED will issue new rules summer 2019. New Mexico also struggles to recruit and retain high quality school leaders. This is partly due to misalignment of preparation programs with realities of running a school, leading to inadequate preparation.</p> <p>Goal: Ensure teacher and school leader preparation programs are providing a diverse and well-trained pool of teachers and school administrators.</p>	<ul style="list-style-type: none"> <li>• Report about teacher preparation programs including a comparison of program requirements, practicum models, and collaboration with school districts.</li> <li>• Report on effective residency models and how they are or could be implemented in New Mexico.</li> <li>• Study school leader preparation programs and practices, including candidate selection and leadership practicum.</li> <li>• Attend Deans and Directors meetings.</li> <li>• Attend New Mexico Early Childhood Funders Group meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teacher preparation programs, including potential changes to program and course requirements.</li> <li>• Coordinate with the Legislative Finance Committee (LFC) for budget recommendations for funding and expansion of teacher residency models.</li> <li>• Make recommendations to improve the quality of school leadership.</li> </ul>	<p>LESC staff, LFC, PED, colleges of education, school districts, and charter schools</p>

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3	<p><u>Teacher Induction and Mentorship</u></p> <p>Issue: Despite having laws that mandate mentorship for beginning teachers, school districts have not done an effective job of ensuring all beginning teachers receive the support they need to be successful in the classroom. While some school districts have structured mentorship programs, many do not. PED has not provided sufficient support or accountability for mentorship programs. Quality mentorship programs result in better teachers and higher rates of retention.</p> <p>Goal: Improve mentorship for beginning teachers to ensure better instruction and higher rates of teacher retention.</p>	<ul style="list-style-type: none"> <li>• Report on effective mentorship programs in New Mexico and regionally.</li> <li>• Report on PED's efforts to support school districts in beginning teacher mentorship, including reporting requirements and funding.</li> <li>• Study successful professional development models for experienced teachers who want to become mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve mentorship structures, practices, and implementation across the state.</li> <li>• Improve accountability for school district mentorship programs.</li> <li>• Coordinate with LFC for budget recommendations for mentorship programs.</li> </ul>	<p>LESC staff, PED, colleges of education, school districts, and charter schools</p>
4	<p><u>Teacher Quality</u></p> <p>Issue: The governor recently ordered the development of a new teacher evaluation system and the 2019 General Appropriation Act (GAA) includes \$2 million for such a system. The moves align with Judge Singleton's findings that the state should have evaluation policies that reward high quality teaching, instead of penalizing teachers who serve high needs students. PED will be responsible for implementing a new system that will help ensure quality instruction and drive professional development for teachers. A key component in the development of a new system will be the use of student achievement data as a factor in teacher ratings, especially in the cases of bilingual, special education, and English learner teachers. Additionally, the implementation of a new system could impact teacher licensure and compensation. Teacher quality is also impacted by in-school collaboration, mentoring, and professional development. The GAA also includes funding for an optional extended learning time factor, in which schools can add instructional days to the school year, as well as 80 hours of professional development.</p> <p>Goal: Improve instruction and targeted professional development for teachers to ensure all students have access to high-quality instruction in every classroom.</p>	<ul style="list-style-type: none"> <li>• Attend PED stakeholder engagement meetings to assess teacher concerns and monitor consideration of stakeholder feedback.</li> <li>• Report on the development and implementation of a new teacher evaluation system.</li> <li>• Report PED's efforts to provide teacher professional development or support school districts' professional development efforts.</li> <li>• Report effects of new teacher evaluation system on student achievement and licensure advancement.</li> <li>• Study effective models of professional development, including external training potentially tied to degree credit and development embedded in the school day.</li> <li>• Visit school districts to report on use and implementation of extended learning time, specifically as it relates to planning, collaboration, and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teacher evaluations and classroom instruction.</li> <li>• Improve embedded professional development.</li> </ul>	<p>LESC staff, PED, school districts, and charter schools</p>

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5	<p><u>Teacher Compensation and Competitiveness</u></p> <p>Issue: Teacher recruitment and retention remains a challenge for New Mexico’s school districts and charter schools. According to the National Education Association, during the 2017-2018 school year, the average starting salary for New Mexico teachers was \$36,405, or about \$2,800 less than the U.S. average. Teachers also made significantly less than other professionals with similar educational attainment. While New Mexico has made a significant investment in educator compensation, other states have also been increasing teacher pay in response to protests over low teacher pay. For FY20, the Legislature appropriated an additional \$116 million to increase teacher pay, about 9 percent of FY19 budgeted teacher compensation. Simultaneously, policy makers must address compaction issues among more experienced teachers and administrators to ensure a pipeline of teachers in leadership roles and administration.</p> <p>Goal: Ensure New Mexico’s teacher and school leader compensation system is competitive with surrounding states to boost recruitment and retention of high-quality teachers and school leaders.</p>	<ul style="list-style-type: none"> <li>• Report on enrollment in teacher and educational leadership preparation programs.</li> <li>• Compare New Mexico teacher salaries with regional and national salaries to ensure pay in New Mexico is sufficient to attract high quality candidates.</li> <li>• Review school district and charter school budgets and salary schedules to evaluate the impact of enacted compensation increases.</li> <li>• Study the impact of increases to statutory teacher minimum salaries on salary schedule compaction.</li> <li>• Examine the role that health insurance and retirement benefits play in the total compensation package of public school employees.</li> <li>• Work with school district and charter school leaders to examine how recently enacted programs like K-5 Plus and extended learning time programs are impacting teacher compensation.</li> <li>• Monitor the transition away from the instructional staff training and experience index and the implementation of the new teacher cost index.</li> <li>• Collect data and report on how the new teacher cost index is impacting school district and charter school finances.</li> </ul>	<ul style="list-style-type: none"> <li>• Competitive teacher pay that contributes to increases in recruitment and retention.</li> <li>• Create school district salary schedules that address compaction issues.</li> <li>• Ensure the new teacher cost index, once fully implemented, is properly reflecting the costs of teacher licensure advancement, consistent with Legislative intent.</li> </ul>	<p>LESC staff, LFC, PED, school districts, and charter schools</p>
6	<p><u>Return-to-Work Issues</u></p> <p>Issue: According to the Educational Retirement Board (ERB), about 2,000 retired educational employees are currently working in school districts and charter schools under the statutory “return-to-work” program. Under current law, this program will sunset January 1, 2022. While the state has taken steps to improve the recruitment and retention of high-quality teachers, retired educators remain an important potential employment pool at a time when educator vacancies remain high both in New Mexico and in other states. At the same time, there are concerns that the retirement system is being used by some employees to increase compensation while working rather than to provide a reliable income stream in retirement.</p> <p>Goal: Determine if the return-to-work program scheduled to expire in FY22 should be extended beyond the current expiration date.</p>	<ul style="list-style-type: none"> <li>• Work with ERB staff and school district and charter school stakeholders to examine the current return-to-work program, including changes adopted by the Legislature during the 2019 legislative session.</li> <li>• Investigate educator vacancy issues to determine what impact the expiration of the return-to-work program will have on the ability of school districts and charter schools to find qualified staff.</li> <li>• Collect data on return-to-work participation and hold a hearing on return-to-work issues and how they impact educator recruitment and retention.</li> <li>• Explore possible statutory changes that would ensure return-to-work is only used in hard-to-staff areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve understanding of educator retirement issues and return-to-work issues.</li> </ul>	<p>Simon, ERB, school districts, and charter schools</p>

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<b>CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION</b>				
7	<p><u>Supporting English Learners</u></p> <p>Issue: According to the findings in the <i>Martinez</i> and <i>Yazzie</i> consolidated lawsuit, the needs of at-risk students, such as English learners (ELs), are not being met by the current educational system. Studies have shown the best strategy to meet the cultural and linguistic needs of EL students is to implement research-based bilingual programs that have appropriate resources. The court noted, however, current bilingual programs in New Mexico are not appropriately serving students. According to PED's Bilingual Multicultural Education Program Annual Report, the number of schools implementing bilingual multicultural education programs increased from 461 in FY17 to 484 in FY18 due to increased monitoring and improved technical assistance to schools. According to the report, 21,306 EL students participated in a bilingual multicultural program in FY18, representing only 43 percent of the state's EL students. Schools unable to offer bilingual multicultural education programs lack expertise and teachers certified to teach bilingual multicultural education. Schools able to offer bilingual multicultural education programs lack district- and state-level support in implementation, assessment, and the provision of quality professional development for continuous improvement of programs.</p> <p>Goal: Leverage local and national expertise to increase EL students' access to high-quality bilingual multicultural education programs.</p>	<ul style="list-style-type: none"> <li>• Identify policy options to support culturally and linguistically responsive instruction.</li> <li>• Conduct site visits to determine whether the New Mexico seal of bilingualism-biliteracy is leading more schools to increase their offerings in high-quality bilingual multicultural education programs.</li> <li>• Collect and analyze college and career readiness indicators such as college enrollment, retention, and remediation rates for students who received the New Mexico seal of bilingualism-biliteracy.</li> <li>• Research and produce a brief on how other states implement culturally and linguistically responsive instruction to support EL students.</li> <li>• Produce a brief and schedule a hearing on national best practices for recruiting, retaining, and providing quality training for bilingual multicultural education teachers.</li> <li>• Analyze and report on academic outcomes by bilingual multicultural education program type.</li> <li>• Work with the PED Language and Culture Bureau and Indian Education Division, Dual Language New Mexico, Indian Affairs Department (IAD), and other groups to ensure schools have adequate supports to implement bilingual multicultural education programs.</li> <li>• Understand and report how schools use bilingual multicultural education state funding and Title III federal funding to support EL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all EL students have access to high-quality bilingual multicultural education programs.</li> <li>• Close the achievement gap between EL and non-EL students across the state.</li> </ul>	<p>Ochoa, PED, national experts, and local experts</p>

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8	<p><u>Adequate Supports for Bilingual Multicultural Education</u></p> <p>Issue: Judge Singleton noted in the <i>Martinez and Yazzie</i> consolidated lawsuit some provisions of the Indian Education Act, Bilingual Multicultural Education Act, and Hispanic Education Act are not being implemented, although the requirements in all three acts are consistent with empirical research on meeting the needs of diverse students. The lawsuit findings state PED has not been successful in monitoring and providing support for all school districts and charter schools to serve at-risk students through the implementation of the Indian Education Act, Bilingual Multicultural Education Act, and Hispanic Education Act.</p> <p>Goal: Ensure the Indian Education Act, Bilingual Multicultural Education Act, and Hispanic Education Act are implemented to appropriately meet students' diverse needs.</p>	<ul style="list-style-type: none"> <li>Identify ways to strengthen the implementation of the three acts to better meet the needs of New Mexico's student population.</li> <li>Attend Indian Education Advisory Council, Bilingual Advisory Council, and Hispanic Education Advisory Council meetings.</li> <li>Review PED monitoring practices and reporting requirements to ensure school districts and charter schools are held accountable to provide high-quality, culturally and linguistically responsive educational opportunities for all students through implementation of the Indian Education Act, Bilingual Multicultural Education Act, and Hispanic Education Act.</li> <li>Schedule an LESC hearing on how bilingual funds are being spent to impact student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Increase accountability in implementation of high-quality bilingual multicultural programs.</li> <li>Improve academic and social-emotional outcomes for at-risk students.</li> </ul>	Ochoa, PED, school districts, and charter schools
9	<p><u>Teaching English to Speakers of Other Languages (TESOL)</u></p> <p>Issue: Hanover Research conducted an assessment of EL programs in the state and found teachers with a TESOL endorsement did not feel well-prepared to serve the diverse pool of EL students, only 25 percent of respondents indicated they felt prepared to serve Native American EL students, 28 percent felt prepared to serve recent immigrants, and 27 percent felt prepared to serve EL students with disabilities. To comply with federal requirements, PED requires all EL students to receive instruction from a teacher who has an endorsement in TESOL; however, this endorsement has not lead to improved academic outcomes for EL students, further widening the achievement gap for this group of students.</p> <p>Goal: Ensure teachers serving EL students are adequately prepared to receive a meaningful license endorsement.</p>	<ul style="list-style-type: none"> <li>Attend meetings with the Deans and Directors to ensure institutions of higher education are providing high-quality, applicable, culturally and linguistically relevant coursework for teachers seeking a TESOL endorsement.</li> <li>Work with the PED Language and Culture Bureau and the Professional Licensure Bureau to align TESOL endorsement requirements with the skills needed to address the needs of New Mexico's EL students.</li> <li>Identify strategies to provide ongoing professional development and mentoring for teachers serving EL students.</li> <li>Investigate and report how other states prepare and license teachers who serve EL students.</li> <li>Monitor whether students are exiting EL status within five years of being classified as requiring English language development support.</li> <li>Track and report on proficiency rates of students who have exited EL status to determine which programs are best meeting the needs of EL students.</li> </ul>	<ul style="list-style-type: none"> <li>Improve academic outcomes for EL students.</li> <li>Increase retention rates for TESOL endorsed teachers who are adequately prepared to meet the needs of their community.</li> <li>Improve quality in programs for EL students across the state.</li> <li>Increase rigor in coursework and assessments used to determine eligibility for a TESOL endorsement.</li> </ul>	Ochoa, PED, institutions of higher education, school districts, and charter schools

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10	<p><u>Indian Education</u></p> <p>Issue: Native American students in New Mexico continue to struggle with academic and social-emotional indicators. During the 2017-2018 school year, 29 percent of Native American students were proficient in reading, 12 percent in math, and 21 percent in science. This represents a substantial achievement gap between Native American students and their Caucasian peers. During the 2017-2018 school year, 54 percent of Caucasian students were proficient in reading, 35 percent in math, and 60 percent in science. Further, although the suicide rates for Native American populations are comparable to suicide rates for Caucasian populations, adolescent Native American females are four times as likely to commit suicide when compared with Caucasian females in the same age group. Laws 2019, Chapter 16 (HB250) requires school districts and charter schools with Native American students to conduct a needs assessment to determine the services Native American students need to graduate and become college- or career-ready as well as prioritize funds to address the findings of the needs assessment. The Indian Education fund received a significant appropriation increase from \$2.5 million in FY19 to \$6 million in FY20. Additionally, PED received \$1 million in FY20 for indigenous education initiatives.</p> <p>Goal: Close the achievement gap for Native American students.</p>	<ul style="list-style-type: none"> <li>• Monitor implementation of Laws 2019, Chapter 16 (HB250) to determine if school districts and charter schools can meet the needs of Native American students.</li> <li>• Compose a brief and schedule a hearing focused on successful strategies that effectively meet the needs of Native American students.</li> <li>• Identify common needs for Native American students so interventions can be implemented and scaled.</li> <li>• Analyze and report on Native American student outcomes based on interventions provided.</li> <li>• Monitor and hold a hearing on how Indian Education funds are being used to inform budget recommendations for FY21.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve academic and social-emotional outcomes for Native American students.</li> <li>• Increase quality and alignment of programs provided to Native American students.</li> <li>• Understand how school districts and charter schools are using funds to support Native American students.</li> </ul>	<p>Ochoa, PED, IAD, nations, tribes, pueblos, school districts, and charter schools</p>
<b>INSTRUCTION</b>				
11	<p><u>New Mexico Science, Technology, Engineering, and Mathematics (STEM) Ready Science Standards and the Assessment of Science Readiness</u></p> <p>Issue: New Mexico still faces the following three challenges in implementing the recently adopted NM STEM-Ready Science Standards: providing high-quality professional development for STEM teachers; providing for the purchase of high-quality instructional materials aligned with the standards; and assessing students' acquisition of the skills. PED received \$500 thousand in FY19 for the implementation of the STEM-Ready standards, but science teachers statewide have received limited professional development. In FY20, PED received a substantial increase to its below-the-line STEM initiative funding, and school districts and charter schools will receive funds for instructional materials through the funding formula. Additionally, in the Spring of 2019, PED began field testing a new computer-administered assessment aligned to the standards. The field test will continue in 2020, and PED will monitor the results of the field test and consider changes to the assessment before its full implementation in Spring of 2021. PED will likely consider feedback from the field test to make changes to the types of professional development being provided.</p> <p>Goal: Improve student readiness for high-demand and high-skill STEM careers using professional development, instructional materials, and assessments aligned with the rigorous new standards.</p>	<ul style="list-style-type: none"> <li>• Attend and participate in PED stakeholder engagement sessions and report to LESC on stakeholder feedback.</li> <li>• Monitor implementation of the New Mexico Assessment of Science Readiness field tests, and report to LESC on student and teacher feedback from the assessment.</li> <li>• Report to LESC on the use of STEM initiative funds for professional development of the of STEM-Ready standards.</li> <li>• Monitor how school districts implement new instructional materials and understand the recurring instructional material costs for STEM-Ready materials, especially consumables like science kits.</li> <li>• Work with PED to ensure the New Mexico Assessment of Science Readiness is aligned with the needs of STEM industry careers in New Mexico, including national laboratories, technology companies, and environmental agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the state adopts a high-quality assessment aligned to the NM STEM-Ready Science Standards.</li> <li>• Improve understanding of professional development needs for STEM teachers statewide, including whether additional funds are needed for professional development.</li> </ul>	<p>Bedeaux, Ochoa, PED, school district and school stakeholders, New Mexico STEM career stakeholders</p>

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12	<p><u>Special Education</u></p> <p>Issue: Judge Singleton noted in the <i>Martinez</i> and <i>Yazzie</i> consolidated lawsuit that New Mexico is failing to provide an adequate education to students with disabilities. The judge noted that although the same academic achievement standards apply to all students, students with disabilities may not be held to those high standards. School districts and charter schools locally determine how to spend special education funds with little oversight. Additionally, while the number of C and D level special education students is decreasing, ancillary service provider FTEs are increasing.</p> <p>Goal: Ensure school districts and charter schools are using federal and state funds to directly impact students with disabilities.</p>	<ul style="list-style-type: none"> <li>• Monitor and report on funding as it pertains to students with disabilities.</li> <li>• Review PED monitoring and reporting requirements to ensure school districts and charter schools are held accountable to provide high-quality programs for students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how school districts and charter schools are using funds to support students with disabilities.</li> <li>• Improve academic outcomes for students with disabilities.</li> </ul>	Ochoa, PED, school districts, and schools
13	<p><u>Learning Time</u></p> <p>Issue: Many New Mexico students enter kindergarten behind their peers and lose ground in learning over summer breaks. By third grade, low-income students, on average, continue to perform below grade level. While programs like K-3 Plus have shown to augment learning time and help offset the academic disparities between low-income and other students, LFC notes additional instructional time does not necessarily improve outcomes without high-quality instruction, delivered by effective teachers who engage in professional development, collaboration, and planning. Additionally, the structure of a school calendar can be used as a means to improve teaching practice by building in time for professional learning communities (PLCs). Although Laws 2019, Chapter 206 (Senate Bill 1) and Laws 2019, Chapter 207 (House Bill 5), give eligible schools an opportunity to implement K-5 Plus and extended learning time programs, and require participating schools to provide time for professional development for instructional staff, it will be important to monitor these initiatives, in particular to address the needs of at-risk students. Further, while some school districts and charter schools in the state have adopted a four-day school week to provide teachers with more time for planning and professional development, it is unclear precisely how that time is being used to strengthen the quality of instruction and improve student outcomes.</p> <p>Goal: Ensure schools implement structures that maximize instructional time and that teachers have the support and resources they need to provide high-quality instruction throughout the school day and during extended learning time programs.</p>	<ul style="list-style-type: none"> <li>• Review local and national school calendar and scheduling policies to identify best practices, including how schools develop and implement changes to schedules, and report to the committee through activity reports.</li> <li>• Monitor and analyze school districts,' schools,' and charter schools' implementation of additional instructional days and hours through K-5 Plus and extended learning time programs, including efforts to gain buy-in from teachers and school staff and selection of curriculum and instructional materials, and produce a report for the committee.</li> <li>• Learn about school districts,' schools,' and charter schools' use of professional development time to identify areas for improvement and best practices, and report to the committee through activity reports.</li> <li>• Use assessment data to evaluate the academic performance of students enrolled in schools implementing four-day weeks and early release policies, compared with students enrolled in schools implementing five-day weeks, and report to the committee through activity reports.</li> <li>• Visit schools to learn about the structure, development, barriers, and outcomes of PLCs and report to the committee through activity reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure schools have calendar and scheduling structures that maximize instructional time and professional development opportunities for teachers based on best practices.</li> <li>• Ensure effective implementation of K-5 Plus and extended learning time programs.</li> <li>• Improve understanding of extended learning time programs, including K-5 Plus, to determine if respective laws need to be updated.</li> <li>• Ensure teachers engage in effective PLCs in which educators work collaboratively to achieve better results for the students they serve.</li> <li>• Improve understanding of the academic outcomes in schools implementing four-day weeks and early release policies.</li> <li>• Improve understanding of how professional development time is being used in schools in the state and identify areas for improvement.</li> </ul>	Terrazas, Rogne, LFC, PED, school districts, and schools

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<b>EDUCATION FINANCE</b>				
14	<p><u>Performance-Based Budgeting for School Districts</u></p> <p>Issue: As school district and charter school budgets increase, many stakeholders wish to ensure that additional appropriations for public schools are being allocated to the classroom. To close the achievement gap, school districts and charter schools will need to prioritize additional spending for the classroom and address the needs of at-risk students. On average, school districts and charter schools spent about 74 percent of their general fund budget on instructional and support expenses related to students and classroom instruction; however, there is significant variance by school district and charter school. Laws 2019, Chapter 206 (Senate Bill 1) and Laws 2019, Chapter 207 (House Bill 5) require school district and charter school budgets to include a common set of performance measures and performance targets, beginning with the FY21 budget year.</p> <p>Goal: Ensure school districts and charter schools are considering the needs of at-risk students and evidence-based interventions to better serve at-risk students when creating annual operating budgets.</p>	<ul style="list-style-type: none"> <li>• Work with LFC, PED, and the Department of Finance Administration (DFA) to develop meaningful performance targets for school districts and charter schools, pursuant to Laws 2019, Chapters 206 and 207.</li> <li>• Monitor the implementation of language included in the General Appropriation Act of 2019 that creates instructional spending benchmarks for school districts and charter schools statewide.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve accountability for school district and charter school operating budgets.</li> <li>• Ensure school districts and charter schools are prioritizing funding for programs targeting at-risk students.</li> <li>• Ensure school district and charter school funds are being prioritized to properly implement the Indian Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act.</li> </ul>	Simon, LFC, DFA, PED, school district and charter school stakeholders
15	<p><u>Public School Transportation</u></p> <p>Issue: While the Legislature approved a significant funding increase for transportation in FY20, several issues identified by LESC analyses persist in the current school transportation framework. The funding mechanisms for school transportation raise questions of equity among school districts and charter schools. While school bus contractors operating in some school districts receive funds every year through a categorical appropriation, other school districts are only able to replace school buses if the Legislature makes a capital outlay appropriation specifically for that purpose. The transportation funding formula, a formula not set in statute, distributes funds to large school districts, small school districts, and state-chartered charter schools based on differing factors. School buses are on a statutory 12-year replacement cycle, but LESC analysis has found that with modernized technology, a longer replacement cycle may lead to long-term cost savings.</p> <p>Goal: Establish a statutory funding formula for public school transportation to ensure state funds for school buses are distributed equitably.</p>	<ul style="list-style-type: none"> <li>• Collect and analyze data on the annual costs of running a school bus, including operations, maintenance, fuel costs, and costs of replacement.</li> <li>• Consider differences in transportation costs in isolated, rural school districts compared with urban school districts.</li> <li>• Conduct LESC hearing and write a staff brief on the transportation funding formula and evaluate options to consistently fund charter schools, small school districts, and large school districts.</li> <li>• Monitor the increase in the cost of school transportation associated with extending the school year in school districts participating in K-5 Plus and other extended learning time programs.</li> <li>• Monitor the use of Volkswagen lawsuit settlement funds and capital outlay funding used to replace school buses in FY19 and FY20.</li> <li>• Work with PED to establish a framework for the purchase of school buses with air conditioning for hotter-than-average school districts.</li> <li>• Explore and research options for electric school buses, including identifying locales able to use them cost-effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve accountability and transparency for school transportation expenditures.</li> <li>• Equitably distribute school transportation funding based on consistent and logical factors.</li> <li>• Develop potential LESC-endorsed legislation establishing a statutory public school transportation funding formula.</li> </ul>	Bedeaux, Simon, LFC, PED, school districts, and charter schools

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<b>OPPORTUNITY TO LEARN</b>				
<b>EARLY LITERACY AND EARLY CHILDHOOD EDUCATION</b>				
<b>16</b>	<p><u>Prekindergarten Educator Development</u></p> <p>Issue: New Mexico has a limited workforce qualified in early childhood education which hampers the expansion of prekindergarten programs (see item number 27 for additional barriers). In addition, more teachers that mirror the demographics they serve, such as English-learning adults and Native American workers, are needed. New Mexico also struggles to retain prekindergarten teachers because of compensation issues, as the early childhood education workforce earns less than half of those working with students in the public education system. Inequities in pay structure often lead to prekindergarten teachers in private programs moving to public programs for increased wages. Initiatives to facilitate prekindergarten teacher growth, such as Teacher Education and Compensation Helps (TEACH) scholarships and grow-your-own educator programs, have not kept pace with demand. However, Laws 2019, Chapter 193 (House Bill 275), creates the new Teacher Preparation Affordability Act, and prioritizes loan repayment for teachers with a degree or endorsement in early childhood education, among other fields. The act also provides educator scholarships.</p> <p>Goal: Identify and eliminate barriers to improve early childhood education by increasing the number of qualified prekindergarten teachers and compensation.</p>	<ul style="list-style-type: none"> <li>• Work with PED and the Children, Youth and Families Department (CYFD) to identify initiatives that effectively create a culturally-responsive and diverse early childhood workforce.</li> <li>• Partner with the National Conference of State Legislators (NCSL) and local experts to provide a day of hearings focused on early childhood education issues, including workforce development and potential solutions.</li> <li>• Compose and submit memos, briefs, and other reports to LESC.</li> <li>• Attend site visits of prekindergarten classrooms utilizing braided funding and speak with administrators regarding potential savings in the funding model that could be leveraged to increase wages for educators.</li> <li>• Propose an LESC hearing on braided funding and write a brief on the topic.</li> <li>• Monitor implementation of Laws 2019, Chapter 230 (House Bill 20) including the amount of scholarships awarded to educational assistants and the number of recipients.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve initiatives that facilitate growth in the early childhood educator workforce.</li> <li>• Ensure teacher recruitment and retention initiatives in the state are research-driven and based on best practices.</li> <li>• Increase understanding of early childhood educator retention through improved tracking systems.</li> </ul>	<p>Rogne, Ochoa, LFC, CYFD, Department of Health (DOH), Human Services Department (HSD), PED, Early Childhood Education and Care Department (ECECD)</p>
<b>17</b>	<p><u>Early Childhood Education and Care Department (ECECD)</u></p> <p>Issue: Laws 2019, Chapter 48 (Senate Bill 22) creates ECECD to better coordinate early childhood programs to prevent duplication and fragmentation of services and to build capacity by braiding federal and state dollars to strategically expand services for children from birth through kindergarten. ECECD will be responsible for coordinating and aligning an early childhood education and care system, including services currently administered by CYFD, DOH, and PED, beginning in FY21; FY20 will be a planning year for the new department.</p> <p>Goal: Ensure effective governance of early childhood programs and a smooth transition of early childhood services for students and families.</p>	<ul style="list-style-type: none"> <li>• Monitor ECECD's use of the Preschool Development Grant to inform the creation of the new department.</li> <li>• Propose LESC hearing for ECECD to outline its priorities and implementation process.</li> <li>• Compose and submit memos, briefs, and other reports to LESC.</li> <li>• Review Executive Reorganization Act to ensure ECECD complies with requirements.</li> <li>• Monitor transition process of early childhood programs from CYFD, DOH, HSD, and PED to ECECD and report progress to the committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve understanding of the implementation of ECECD and future impact to early childhood services, including childcare, early prekindergarten, prekindergarten, home visitation, Early Head Start, Head Start, early childhood special education, and early intervention and family support.</li> <li>• Decrease duplication of early childhood programs.</li> <li>• Develop better understanding of ECECD's priorities and establish relationships with staff.</li> </ul>	<p>Rogne, LFC, ECECD, CYFD, DOH, HSD, and PED</p>

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
18	<p><u>Eliminating the Achievement Gap Through Early Education</u></p> <p>Issue: In New Mexico, many low-income, minority, and EL students enter kindergarten less prepared than their peers, creating a persistent achievement gap. High-quality early learning programs can narrow the achievement gap. Recent advances in neuroscience have shown the early childhood years provide the foundation for early literacy skills. LFC found the achievement gap between low-income students and their more affluent peers was almost eliminated for students who participated in both prekindergarten and K-3 Plus. The district court decision in the consolidated <i>Martinez</i> and <i>Yazzie</i> lawsuit indicated early learning programs, such as prekindergarten and K-3 Plus, address the issue of at-risk students starting school behind their peers. The FY20 GAA appropriated \$46 million for prekindergarten programs administered by CYFD and \$42.5 million for prekindergarten programs administered by PED, an overall increase of \$24.5 million or 38 percent from FY19. Laws 2019, Chapter 206 (Senate Bill 1) and Laws 2019, Chapter 207 (House Bill 5) expand access and modifies K-3 Plus to become K-5 Plus, funded through the funding formula.</p> <p>Goal: Close the achievement gap for students through early childhood education and early literacy programming that is sustained and high-quality.</p>	<ul style="list-style-type: none"> <li>• Propose potential policy brief and LESC hearing on the: <ul style="list-style-type: none"> <li>◦ Outcomes of early childhood education programs and kindergarten readiness of participating students; and</li> <li>◦ Identify barriers to access early learning programs.</li> </ul> </li> <li>• Work with LFC to monitor programs and analyze rate of reasonable growth for 3-year-old and 4-year-old prekindergarten programs.</li> <li>• Monitor implementation of K-5 Plus as it is moved to the funding formula, including participation.</li> <li>• Hold potential LESC hearing on implementation of K-5 Plus.</li> <li>• Compose and submit memos, briefs, and other reports to LESC.</li> <li>• Arrange and attend site visits to both new and existing K-5 Plus programs and identify exceptional programs.</li> <li>• Identify changes to prekindergarten programs under ECECD including alignment of assessments, requests for proposals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the quality of and access to early learning programs.</li> <li>• Ensure early learning initiatives are culturally and linguistically relevant for all students.</li> <li>• Ensure positive outcomes for students through high-quality early learning programs are sustained throughout elementary school and beyond.</li> </ul>	<p>Rogne, LFC, PED, CYFD, and ECECD</p>

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
<b>SUPPORTS FOR STUDENTS AND SCHOOL CLIMATE</b>				
<b>19</b>	<p><u>Community Schools</u></p> <p>Issue: To address academic and nonacademic barriers to learning, some schools in the state have turned to the community school approach. The Learning Policy Institute, a national education research organization, found there is enough evidence to support the community school approach as an evidence-based intervention under the federal Every Student Succeeds Act (ESSA), demonstrating it can be used to meet the needs of low-achieving students in high-poverty schools and help close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities. However, existing community schools note implementing the approach is not easy because it requires significant coordination and alignment of supports and services. Help from education stakeholders at all levels is essential. The number of community schools in the state is expected to grow. During the 2019 legislative session, the Legislature appropriated \$2 million to PED to support the development of community schools. School districts and schools will be required to meet certain requirements to apply for funds through a competitive grant process administered by PED. Further, funds from the substantial increase to the at-risk funding formula can be used for community schools.</p> <p>Goal: Ensure schools have the support they need to implement the community school approach effectively and align with community school best practices.</p>	<ul style="list-style-type: none"> <li>• In June, present a report about, and hold a hearing on, existing community schools in the state.</li> <li>• Continue research on local and national community school best practices.</li> <li>• Collaborate with PED as it develops systems and structures to support the development of community schools.</li> <li>• Learn how PED administers the application and grant process and keep the committee up-to-date through activity reports.</li> <li>• Learn how PED supports schools that receive a planning year grant and an annual implementation grant. Keep the committee up-to-date through activity reports.</li> <li>• Conduct site visits to learn how school districts and schools in different geographical areas implement community school initiatives, including how well they utilize needs and assets assessment data and how they spend grant funds, and report to the committee through activity reports.</li> <li>• Conduct site visits to identify best practices that can be shared with other schools and keep the committee up-to-date through activity reports.</li> <li>• Explore how existing processes and systems, including New Mexico Dash, can be integrated with the community school approach.</li> <li>• Attend Coalition for Community Schools meetings.</li> <li>• In November, write a brief about the first couple of months of implementation of the Community Schools Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve understanding of community schools, particularly community schools in New Mexico.</li> <li>• Develop understanding about the community school grant application process administered through PED.</li> <li>• Ensure school districts and schools have the support they need to implement effective community school initiatives.</li> <li>• Ensure school districts and schools have buy-in from education stakeholders at all levels as they consider and implement the community school approach.</li> <li>• Ensure schools districts and schools implement community school initiatives that are aligned with community school best practices.</li> <li>• Ensure school districts and schools have the resources they need to serve the whole child.</li> <li>• Ensure school districts and schools effectively use needs and assets assessment data to address</li> <li>• Improve budget recommendations for community schools.</li> </ul>	<p>Terrazas, PED, the Coalition for Community Schools, lead partner agencies, school districts, and schools</p>

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
20	<p><u>Interventions and Supports for At-Risk Students</u></p> <p>Issue: Research indicates more than half of all children have been exposed to at least one adverse childhood experience (ACE), such as emotional abuse, divorce, neglect, or parent incarceration. These stressful or traumatic events are strongly related to the development and prevalence for a wide range of health problems and result in poor student achievement, discipline issues, and lower high school graduation rates. Poor children are more likely to have experienced three or more adverse experiences than their more affluent peers. The higher the number of ACEs, the more supports individuals need to succeed. Nonetheless, a school's response can either mitigate or exacerbate the adversity students face. The FY20 GAA includes \$113 million to increase the at-risk index in the funding formula to provide services for at-risk students. Though schools have to provide a narrative explaining the identified services to improve the academic success of at-risk students, schools have flexibility in choosing those services. Notably, how schools use current at-risk funding is unclear.</p> <p>Goal: Ensure schools provide safe learning environments for all students, particularly at-risk students, by providing supports and implementing policies that are appropriate, culturally responsive, and responsive to the needs of students and families.</p>	<ul style="list-style-type: none"> <li>Review and assess the state's response to intervention (Rtl) framework and report to the committee through activity reports.</li> <li>Produce a brief that examines the effects of poverty, ACEs and other adverse factors on student attendance, academic performance, and behavior, and that identifies potential solutions, including efforts to have trauma-informed schools.</li> <li>Review and assess trauma-informed professional development and practice.</li> <li>Examine early warning systems in schools at the local, state, and national level to identify best practices.</li> <li>Review school districts' and charter schools' educational plans to learn how they are planning on using at-risk funds.</li> <li>Conduct a survey of school districts to learn how they are using at-risk funds and hold a hearing in the fall.</li> </ul>	<ul style="list-style-type: none"> <li>Improve understanding of the state's Rtl framework.</li> <li>Ensure teachers and staff have a meaningful understanding of, and are prepared to meet, the needs of the students and families they serve.</li> <li>Improve use of school-wide behavioral systems in Tier 1 core instruction by schools.</li> <li>Ensure all schools, particularly schools that serve a high population of at-risk students, are trauma-informed schools.</li> <li>Identify how schools are utilizing at-risk funds to inform future initiatives and budget recommendations.</li> </ul>	Terrazas, PED, selected school districts, and schools
21	<p><u>Attendance and Discipline</u></p> <p>Issue: Research shows attendance is an important factor in student achievement. Excused or not, absences reduce even an effective teacher's ability to provide learning opportunities. Schools may exacerbate this issue by using exclusionary discipline, like suspension and expulsion, without truly addressing the root causes of behavioral issues. However, research shows less traditional and non-punitive interventions like positive behavioral interventions and supports and restorative justice practices are associated with increased attendance, reductions in suspensions and office referrals, and increased positive relationships between teachers and students. Some schools in the state are implementing non-punitive measures, specifically restorative justice practices, to tackle these issues, but the implementation and outcomes of these efforts in the state are unknown. The Attendance for Success Act, enacted during the 2019 legislative session, requires progressive interventions for absent, chronically absent, and excessively absent students, beginning with a meeting with parents and progress to a potential referral to CYFD. Nonetheless, discipline reporting practices vary from school to school, which makes it difficult to know the breadth and depth of disciplinary infractions students are receiving across the state and makes it challenging to make data-driven decisions in response to such disciplinary infractions.</p> <p>Goal: Ensure schools implement research-based attendance and discipline policies responsive to students' needs that follow a uniform system for tracking and reporting attendance and behavioral issues.</p>	<ul style="list-style-type: none"> <li>Review local and state attendance and discipline laws, regulations, and policies and report to the committee through activity reports.</li> <li>Examine attendance and discipline policies and practices in schools at the local, state, and national level to identify best practices.</li> <li>Track and analyze student attendance rates by school and school district and report to the committee through activity reports.</li> <li>Monitor the implementation of the Attendance for Success Act.</li> <li>Review supports for families and communities to address absenteeism.</li> <li>Visit with school districts and schools implementing non-punitive interventions to address attendance and discipline issues and report to the committee through activity reports.</li> </ul>	<ul style="list-style-type: none"> <li>Improve understanding of attendance and discipline laws, regulations, and policies schools are required to follow and learn how they can be improved.</li> <li>Ensure all schools have the resources needed to appropriately respond to student discipline and attendance issues.</li> <li>Ensure all schools have equitable disciplinary policies.</li> <li>Develop potential LESC-endorsed legislation to establish a uniform system for tracking and reporting behavioral issues.</li> </ul>	Terrazas, PED, school districts, and schools

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
<b>SCHOOL CHOICE</b>				
22	<p><u>Authorization and Accountability</u></p> <p>Issue: Charter school students do not perform at better rates than students in traditional schools, leading to concerns about charter school authorization and accountability. The Public Education Commission (PEC), PED, and some authorizing school districts have been working to standardize and improve charter school authorization and oversight processes. Further, PEC is working to update its academic performance framework to align with new PED accountability measures.</p> <p>Laws 2019, Chapter 207 (House Bill 5), phases out small school size adjustments for certain charter schools. It will be important to monitor charter school contract amendments based on the new statute.</p> <p>Statute requires 2 percent of a charter school's state equalization guarantee be withheld for the authorizer's use for administrative support of the charter school. Charter school contracts must include a detailed description of how the chartering authority will use the withheld 2 percent; however, it is unclear if authorizers are producing a sufficiently detailed accounting of the withheld 2 percent.</p> <p>Goal: Develop consistent and rigorous authorizing and renewal practices, and high-quality, transparent oversight that improves existing charter schools and helps prospective charter schools.</p>	<ul style="list-style-type: none"> <li>• Work with stakeholders like the National Alliance of Public Charter Schools and the National Association of Charter School Authorizers, charter school authorizers, and state and locally chartered charter schools on legislation to improve the standardization of authorization practices for the 2020 legislative session.</li> <li>• Monitor continued development and implementation of statewide common authorizing and renewal practices.</li> <li>• Review new PEC and Albuquerque Public Schools (APS) academic performance frameworks and monitor the updates of PEC's fiscal framework.</li> <li>• Attend hearings on the authorization and renewal of charter schools and APS charter school stakeholder working groups.</li> <li>• Work with PED and APS to increase financial transparency regarding accounting of the 2 percent authorization set-aside.</li> <li>• Work with high-performing charter schools, PEC, PED, and stakeholders to create a framework for sharing innovative practices with interested school districts and other charter schools.</li> <li>• Monitor charter school participation in reform programs such as K-5 plus and extended learning programs, their use of at-risk funds, and changes</li> <li>• Monitor charter school changes as the small school size adjustment phases out.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop potential LESC-endorsed legislation to improve standardized authorizing and renewal practices.</li> <li>• Improve charter school authorizing practices through improved academic and financial frameworks for charter school authorization and renewal.</li> <li>• Share charter school best practices with traditional schools, other charter schools, and stakeholders to inform policy.</li> <li>• Develop legislation requiring a more transparent accounting of the 2 percent authorization set-aside.</li> <li>• Improve charter school accountability through implementation and enforcement of rigorous performance targets.</li> </ul>	LESC staff, PED, PEC, school districts, and charter schools
23	<p><u>Charter School Governance</u></p> <p>Issue: Governance of individual charter schools continues to be an issue, particularly regarding selection of qualified board members, training of board members, accountability, conflicts of interest and transparency. PED recently promulgated new training requirements for charter school governing board members. It is unclear if the training is adequately preparing governing board members for their duties.</p> <p>Historically, governing boards have encountered issues regarding nepotism and conflicts of interest. There is also some question about whether charter school employees should be allowed to sit on the governing board for other charter schools. Legislation was introduced in 2019 to clarify and expand the prohibition of nepotism in charter schools; however, it did not pass.</p> <p>Goal: Ensure governing board training prepares governing board members for their duties. Ensure stronger governing board transparency and accountability. Create stronger nepotism and conflicts of interest policy.</p>	<ul style="list-style-type: none"> <li>• Review governing board training requirements and attend governing board training to analyze the training to make recommendations to PED.</li> <li>• Review and analyze current PED rules regarding charter school governing board training to determine if the department is implementing best practices. Review implementation of PED governing board rules.</li> <li>• Review and report on governing board responsibilities and national best practices regarding charter school governing boards.</li> <li>• Compile a list of charter school employees in governing boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop potential LESC endorsed legislation to strengthen governing board nepotism and conflict of interest policies.</li> <li>• Improve governing board preparedness and oversight.</li> <li>• Reduce conflicts of interest between governing boards and charter school administrators.</li> <li>• Ensure governing board training is comprehensive and effective for governing board members.</li> <li>• Identify national governing board best practices to make policy recommendations.</li> </ul>	LESC staff, PED, PEC, school districts, and charter schools

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
24	<p><u>Virtual Charter Schools</u></p> <p>Issue: A joint LESC/LFC program evaluation in 2018 revealed a number of issues associated with the administration, management, and oversight of virtual charter schools, as well as the poor performance of students who attend virtual charter schools. Despite these issues, New Mexico law does not address virtual charter schools and three virtual charter schools continue to operate in the state. While New Mexico Connections Academy's charter was not renewed by PEC and this decision was upheld by PED, there is a pending appeal and the school continues to operate. Virtual charter schools receive funding through the state equalization guarantee (SEG) in the same way brick-and-mortar charter schools receive funding, despite the Education Commission of the States' estimation that virtual education should cost about 24 percent less than brick-and-mortar schools. Further, the 2018 joint LESC/LFC virtual charter school report revealed virtual charter schools in New Mexico spent about 50 percent of their funding on two out-of-state for profit companies in FY17, to provide curriculum and other educational services. The schools lack transparency in spending. The National Association of Charter School Authorizers recommends states fund virtual charter schools differently than brick-and-mortar charter schools.</p> <p>Goal: Enact a virtual charter schools law. Create frameworks to ensure virtual charter schools have adequate oversight and are held accountable for financial and academic performance. Ensure New Mexico charter schools are funded appropriately, in accordance with best practices.</p>	<ul style="list-style-type: none"> <li>• Work with stakeholders including PEC, school districts, the National Alliance of Public Charter Schools, and the virtual charter schools in the state to develop potential legislation for the 2020 legislative session to address virtual charter school oversight and accountability.</li> <li>• Review, analyze and report on national research and best practices regarding virtual charter schools including research on child development with respect to time spent on virtual platforms.</li> <li>• Visit schools using virtual platforms, including those with blended learning models, to identify best practices and to learn how those schools serve at-risk student populations.</li> <li>• Report to LESC on virtual charter schools and blended school models.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop LESC-endorsed legislation defining virtual charter schools and providing a framework by which virtual charter schools can be authorized and held accountable.</li> <li>• Determine if funding virtual charter schools outside of the SEG fits best practices, given the unique cost structures of virtual charter schools, and potentially develop legislation to address virtual charter school funding.</li> <li>• Ensure schools using a virtual platform are implementing best practices.</li> </ul>	LESC staff, PEC, PED, school districts, and charter schools

**FACILITIES AND CAPITAL OUTLAY**

25	<p><u>Equitable Access to Capital Funding</u></p> <p>Issue: The current public school capital outlay system is the result of the ruling in the 1999 <i>Zuni</i> lawsuit; however, the lawsuit is still pending, and the case has been set for trial on May 2019. During the 2019 legislative session, <i>Zuni</i> plaintiff school districts and Central Consolidated School District sought a legislative fix regarding their inability to build "above adequacy." School districts with small property tax bases, including these school districts, maintain they are unable to raise sufficient local capital outlay revenue to maintain their capital assets and build facilities above the statewide adequacy standards. While Laws 2019, Chapter 277 (Senate Bill 280) includes \$24 million for "above adequacy" projects for school districts that receive federal Impact Aid funding for tribal lands, it does not contemplate potential underlying equity issues, and does not address the inability of school districts that do not receive Impact Aid to build "above adequacy."</p> <p>Goal: A public school capital outlay process that ensures all public school facilities are adequate, supports learning, and distributes funding equitably.</p>	<ul style="list-style-type: none"> <li>• Analyze impact of the Public School Capital Improvements Act, commonly referred to as SB9 funds, and the Public School Buildings Act, commonly referred to as HB33 funds, on the equity of the public school capital outlay system.</li> <li>• Analyze impact of Laws 2018, Chapter 66 (Senate Bill 30) and Laws 2019, Chapter 180 (Senate Bill 231), on the equity of the state and local match funding formula.</li> <li>• Arrange and attend site visits of plaintiff school districts with administrators to identify specific concerns.</li> <li>• Attend and monitor <i>Zuni</i> court proceedings.</li> <li>• Review adequacy standards and determine if changes or additions need to be made, including federal Title IX requirements.</li> <li>• Potential LESC hearings on <i>Zuni</i> lawsuit proceedings and potential modifications to the public school capital outlay system.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve a better understanding of capital outlay concerns of school districts that receive federal Impact Aid funding for tribal lands.</li> <li>• Make recommendations for improving New Mexico's public school capital outlay system.</li> <li>• Develop potential LESC endorsed legislation.</li> <li>• Achieve a better understanding of public school capital outlay equity issues alleged by <i>Zuni</i> lawsuit plaintiffs.</li> <li>• Identify existing obstacles to resolve the lawsuit and address plaintiff's concerns.</li> </ul>	Rogne, Public School Facilities Authority (PSFA), Public School Capital Outlay Council (PSCOC), Public School Capital Outlay Oversight Task Force (PSCOOTF), PED, and LFC
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Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
26	<p><u>Prekindergarten Facilities</u></p> <p>Issue: Despite increases in prekindergarten funding, there are not enough adequate prekindergarten classrooms to accommodate program expansion. Laws 2019, Chapter 179 (Senate Bill 230), addresses this issue by creating a five-year program to fund prekindergarten facilities, allowing public school prekindergarten facilities to be funded with a qualifying standards-based award, and allowing PSCOC to adopt standards for prekindergarten classrooms.</p> <p>Goal: Ensure sufficient prekindergarten classrooms to accommodate expansion.</p>	<ul style="list-style-type: none"> <li>Participate in PSCOC meetings and subcommittee meetings establishing prekindergarten facilities standards and distribution of funding.</li> <li>Research prekindergarten facility standards in other states and identify best practices.</li> <li>Determine facility needs for half- and full-day prekindergarten programs in public schools.</li> <li>Create spreadsheet of distribution of prekindergarten facility funding for the data reference guide.</li> <li>Monitor dissemination of information from PSCOC and subcommittee meetings, including prekindergarten facility awards, to school districts.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure distribution of funding for prekindergarten facilities is equitable.</li> <li>Achieve a better understanding of whether funding allocated for the five-year temporary prekindergarten facilities program is sufficient.</li> <li>Ensure implementation of appropriate prekindergarten classroom standards.</li> </ul>	Rogne, LFC, PSFA, PSCOC, and PSCOOTF
27	<p><u>Public School Facility Conditions and Maintenance</u></p> <p>Issue: Public school facilities in New Mexico have vastly improved over the last 15 years with the state's investment of more than \$2.6 billion in public school buildings. However, not all school districts have maintenance programs sufficient to ensure school buildings reach their expected life. While PSFA's latest facility maintenance assessment report (FMAR) shows a statewide average satisfactory rate of 71.1 percent – in the satisfactory range for the first time – too many school districts are still below the 70 percent satisfactory threshold.</p> <p>Goal: Improve school district and charter school maintenance of school facilities to protect state and local investments.</p>	<ul style="list-style-type: none"> <li>Arrange and attend site visits of school districts with exemplary maintenance programs, and school districts with struggling maintenance programs.</li> <li>Analyze impact of recent changes on the imposition of the Public School Capital Improvements Act, commonly referred to as SB9 funds, and the Public School Buildings Act, commonly referred to as HB33 funds, on maintenance funding with recent addition of other allowable expenses, such as educational technology.</li> <li>Identify best practices of school districts with effective maintenance programs.</li> <li>Compose and submit pertinent activity reports.</li> </ul>	<ul style="list-style-type: none"> <li>Improve facility maintenance extending the life of public school buildings.</li> <li>Identify existing obstacles to school districts implementing effective maintenance programs and reporting FMAR scores.</li> <li>Work with PSCOC to ensure school district and charter school maintenance is a priority.</li> </ul>	Rogne, PSFA, PSCOC, PSCOOTF, and LFC
28	<p><u>Charter School Facilities</u></p> <p>Issue: Lease assistance funding has grown from \$2.8 million in FY05, the first year of the program, to an estimated \$15.7 million in FY19. During the FY19 lease assistance cycle, PSFA discovered many charter schools were claiming an estimated \$3 million in reimbursements for spaces outside of what is allowed by statute. PSCOC requested PSFA work with charter schools so all charter schools understand and are able to comply with statutory requirements in FY20. During this process, many charter schools expressed concern about the definition of classroom space, as well as the need for long-term facility solutions.</p> <p>Goal: Ensure lease assistance reimbursements comply with statute and continue to work towards affordable access to public facilities for charter schools.</p>	<ul style="list-style-type: none"> <li>Work with PED to ensure charter school new application training covers facility issues and connects participants with resources. <ul style="list-style-type: none"> <li>Develop charter school facility training materials that can be used during the new application training.</li> </ul> </li> <li>Monitor PSFA communications with charter schools regarding FY20 lease assistance award cycle.</li> <li>Site visits to charter schools with unique facility solutions, such as shared space with school districts, to identify potential charter school facility solutions.</li> <li>Conduct LESC hearing and author a brief on charter school facilities issues, including an update on FY20 lease assistance awards and an overview of unique charter school facility solutions.</li> <li>Compose and submit activity reports.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure charter school new application training includes facility issues and tangible training materials.</li> <li>Ensure PSCOC awards FY20 lease assistance reimbursements that comply with statute.</li> <li>Achieve a better understanding of best practices of charter school facility solutions in New Mexico.</li> </ul>	Rogne, LESC staff, PSFA, PSCOC, PSCOOTF, and LFC

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
<b>EDUCATION CONTINUUM AND STUDENT OUTCOMES</b>				
<b>ASSESSMENT AND ACCOUNTABILITY</b>				
<b>29</b>	<p><u>Adoption of a New Standards-Based Assessment</u></p> <p>Issue: The federal Every Student Succeeds Act requires annual testing in several grades in English language arts and mathematics, but the recently signed Executive Order 2019-001 requires PED to transition away from the PARCC exam and “pursue ratings and assessments that will decrease unnecessary pressure on students and teachers, provide more time for instruction, and conserve resources.” A PED memo to school districts and charter schools on January 10, 2019 unveiled the Spring 2019 Transition Assessment, but PED will be required to contract with an assessment provider or transition to state- or locally-developed assessments for the 2019-2020 school year. PED assembled a 40-member task force in April 2019 to make recommendations regarding the new assessments. The U.S. Department of Education offers federal grants to states willing to develop innovative assessments; some stakeholders have discussed how New Mexico could begin this work, but PED has not formally applied for the grant. In addition to adopting assessments that are rigorous and aligned to the common core state standards, New Mexico must work to ensure the new assessments provide results that are comparable to previous years, especially because the district court will continue to consider student performance on standardized tests as an indicator of whether students are receiving an adequate education.</p> <p>Goal: Ensure New Mexico students are assessed with a rigorous, comprehensive, and culturally relevant assessment aligned to state academic content standards.</p>	<ul style="list-style-type: none"> <li>• Attend and participate in PED stakeholder engagement sessions and report to LESC on major findings and needs of stakeholders statewide.</li> <li>• Work with stakeholders to identify strengths and weaknesses of the of the Spring 2019 transition assessment for potential incorporation into a new standards-based assessment.</li> <li>• Conduct LESC hearing and author a brief on the costs and benefits of state- or locally-developed assessments, contracting with an assessment development company, and using college-readiness assessments like the ACT or SAT.</li> <li>• Review benefits and challenges of multiple interim assessments that result in a single summative score.</li> <li>• Identify and report to LESC on strengths and weaknesses in newly-adopted assessments.</li> <li>• Review alignment of the state Assessment and Accountability Act and the federal Every Student Succeeds Act and recommend potential amendments to the law to ensure that assessments meet the needs of all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with PED to ensure the state adopts or develops assessments that accomplish the following: <ul style="list-style-type: none"> <li>◦ Alignment with state academic content standards;</li> <li>◦ Compliance with ESSA and the state Assessment and Accountability Act;</li> <li>◦ Reduction of testing time and maximization of instructional time; and</li> <li>◦ Continuity and comparability to prior years’ assessments.</li> </ul> </li> <li>• Understand the single and recurring appropriations that may be needed to build a new statewide assessment program.</li> </ul>	<p>Bedeaux, PED, school district and school stakeholders, including teachers, parents, and students</p>

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
30	<p><u>School Support and Accountability System</u></p> <p>Issue: Laws 2019, Chapter 249 (Senate Bill 229) repealed the A-B-C-D-F Schools Rating Act and replaced it with the School Support and Accountability Act. The new law gives PED broad deference over the development of an accountability system that would differentiate support for Title I schools based on a number of indicators, but also requires PED to engage several stakeholder groups, including LESC, throughout the process. PED is required to designate schools for three different tiers of support and include designations of excellence for schools in the 90th percentile in any indicator. The department must also provide the technological framework for a “School Support and Accountability Dashboard” for each public school in the state. While the new dashboard includes more comprehensive and diverse measurements of school success than the previous school grading system, some stakeholders have expressed concerns the new system may lack the clarity of a single summative letter grade.</p> <p>Goal: Ensure PED adopts an accountability system that is fair to all schools, understandable by all stakeholders, and maintains compliance with state law and the federal Every Student Succeeds Act.</p>	<ul style="list-style-type: none"> <li>Attend and participate in PED stakeholder engagement sessions and report to LESC on stakeholders’ needs and PED’s responses to stakeholder feedback.</li> <li>Provide PED with context and lessons learned from the school grades work group, including testimony from national experts, reviews of school accountability systems in other states, and studies of student outcomes based on socioeconomic factors.</li> <li>Analyze the results of PED’s newly developed school accountability system to identify programs that show evidence of improving student outcomes, particularly in schools with a large population of students at-risk of dropping out or failing.</li> </ul>	<ul style="list-style-type: none"> <li>Work with PED to ensure the state uses an accountability system that effectively identifies high-performing schools and schools in need of support.</li> <li>Improve the identification of the specific needs of low-performing schools to provide targeted support and intervention.</li> </ul>	Bedeaux, PED, school district and school stakeholders, including teachers, parents, and students

**COLLEGE- AND CAREER- READINESS**

31	<p><u>High School Curricula and Graduation Requirements</u></p> <p>Issue: While the high school graduation requirements established in Section 22-13-1.1 NMSA 1978 have been amended piecemeal over the last decade, they have not been holistically reexamined and evaluated to determine if current requirements are appropriate, rigorous, and accessible to at-risk students. Postsecondary remediation rates remain abnormally high, suggesting that students who graduate are not college-ready. While New Mexico lacks a definition for “college- and career-readiness,” a Maryland commission recently established a definition of college- and career-readiness that states by the end of 10<sup>th</sup> grade, students should be prepared to succeed in credit-bearing postsecondary courses and begin participating in those courses in 11<sup>th</sup> and 12<sup>th</sup> grade. Further, since intellectually rigorous career and technical education (CTE) is one of the cornerstones of high-performing education systems worldwide, New Mexico may wish to consider the creation of a CTE pathway to graduation coequal in rigor to the academic path. Demonstration of competency requirements established by PED for the class of 2022 broaden career-oriented paths to graduation, and Laws 2019, Chapter 148 (House Bill 664) requires PED to allow certain CTE courses to count toward high school core curriculum requirements, but it remains to be seen how the new administration will implement these two policies.</p> <p>Goal: Establish high school graduation requirements that offer students flexibility to create individualized pathways, including CTE-focused pathways, to graduation to increase graduation rates and decrease postsecondary remediation rates.</p>	<ul style="list-style-type: none"> <li>Review other states’ graduation requirements and definitions of college- and career-readiness, and review innovative state policies, like those in Kentucky and Tennessee, which incentivize CTE as a coequal pathway for graduation.</li> <li>Review and report to LESC on promising programs from local school districts and charter schools, including project-based learning initiatives, that incentivize and improve college- and career-readiness.</li> <li>Review and report to LESC on remediation rates at postsecondary institutions by each high school, if available, and among demographic subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Develop potential committee-endorsed legislation for the reorganization of current graduation requirements, which should include a focus on both college-readiness and career-readiness.</li> <li>Determine potential changes in graduation rates and post-graduation remediation rates as a result of CTE programming and potential changes to curricula.</li> <li>Identify the common elements of high schools with high graduation rates and low postsecondary remediation rates, especially in areas of the state with high populations of at-risk students.</li> </ul>	Bedeaux, Force, PED, schools, and school districts
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Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
32	<p><u>Dual Credit</u></p> <p>Issue: Students who take dual credit courses – courses that allow high school students to simultaneously acquire college and high school credit for no cost – tend to have lower college remediation rates and higher high school and college graduation rates. However, some students who take dual credit courses without a dedicated focus may end up with too many credits later in college, which can impact their eligibility for federal financial aid. Additionally, public high schools and postsecondary institutions come into conflict about funding for dual credit courses. In 2013, postsecondary institutions stopped receiving direct funding for dual-credit programs instead receiving a base amount derived from prior-year funding, with 2 percent determined by performance outcomes, leaving the institutions in a funding deficit. Discrepancies between law and PED regulations may contribute to funding inequities; Section 21-1-1.2 NMSA 1978 requires postsecondary institutions to waive fees for dual credit, while part 7 of 6.30 NMAC requires postsecondary institutions to waive tuition.</p> <p>Goal: Maintain a dual credit program that continues to improve student outcomes, ensures students are directed to the most appropriate dual credit courses, and resolves funding discrepancies between public high schools and postsecondary institutions.</p>	<ul style="list-style-type: none"> <li>Review effectiveness of dual credit programs at increasing graduation rates and reducing the need for college remediation, particularly for the state’s at-risk students.</li> <li>Review the alignment of dual credit programs with industry-recognized credentials and postsecondary degrees, and report to LESC on ways to encourage students to pursue dual credit courses aligned with their potential program of study.</li> <li>Study dual credit funding and tuition waivers at schools and postsecondary institutions and draft recommendations to improve dual credit funding mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a better understanding of dual credit outcomes and opportunities for improvement of dual credit programs’ delivery of material.</li> <li>Resolve cost discrepancies between high schools and postsecondary institutions with potential committee-sponsored legislation or discussions of dual credit regulations, particularly regarding requirements that postsecondary institutions waive tuition.</li> <li>Identify exemplary dual credit programs, and determine whether the elements contributing to the successful programs can be effectively transferred to, or required of, other dual credit programs statewide.</li> </ul>	Force, Bedeaux, Higher Education Department (HED), PED, postsecondary institutions, school districts, and high schools
33	<p><u>College Affordability</u></p> <p>Issue: New Mexico consistently ranks as one of the most impoverished states in the union, making college potentially less accessible to low-income students and families. The Legislative Lottery Scholarship was conceived and initiated as a means to permit any New Mexico student to attend college, if they choose. However, since its establishment, declining lottery revenues and increases in the number of college-bound students in New Mexico have reduced lottery scholarship awards so they currently only cover approximately 80 percent of college costs. Additionally, great time and resources are devoted to remediation of students who have matriculated into postsecondary education; the Higher Education Department (HED) indicates approximately 33.5 percent of incoming postsecondary students enrolled as first-time freshmen require remediation. Finally, while 7.2 million jobs were lost in the Great Recession, 5.2 million of those jobs require only a high school diploma, or less. More New Mexico jobs in the future will require at least some postsecondary work, whether for a degree or industry-certification.</p> <p>Goal: Establish a scholarship or financial aid system that keeps postsecondary education, whether toward a degree or an industry-recognized certification, accessible for students in the state.</p>	<ul style="list-style-type: none"> <li>Review potential funding sources to potentially help supplement lottery scholarships.</li> <li>Consider whether more students selecting an appropriate, effective CTE path with emphasis on less postsecondary education and more immediate entry into the workforce might alleviate some of the burden on the legislative lottery scholarship.</li> <li>Review funding schemes in other states with innovative college affordability policies.</li> <li>Research and report on issues of college affordability, ameliorating student costs, and reducing relative funding discrepancies between secondary and postsecondary institutions that partner in dual credit programs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify potential policies and committee-endorsed legislation to make the lottery scholarship more accessible to all students in New Mexico, particularly those considered at-risk, and cover more postsecondary costs.</li> <li>Identify potential funding sources for students who want to attend college, either for an academic track toward graduation or for applied learning and earlier entry into the workforce.</li> </ul>	Force, Simon, HED, and PED

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
<b>CAREER AND TECHNICAL EDUCATION</b>				
34	<p><u>Career and Technical Education</u></p> <p>Issue: According to the Department of Workforce Solutions (DWS) more than two-thirds of jobs created by 2024 will require some form of postsecondary training. However, the United States' primary focus on college readiness often neglects career readiness offered by an applied education. The focus on 21st Century education should be to give students the skills necessary to succeed after they graduate high school. These skills should be conveyed by both academic and CTE coursework. While PED has adopted seven CTE pathways, four of which address science, technology, engineering and math (STEM) fields, and three of which address hospitality and tourism, CTE programs in schools across the state present a patchwork of diverse efforts in a number of fields, making transfer of credits between programs difficult. The state and students would be better served by a comprehensive system of CTE training that incorporates core academic content, perhaps beginning earlier than high school, with standards permitting mobility of students and assuring potential employers that students who have completed CTE programs, regardless of location in the state, will have developed necessary skills to be successful employees.</p> <p>Goal: Establish a system of CTE programs across the state that embeds core curricular content into CTE courses and leads to industry-recognized credentials in high-paying, in-demand employment sectors that require highly skilled workers, potentially beginning as early as middle school, to give CTE students more time to identify and work on substantive career pathways of interest.</p>	<ul style="list-style-type: none"> <li>• Review DWS's employment projections for the upcoming years, particularly for priority employment sectors, and determine which sectors offer high-paying jobs for high school and postsecondary graduates that are in demand and require high levels of skill.</li> <li>• Conduct site visits to monitor schools that are awarded funds under the CTE pilot program to review their program's operation.</li> <li>• Review middle school curricula, including existing project-based learning elements, to see how CTE might effectively be included.</li> <li>• Ascertain how schools establish partnerships with local business and industry for priority employment sectors.</li> <li>• Report on funding of the pilot program, funded in the 2019 GAA, and what CTE programs are receiving awards.</li> <li>• Review rules for the CTE pilot program for compliance with Laws 2019, Chapter 61 (House Bill 91) and monitor implementation to determine effectiveness.</li> <li>• Review FY19 relative Perkins allocations and purposes to secondary and postsecondary institutions and programs.</li> <li>• Identify what aspects of CTE programs are culturally relevant to students in the programs.</li> <li>• Research and write pertinent activity reports, briefs, and memos on issues related to CTE in New Mexico and other states.</li> <li>• Gather data on the various CTE programs' career pathways, outcomes and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Align New Mexico's employment opportunities with CTE programs.</li> <li>• Determine the elements of the various school district and charter school programs that most effectively seem to increase student outcomes, and which seem most transferrable to other schools.</li> <li>• Recommend policy related to student outcomes to inform any proposed legislation or issues encountered during the implementation of the CTE pilot program.</li> <li>• Standardize CTE programs in the state, allowing for mobility of students and standardization of expectations. Ensure at-risk students have equal access to CTE programs and classes.</li> <li>• Understand the outcomes and effects of the component programs under the pilot program to determine best practices for CTE programs.</li> </ul>	<p>Force, PED, HED, DWS, schools, school districts, and postsecondary institutions</p>

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
35	<p><u>Career and Technical Education Professional Development</u></p> <p>Issue: Laws 2019, Chapter 2 (House Bill 44) requires PED to develop a systemic framework for CTE-related professional development for teachers and administrators, including guidelines for integrating CTE content into academic instructional practices and for funding professional development for CTE teachers. Moreover, the state plan for ESSA commits PED to provide professional development to assist CTE teachers with curriculum design and delivery to implement career pathways, integrate rigorous academic content into CTE programs, and develop and implement national skill standards and assessment of student progress. To date, however, New Mexico has lacked a standardized system of CTE, including professional educator development. Central New Mexico Community College (CNM), however, offers a one-year alternative licensure program to earn a certificate in vocational instruction, which includes five three-hour courses in CTE foundations, curriculum development, classroom design, support of diverse learners, and field experience. The program is aimed at potential CTE instructors with extensive industry-specific experience who may lack training in pedagogy and other classroom-specific skills.</p> <p>Goal: Establish a standardized system of CTE educator professional development that utilizes best practices, encourages the integration of academically rigorous content into CTE programs, and requires aligned assessment of student outcomes.</p>	<ul style="list-style-type: none"> <li>Attend PED-developed professional development training sessions for CTE educators. Ensure professional development programs make adequate use of funding and address CTE content, particularly training for best practices and cultural relevance and sensitivity.</li> <li>Interview participating teachers and educational assistants for their impressions of and satisfaction with PED's CTE professional development program.</li> <li>Determine how all funding sources, including ESSA Title II funds, are being used for CTE professional development, as required by Laws 2019, Chapter 2.</li> <li>Research report on the development and provision of professional development to CTE educators.</li> <li>Determine whether the CNM professional development program adequately prepares potential CTE educators for classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a better understanding of best practices for CTE teacher professional development and the potential effects they may have on teacher effectiveness.</li> <li>Determine the effect of CTE-related teacher professional development on outcomes of students who take CTE courses, including such measures as graduation rates and workforce placement.</li> <li>Determine effectiveness of the CNM certification program that focuses on giving industry-experienced individuals classroom skills to ascertain whether these instructors lead their students to outcomes that are different from or similar to CTE teachers who have a teaching degree.</li> </ul>	Force, Ochoa, PED, school districts, schools, and CNM
36	<p><u>Adult Education</u></p> <p>Issue: Laws 2019, Chapter 206 (Senate Bill 1) and Laws 2019, Chapter 207 (House Bill 5) amend the definition of "qualified student" in the Public School Code to prohibit public schools from claiming funding for newly enrolled students over 21 years of age. In FY18, approximately \$6.4 million in state funding intended for public school children was instead used for adults aged 22 to 90 in the public school system. However, adult students in public schools do not receive diplomas at the same rate as other public school students, and are more likely to drop out. Adult students who wish to complete their secondary education should do so either in public school, but without funding from the SEG, or in adult basic education program, which would be at a substantially lower cost than funding them via the SEG. Laws 2019, Chapter 185 (Senate Bill 391) requires PED to authorize an external diploma program for adults who have not graduated from high school and who want to receive a diploma rather than a high school equivalency credential. Finally, the General Appropriation Act of 2019 appropriated \$8.2 million for FY20, of which \$3 million may be use to pilot adult education for students involved in the criminal justice system.</p> <p>Goal: Ensure adult students who have not graduated have an opportunity to complete their secondary education and the chance to be successful participants in civil society while keeping costs lower than that of educating a public school student.</p>	<ul style="list-style-type: none"> <li>Study and compare the relative costs of an adult basic education graduate and a public school graduate.</li> <li>Review external diploma programs PED may authorize, their efficacy, and relative costs of producing a graduate, and compare to public school and adult basic education programs and their respective costs.</li> <li>Track allocations and effects of the \$3 million appropriated to pilot adult education for students in the criminal justice system.</li> </ul>	<ul style="list-style-type: none"> <li>Determine costs of various secondary educational programs (public school, adult basic education, and external diploma programs) while ensuring they provide maximum value for adult students for lower costs.</li> <li>Determine the effectiveness of the external diploma program SB391 requires, as indicated by student outcomes.</li> <li>Determine whether the \$3 million for adult education within the criminal justice system is positively affecting student outcomes.</li> </ul>	Force, Bedeaux, PED, and HED

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
<b>SECONDARY ISSUES</b>				
<b>1</b>	Monitor rulemakings at the state and federal levels that impact public education.	<ul style="list-style-type: none"> <li>• Compose and present administrative rulemaking updates to the committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the correct implementation of legislation by facilitating legislative clarification to agencies.</li> <li>• Ensure required information is being properly posted to the Sunshine Portal and work with agencies to comply with the State Rules Act.</li> <li>• Keep the committee informed of federal regulatory action that affects public education in the state.</li> <li>• Ensure the public process is being properly adhered to by rulemaking agencies, in terms of public hearings and opportunity for public comment and participation.</li> </ul>	Force and LESC staff
<b>2</b>	<p>The 2018 update to the Martin/Thornburg report on redundant and burdensome school reporting requirements indicates the Real Time Data Project (RTDP) is to be launched statewide in either the 2019-2020 or 2020-2021 school year. Among recommendations of the 2018 update are: better organization and governance of the RTDP technology; better communication with non-participating school districts and charter schools; update on progress regarding to PED's current reporting requirements, particularly the Health Services Report, the Charter School Annual Performance Report, and the Federal Title Funds Report.</p> <p>Review PED's progress and status of pilot project to reduce unnecessary and duplicative reporting from schools and local school districts.</p>	<ul style="list-style-type: none"> <li>• Confer with PED staff, including the Data Governance Coordinator, on progress and wider implementation of the pilot project.</li> <li>• Research and compose memos, briefs, and other reports to LESC.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate, restructure, or combine various annual reports to reduce redundancy.</li> <li>• Improve the quality and usefulness of reports to the Legislature.</li> <li>• Ensure data collection required by law reflects current education policy.</li> <li>• Recommend potential policy and LESC-endorsed legislation to support the reduction of paperwork.</li> </ul>	LESC staff, PED, school districts, charter schools, and Martin Consulting Group, LLC
<b>3</b>	Attend hearings of the Public Schools Insurance Authority, Educational Retirement Board, Public Education Commission, Interagency Benefits Advisory Committee (IBAC), Board of Finance, State Investment Council, College of Education Deans and Directors (NMACTE), New Mexico Coalition for Charter Schools, Public School Capital Outlay Council, Public School Capital Outlay Oversight Task Force, Early Learning Advisory Council, Early Learner Funders Group, Hispanic Education Advisory Council, Indian Education Advisory Council, Children's Cabinet, Early Childhood Education and Care Department workgroup, Coalition for Community Schools, and others.	<ul style="list-style-type: none"> <li>• Work with staff from these organizations to identify emerging issues for New Mexico education.</li> <li>• Report board action and recommendations from these entities to the committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve responsiveness to potential policy issues.</li> <li>• Inform the committee of the operations of these boards and commissions.</li> </ul>	LESC staff
<b>4</b>	Monitor federal education appropriations. For FY20, the president's budget included significant cuts to elementary and secondary education programs. While prior year proposals to cut education funding have not been enacted, delays in enacting federal appropriations bills could negatively impact New Mexico schools.	<ul style="list-style-type: none"> <li>• Identify areas in which federal funding can be leveraged by school districts and charter schools in New Mexico to better meet the needs of at-risk students.</li> <li>• Utilize resources from NCSL to better understand the impact of federal appropriations have on state educational systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve budget recommendations.</li> <li>• Increase committee awareness of federal actions on public education.</li> </ul>	Simon and LESC staff

Row	Issues/Goals and Objectives	Action Steps and Outputs	Outcomes/Results	Responsibility
5	Monitor lottery tuition payments, revenues into the lottery tuition fund, and annual scholarship amounts and support student access to affordable postsecondary education, including the examination of other potential funding sources.	<ul style="list-style-type: none"> <li>Research and compose activity reports, memos, and briefs on lottery scholarship issues to the LESC.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the best ways to keep lottery award amounts as high as possible for as many students as possible.</li> </ul>	Force and LESC staff
6	Monitor PED lawsuits. While the decision issued by the First Judicial District Court in the consolidated <i>Martinez</i> and <i>Yazzie</i> lawsuit has not been appealed, the state will likely be required to make additional court appearances. Additionally, it is unclear how the lawsuit challenging the state's teacher evaluation system will proceed, given the recent executive order to overhaul the teacher evaluation system. The <i>Zuni</i> lawsuit regarding the public school capital outlay system is also ongoing, with a trial date set for May 2019. Staff will continue to monitor the status of these lawsuits.	<ul style="list-style-type: none"> <li>Provide updates on court decisions and actions that impact the public education system in New Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>Inform the committee of the status of these lawsuits and potential impact on the state budget.</li> </ul>	LESC staff
7	Continue to monitor implementation of Laws 2018, Chapter 71 (Senate Bill 239), which allows up to \$10 million of the public school capital outlay fund to be used annually by PSCOC in FY19 through FY22 for new security projects.	<ul style="list-style-type: none"> <li>Participate in PSCOC meetings and subcommittee meetings awarding security funding to school districts and charter schools.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor distribution of funding to ensure methodology is equitable and adheres to statute.</li> </ul>	Rogne, PSFA, PSCOC, PSCOOTF, and LFC
8	Monitor new PED initiatives. For FY20, the Legislature appropriated funding to PED to undertake new initiatives, particularly in the area of bilingual and multicultural education, community schools, and career technical education. Staff will work with PED to understand the goals and effectiveness of these programs and ensure resources are positively impacting student performance and closing the achievement gap.	<ul style="list-style-type: none"> <li>Monitor how "below-the-line" funding is being spent and if it is being used effectively.</li> <li>Determine if PED is using additional funding to properly implement the Indian Education Act, the Hispanic Education Act, and the Bilingual and Multicultural Education Act.</li> </ul>	<ul style="list-style-type: none"> <li>Improve budget recommendations.</li> </ul>	LESC staff, LFC, and PED
9	PED Operating Budget. For FY20, the Legislature significantly increased PED's general fund operating budget appropriation, partially in response to the findings from the consolidated <i>Martinez</i> and <i>Yazzie</i> lawsuit which concluded PED had failed to properly oversee the state's education system. Staff will work with PED to understand how the department is prioritizing additional appropriations.	<ul style="list-style-type: none"> <li>Monitor how "below-the-line" funding is being spent and if it is being used effectively.</li> <li>Determine if PED is using additional funding to properly implement the Indian Education Act, the Hispanic Education Act, and the Bilingual and Multicultural Education Act.</li> </ul>	<ul style="list-style-type: none"> <li>Improve budget recommendations.</li> </ul>	LESC staff, LFC, and PED