

MINUTES
Legislative Education Study Committee
Santa Teresa High School
Santa Teresa, New Mexico
June 26-28, 2019

June 26, 2019

The following voting and advisory members were present: Voting: Chair Christine Trujillo, Vice Chair Mimi Stewart, Senators Candace Gould and William P. Soules, and Representatives Rebecca Dow, G. Andrés Romero, Sheryl Williams Stapleton, and Linda M. Trujillo; Advisory: Senators Carlos Cisneros, Linda M. Lopez, and Michael Padilla, and Representatives Kelly K. Fajardo, Natalie Figueroa, Joy Garratt, Susan K. Herrera, Raymundo Lara, Willie D. Madrid, Gabriel Ramos, Patricia Roybal Caballero, Tomás E. Salazar, and Debra M. Sariñana.

The following voting and advisory members were not present: Voting: Senator Craig W. Brandt, and Representative Alonzo Baldonado; Advisory: Senators Daniel A. Ivey-Soto and Gay G. Kernan, and Representatives Joanne J. Ferrary, David M. Gallegos, D. Wonda Johnson, Tim D. Lewis, and Elizabeth "Liz" Thomson.

On a motion by Senator Stewart with a second by Senator Gould, the committee approved the minutes from the May LESC meeting and the agenda for the June LESC meeting with no opposition.

On a motion by Senator Stewart with a second by Representative Linda Trujillo, the committee approved a four percent salary increase for LESC staff director Rachel Gudgel with no opposition.

Strategic Initiatives of Local School Districts. Dr. Arsenio Romero, Superintendent, Deming Public Schools, began by allowing the following principals from his district share individual strategic initiatives they have employed at each of their schools:

- Melanie Rinehart, Principal, Bell Elementary School, shared her framework for teacher professional development, including weekly 90-minute teacher planning meetings among professional learning communities, bi-weekly teacher walkthroughs, and at least 45 minutes of face-to-face feedback from administrators to teachers each year.
- Charlotte Sandoval, Principal, Deming Intermediate School, explained that her school is a brand new sixth grade academy that focuses on easing students transition into middle school by holding students to high expectations, employing collaborative classrooms, and teaching 21st century skills.
- Jesus Saenz, Principal, Red Mountain Middle School, explained how he has implemented career technical education classes as early as seventh grade with courses in design and modeling, architecture, robotics, and energy and the environment.
- Bryan Simpson, Principal, Deming Early College High School, shared student data that showed teachers at the school grew students from 44 percent proficient in English to 81 percent proficient and from 42 percent proficient in math to 65 percent proficient between 8th and 10th grade, showing student growth that outpaces other schools in Deming. He suggested the early college high school model created students who are truly engaged in their own learning.

Dr. Romero noted Deming has fully committed to some Legislative initiatives to mitigate the impact of the high poverty level in the school district. Deming has expanded K-5 Plus to offer it to every single student with the expectation that K-5 Plus is the first day of school. This year, K-5 Plus will carry a science, technology, engineering, and math (STEM) focus with close alignment to the recently adopted NM STEM-Ready Science Standards. Extended learning time programs

will be handled at the discretion of school leadership; for example, Red Mountain Middle School will hold a “seventh grade boot camp” to ease the transition for new seventh graders, and will also provide tutoring for the students scoring in the lowest quartiles in English and math. Dr. Romero mentioned that K-5 Plus and extended learning time required an extension of teachers’ contracts and additional salary expenses up front, all of which will be reimbursed over the course of the school year because the programs are funded in the state equalization guarantee.

Travis Dempsey, Superintendent, Gadsden Independent School District (GISD), introduced his school district by indicating the demographic and achievement data shared on the LESC fact sheet; despite a high population of students eligible for free and reduced-fee lunch and an English learner population roughly double the statewide average, GISD has maintained proficiency rates above the statewide average and graduates more than 80 percent of its high school students each year. Estrella Becerra Burciaga, Prekindergarten Coordinator, GISD, presented Gadsden’s On-Track prekindergarten programs, which focus on building students foundational academic and social-emotional skills, including reading comprehension, phonological awareness, independence, self-control, and the ability to follow directions. Tracy Bryan, President, the Bridge of Southern New Mexico, explained how the business community in southern New Mexico created the Bridge to better connect students’ education with workforce demands. By focusing students’ education on employment later in life, the Bridge has increased dual credit enrollment and attainment, increased graduation rates, reduced college remediation rates, and improved economic outcomes for students in several southern school districts.

Mr. Dempsey explained over the next year, GISD will be improving technology infrastructure and STEM education districtwide, engaging in social and emotional supports for students, especially those transitioning to middle or high school, and implementing an anti-bullying framework based off of the Sandy Hook Promise model. He mentioned the school district faced challenges with budgeting this year – with the significant changes to the funding formula, the school district was budgeting for required salary changes without knowing how much funding it would receive. The school district drew from its operational dollars to fully fund transportation for extended learning time, as well as to fund existing K-5 Plus programs that did not meet the statutory requirements.

Loren Cushman, Superintendent, Animas Public Schools, mentioned his school district often deals with issues of economies of scale; for instance, Mr. Cushman serves as the superintendent of the school district as well as the principal of Animas High School. Because of the school districts rural nature, many students have to miss an entire day of school to visit a nearby doctor, and the loss of a single staff member with multiple endorsements can have a huge impact on the school district’s capacity. The school district has seen success with dual credit courses, many of which are online because there are no college campuses nearby. Animas faces significant funding issues; it lacks funding to provide substantial career and technical education programs and chooses not to participate in K-5 Plus because the program requirements are too difficult for the school district to meet. The district self-funds its prekindergarten program but recently had to cut programs for three year olds due to a lack of funding.

Representative Sariñana asked how students are selected to attend Deming’s Early College High School. Mr. Simpson stated the school district uses a rubric that assigns points for certain student characteristics, often favoring students who don’t necessarily have straight A’s. The school has about 200 total students with class sizes ranging from 15 to 20 students.

Representative Garratt asked about a Deming initiative that gave soccer balls to communities of recent migrants. Dr. Romero stated the City of Deming has approximately 8,000 asylum seekers, a majority of which are students. The community has come together to support those families with English language classes, healthcare services, basic needs, and simple pleasures like soccer balls.

Representative Garratt asked about Gadsden’s dual-language track for students. Mr. Dempsey stated the school district’s dual language model is half Spanish, half English, but it is limited by the school district’s ability to find high quality dual-language teachers. In later years, it becomes even more challenging because the school district is looking for high-skill bilingual math and science teachers, and students must be comfortable with complex concepts in both languages.

Representative Garratt asked how the school districts have motivated teachers to participate in K-5 Plus. Dr. Romero stated Deming had a conversation with teachers about why K-5 Plus is important to build individual support for the program. Mr. Dempsey stated Gadsden tried to incentivize it; teachers who commit to K-5 Plus would get to teach that grade level for the entire year. However, the school district got pushback from teachers who wanted their summer break.

Senator Stewart noted she was impressed by Deming’s 90-minute teacher planning periods three times a week. She asked Mr. Cushman if Animas has ever held a local bonding election. Mr. Cushman replied that they have tried, but voters have not yet approved a local bond.

Senator Stewart asked about school bus air conditioning during K-5 Plus programs. Dr. Romero stated Deming is regularly in the triple digits, and for their safety, students are not able to attend school on very hot days. Deming is working with the Public Education Department (PED) to make sure that buses purchased this year will have air conditioning, but the school district could not expedite those purchases for summer 2019 K-5 Plus programs.

Representative Salazar asked how the school districts are addressing social and emotional learning and community supports. Mr. Dempsey stated he has been working with the community to understand the roles of the school district, the county, the state, and community organizations, which has helped share the responsibilities for students and reduce the duplication of efforts. Dr. Romero stated the school district has built supports based upon the community schools model. Mr. Cushman noted Animas has a lot of strong parental supports but lacks professional services, having just lost its high school counselor.

Representative Lara asked about ideas to better implement the K-5 Plus program. Dr. Romero suggested the state implement a tiered implementation framework for K-5 Plus programs statewide, allowing school districts with new programs to implement K-5 Plus with less fidelity in exchange for a lower funding multiplier, while established programs implemented with fidelity would receive full funding. For example, a full implementation of the K-5 Plus program may require and should be fully funded for aligned instructional materials, high-quality staffing, and transportation to and from sites.

Representative Dow asked whether Regional Education Cooperatives (RECs) can play a role in helping Animas and other small school districts provide professional services and programs like K-5 Plus. Mr. Cushman stated his region’s REC is very helpful to fill the gaps imposed by the school district’s rural nature, and also noted PED has been very supportive and communicative under the new administration. Dr. Romero stated ideally, the state should try to build the capacity of RECs to provide some services like K-5 Plus and prekindergarten. RECs could also employ regional experts in special education or bilingual education.

Transform Education New Mexico Reform Platform. Dr. Patricia Jimenez Latham, Director, Center for the Education and Study of Diverse Populations, New Mexico Highlands University, gave an overview of student demographics in New Mexico, noting 15 percent of students are English learners, which is high when compared nationally. There are areas within Albuquerque, Las Cruces, and Santa Fe that have a high concentration of individuals who speak a language other than English. Dr. Latham provided examples of how the Legislature has always supported bilingual multicultural education, including the Indian Education Act (IEA), the Bilingual Multicultural Education Act (BMEA), and Hispanic Education Act (HEA). Dr. Latham explained “culturally relevant” means respecting and understanding an individual student’s culture. She read LESC’s

report to the Legislature and said she understands the amount of work that was dedicated to bilingual multicultural efforts. Victoria Tafoya, Project Manager, Transform Education New Mexico, said at the national level, New Mexico has been at the forefront of bilingual education. New Mexico has numerous cultural assets to help implement bilingual programs effectively and presented benefits of bilingualism. She said companies move to New Mexico expecting access to a bilingual workforce but struggle to meet employees that meet qualifications. She said multicultural education is a process that stakeholders must understand to transform our education system.

Ms. Tafoya talked about Transform Education New Mexico. Over 150 stakeholders came together September 2018 to develop a platform of remedies that aligns with the court order and based on a multicultural education framework. More than address teacher shortages, the coalition wants teachers who can meet the cultural and linguistic needs of students. Ms. Tafoya said the court ruling in the Martinez and Yazzie consolidated lawsuit noted a lack of accountability, particularly regarding the use of funds. However, accountability quality programs should be coupled with support. Ms. Tafoya encouraged the Legislature to study PED to ensure they have the capacity to provide support.

Dr. Latham talked about content integration, the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts within their subject matter, emphasizing the importance that classroom materials for New Mexicans are created by New Mexicans. Ms. Tafoya explained knowledge construction, a process teachers use to help students understand, investigate, and determine how biases and frames of reference within a discipline influence the way knowledge is constructed. She cited Lindholm-Leary, a renowned researcher on testing and accountability, noting the endorsement of a teacher is only as good as the coursework. Transform Education NM wants to ensure teachers receive training in effective instructional strategies. Dr. Latham reviewed effective intentional teaching practices, including the validation of students' home language and culture, opportunities for verbal interaction, and contextualized language. She said PED has been helping teachers understand ACCESS standards to understand how to best meet students' needs. In 2015, CESDP and Dual Language Education of New Mexico helped PED align the NMTEACH process to implement cultural relevance in schools. Dr. Latham said it is important to have complete organizational shifts that create a school culture and social structure that is equitable for all students and their families. She mentioned NMEngaged, a tool created by New Mexicans for New Mexicans and meant to improve family engagement, is underutilized.

Senator Soules read the Enabling Act and noted the Constitution of the State of New Mexico says all instruction must be conducted in English and asked if Transform Education New Mexico agrees with this. Ms. Tafoya said this highlights a conflict with IEA, BMEA, and HEA and would need to discuss it with the members of Transform Education New Mexico.

Senator Soules asked if the presenters have read the National Conference of State Legislatures' *No Time To Lose* report and, if so, asked how Transform Education New Mexico's platform aligns with the report. Ms. Tafoya said the report is not a conflicting document. For example, investing in early childhood education and high-quality instruction is essential and common in both platforms. However, we also need to think specifically about the New Mexico context.

Senator Soules asked the state can increase culturally diverse teachers when it already struggles with a shortage of teachers. Ms. Tafoya said we need to invest in postsecondary institutions in order for them to have enough faculty to provide bilingual multicultural education training. Dr. Latham said Secretary Trujillo has focused on marketing the teaching profession.

Senator Soules asked how the state can accommodate bilingualism, which is the norm in other countries. Ms. Tafoya said this can be done by keeping existing curriculum, but teaching it in

another language. Senator Soules noted his concern this may be a barrier for students who do not speak more than one language.

Representative Herrera asked how the education system aligns with Native American cultures. Ms. Tafoya said the existing structure does not acknowledge the core of indigenous communities. School districts should work with indigenous communities and elders to understand how to integrate both worlds.

Representative Lara said it bothered him to hear NMEngaged is underutilized and asked Dr. Latham if she knows what can be done to ensure it is a tool that is utilized. Dr. Latham said Transform Education NM is working with PED to ensure more superintendents and principals know how to use the framework.

Public Education Department: FY20 School District Operating Budgets and Implementation Plan for Compliance with the Martinez and Yazzie Consolidated Lawsuit Ruling. Dr. Timothy Hand, Deputy Secretary of Policy, Research, and Accountability, Public Education Department (PED); Kara Bobroff, Deputy Secretary of Identity Equity and Transformation, PED; and Dr. Gwen Perea Warniment, Deputy Secretary of Teaching, Learning, and Assessment, PED, provided an overview and update of PED's work to comply with the district court's findings in the consolidated *Martinez* and *Yazzie* lawsuit. Dr. Hand said PED and the governor's general counsel has entered into preliminary discussions with attorneys for the plaintiffs on a joint solution to remedy the findings of the lawsuit. Dr. Hand noted PED wanted to use the educational plans required by Senate Bill 1 and House Bill 5 to partner with school districts to ensure the budgets developed by school districts are serving at-risk students. Dr. Hand stated the department was engaging in conversations with school districts and charter schools as part of the budget review process, with a goal of improving those conversations in future years. He said the department wanted to include more budget information in each school district and charter school's 90-day plan, but this will require building local capacity.

Deputy Secretary Bobroff said the department was working with staff and other education stakeholders to develop short term and long term goals to ensure the state is complying with the lawsuit's findings. She noted the department was asking school districts to provide information on their progress in complying with the court's findings and was working to assess the needs of school districts for technical assistance and other support. Deputy Secretary Bobroff noted PED wanted to create a balance between what is required of school districts and charter schools and local autonomy, to allow school district to engage with their communities. Dr. Warniment reviewed department plans for improving the recruitment and retention of teachers, noting that the department would focus on teacher residency programs and robust mentorship and professional learning programs to improve teacher quality. She said PED would look to link the new teacher evaluation system with professional learning opportunities. Dr. Warniment also said PED would review special education practices across the state. In response to Senator Padilla, Dr. Warniment stated the purpose was to conduct a needs analysis and to identify areas of strength within the special education system.

Representative Roybal Caballero asked about the introduction of ethnic studies as part of a multicultural education framework and Deputy Secretary Bobroff said PED was continuing work to develop social studies curriculum that is contextually appropriate and engaging for New Mexico students.

Representative Sariñana asked what support PED would provide to teachers to improve how teachers serve students with high-need or struggling students. Deputy Secretary Bobroff said PED is looking to provide professional learning opportunities in the area of social-emotional learning and to partner with higher education institutions to better prepare teachers to deal with these issues.

Representative Linda Trujillo noted that school districts were having to pay legal fees to develop memoranda of understanding with tribal entities and asked if PED could assist school districts in the development of these instruments. She said this could save school districts legal fees and better align the tools with the requirements of the Indian Education Act.

Representative Linda Trujillo noted that there is confusion over who, the school district or the applicant, must pay for a background checks. Dr. Warniment noted the department was seeking clarification from the FBI and the Department of Public Safety and will provide information to stakeholders when they receive that clarification. She stated the background check process may be something to consider when examining possible changes to the educator licensure system.

Senator Stewart asked for PED to provide a list of salary increases for each school district and charter school, noting she has heard that some school districts are giving very high raises while stating they do not have any additional money to provide at-risk services. She also asked for information on how much school districts and charter schools are proposing to budget for instructional materials. Additionally, she asked PED to provide information on which school districts and charter schools are failing to meet class size requirements of statute. Dr. Hand stated PED will provide a robust analysis of the narratives submitted by school districts and charter schools. He said the department was committed to work closely with school districts to improve the process. Representative Christine Trujillo asked PED to provide benchmarks for all of the programs that PED had reviewed in their presentation so that the Legislature could track progress in the implementation of these programs.

In response to Senator Stewart, Deputy Secretary Bobroff stated additional grants from the Indian education fund would be used to align curriculum with the goals of the Indian Education Act, increase access to Native American language programs, and to support college, career, and life readiness for Native American students. She said different tribes and pueblos will identify different needs and outcomes, in alignment with the Indian Education Act, and PED will be able to measure progress on those outcomes.

Representative Garratt asked about funding for mentorship programs for teachers in their first and second year and Deputy Secretary Warniment stated PED was refocusing the Teachers Pursuing Excellence program on teachers in their first five years and on alternatively licensed teachers.

In response to Representative Dow, Dr. Hand noted that some school districts are struggling with budget development, even with large increases. He stated some school districts were implementing 13 to 16 percent increases to pay in order to fix compaction issues in their salary schedules, which is limiting the amount available for other purposes. He said other school districts are struggling with declining enrollment. Representative Dow asked about school districts that are declining to participate in the K-5 Plus or extended learning program and asked if PED had any recommendations for how to increase access to the programs and Dr. Hand responded that PED was unsure how the short period of time to apply for K-5 Plus and extended learning factored into the decision not to participate. He stated PED would have more information and could offer recommendations after the October 2019 deadline to apply for FY21 programs.

Dual Language Programs in New Mexico. Mayra Valtierrez, Director, Language and Culture Bureau (LCB), PED, presented information regarding PED's vision for bilingual multicultural education programs in New Mexico. The ultimate goal of LCB is for all students who participate in a bilingual multicultural education program to obtain a state seal of bilingualism-biliteracy. The intent of the state seal is for students to graduate bilingual, biliterate, and bicultural. LCB provides support for schools to adopt and implement the seal and local school boards and governing councils award the seal. To obtain the seal, students can complete tribal language certification; credit hours and assessments; credit hours and an alternative process portfolio; or assessments and an alternative process portfolio.

PED expects bilingual multicultural education programs to be student-centered. Ms. Valtierrez noted there are five bilingual multicultural education program models so schools can select a program model that meets their students' academic and linguistic needs. To increase access to quality programs, the department is in the process of building capacity for LCB to provide site-based support. Additionally, LCB collaborates with the instructional materials bureau in the selection of Spanish language arts curriculum.

Ms. Valtierrez noted all state-funded bilingual multicultural education programs have the same instructional, assessment, professional development, annual reporting, and program renewal requirements pursuant to 6.35.2 NMAC. Bilingual multicultural education programs must provide instruction in two languages and cultural responsiveness must be a part of all programs' instruction, assessment, and professional development.

Adrian Sandoval, Assistant Director, Center for the Education and Study of Diverse Populations, New Mexico Highlands University, provided historical context for dual language education programs. Mr. Sandoval noted federal law requires students receive English language development instruction and equal access to grade level academic content. Mr. Sandoval added that the Bilingual Multicultural Education Act of 2004 was enacted to support bilingualism.

Thirty years of education research supports dual language education pedagogy. Under No Child Left Behind, many principals and communities refrained from implementing dual language programs because significant academic gains only become evident after third grade. Dual language students show academic achievement measures that meet or exceed the academic achievement of their peers by sixth or seventh grade. This is why it is so important to think about a kindergarten through 12th grade dual language program implementation plan.

Mr. Sandoval stated providing more English instruction does not result in higher English achievement. Arizona implements English only programs and is not seeing academic achievement gains with the data they have collected. A language other than English is not a deficit, it is an asset. Those who question the effectiveness of dual language programs should look at academic achievement data for the Gadsden Independent School District (GISD). As students slowly transition to English, they excel in all other content areas. For example, students excel in math even if they have only received math instruction in Spanish because the mathematical skills transfer.

Maricela Rincon, Principal, North Valley Elementary School, GISD, presented the two-way dual immersion program currently being implemented at her school. North Valley Elementary serves a community with a high percentage of English learners. Many students start school with little English or even little proficiency in their own home language. For the 2018-2019 school year, North Valley Elementary received an A on the PED school grading system. The highest performing English learner quartile exceeded expectations in reading growth and the lowest performing English learner quartile exceeded expectations in math growth. The school's staff is committed to providing a quality dual language program. The school also offers other language supports such as enrichment bilingual after school programs that focus on English and Spanish Istation for students enrolled in kindergarten through second grade, homework tutoring for third grade students, a STEM program for students in fourth through sixth grade, and math tutoring for students in third through sixth grade. GISD is working toward a kindergarten through 12th grade dual language implementation plan so every student can have the opportunity to obtain the state seal of bilingualism-biliteracy. One major challenge for the district has been recruiting and retaining high quality teachers with a bilingual endorsement.

Representative Romero asked how to implement dual language programs at the middle school level. Mr. Sandoval responded that currently there are few middle schools implementing dual language programs. Dual Language Education of New Mexico is working with a number of south valley schools through a Kellogg grant to help implement quality dual language programs. Polk

and Ernie Pyle middle schools will now have the support and infrastructure to implement a dual language program. Representative Romero voiced his concern regarding dual language program availability for middle school students. He noted there should be a larger focus on supporting middle school dual language program implementation.

Representative Figueroa would like to see data that follows dual language students, specifically graduation rates and academic achievement. Ms. Rincon stated GISD has a 98 percent English learner graduation rate. Dr. Gwen Warniment-Perea stated PED will provide the data to the committee.

Representative Christine Trujillo stated dual language programs are very important and critical components of New Mexico's education system.

June 27, 2019

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The following voting and advisory members were not present: Voting: Representative Alonzo Baldonado; Advisory: Senators Daniel A. Ivey-Soto and Gay G. Kernan, and Representatives Joanne J. Ferrary, David M. Gallegos, D. Wonda Johnson, Tim D. Lewis, and Elizabeth "Liz" Thomson.

The Community School Landscape in New Mexico: Challenges and Opportunities. Denise Terrazas, Senior Fiscal Analyst, LESC, said LESC staff analyzed the effectiveness of community schools by comparing proficiency rates in reading and math of community school students with the statewide proficiency rate and found that while there was growth in proficiency in both subjects for community school students, the growth was the same for students in noncommunity schools. Still, research shows community schools can work. The Learning Policy Institute (LPI) concluded well-implemented community schools lead to improvement in student and school outcomes. Considering the Legislature appropriated \$2 million to PED to scale up community schools, PED should ensure the approach is implemented effectively.

Most community schools share four key pillars – integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practice. APS, LCPS, and SFPS community schools serve higher rates of economically disadvantaged students, English learners, and students with disabilities compared with other schools in the same school districts. LESC staff examined leading and long-term indicators to assess the impact of APS, LCPS, and SFPS community schools on student performance. LESC staff was unable to evaluate attendance or discipline data due to data quality issues. PED should require consistent data reporting for attendance and discipline. LESC staff compared proficiency rates within APS and SFPS, between students in schools operating as community schools for five or more years and students in noncommunity schools and found the achievement gap in reading for APS and SFPS is narrowing; the achievement gap in math is only narrowing for APS. A number of factors impact community school implementation, including funding, fidelity to all four key pillars, principal tenure, and support at the school district and state level.

Katarina Sandoval, Deputy Secretary of Academic Engagement and Student Success, PED, said there was no framework or funding for community schools prior to the 2019 legislative session, but now schools will have an opportunity to address the whole child through the community

school approach and with PED's help. Denise Koscielniak, Division Director for Comprehensive School Supports and Community Schools, PED, said the community school grant applications address the four key pillars and talked about the statewide coalition for community schools. The coalition has met four times to draft the rule and the planning and implementation grant applications. Schools will be asked to leverage other funds. Director Koscielniak said Principals Pursuing Excellence (PPE) will include a community school strand.

Representative Salazar stated concern for the lack of fidelity to data and was curious, in particular with the creation of rule, how PED would address this issue. He recognized community schools take time to implement and noted he cares about the approach.

Senator Padilla wondered if a community school loses value when it becomes too big. Danette Townsend, Executive Director, Albuquerque-Bernalillo County (ABC) Community School Partnership, said it is important to consider the context of each school, including enrollment. PED said it hopes the professional development strand in PPE will help principals build systems that maintain a sense of community. Ms. Terrazas said each school should use its needs assessment to ensure it is adjusting their supports and resources as needed.

Representative Herrera asked if a school district needs PED's permission to make a community school and presenters stated that's not necessary. Representative Herrera shared concern about the amount of funding and commented she would like to see a tiered system of supports for rural school districts to implement community schools.

Senator Gould asked if there are programs that help parents. Julia Bergen, Executive Director, Communities in Schools of New Mexico (CISNM), said parent engagement is a core element of community school efforts and there are programs that address parents' needs. Director Townsend agreed.

Representative Garratt said the LESC report should include school staff turnover data and suggested the leadership hiring process be aligned with the community school approach. Director Bergen said CISNM works with SFPS to create community schools in the school district. Director Townsend said schools apply to become community schools. Representative Garratt asked about community school coordinators' salaries. Director Bergen said CISNM pays competitive salaries comparable with teacher and social worker salaries. Director Townsend said salaries are close to level one teacher salaries.

Representative Figueroa asked what PED's plan is to address data collection and validity. PED discussed they are in the process of helping schools collect data and there will be staff responsible for validating data. Director Gudgel emphasized it is necessary to address the validity issue so the data can be used.

Representative Stapleton asked if students, parents, educators have been interviewed to determine the impact of community schools. Ms. Terrazas said LESC staff met with parents, educators, and others. Representative Stapleton asked PED how it plans to address the whole child through implementation of the approach. Ms. Koscielniak said PED will be using the application process to ensure community schools have a deliberate plan for this.

Braided Funding Models for Prekindergarten Programs. Dr. Maria Artiaga, Executive Director of Federal Programs, Las Cruces Public Schools, began by presenting on Las Cruces Public Schools (LCPS) braided funding model for prekindergarten programs. Dr. Artiaga explained LCPS began braiding funding for 3- and 4-year old students with developmental delays, Head Start students, and Public Education Department (PED) prekindergarten students in the 2018-2019 school year to ensure all students could be served in the same classroom. Then, Dr. Artiaga explained how LCPS dealt with differing program standards by implementing the highest standard for each program component. Dr. Artiaga explained some of the program components, such the use of the Kimochis

program for student social emotional development. Dr. Artiaga concluded her presentation by highlighting ongoing challenges for LCPS prekindergarten, such as the need for more funding, specifically for prekindergarten classrooms.

Erica Stubbs, Director of Children's Services, Presbyterian Medical Services (PMS), said PMS began braiding prekindergarten funding between Head Start and Children, Youth and Families Department (CYFD) programs in Torrance county in response to community needs. PMS is the only early education program in Estancia. Mrs. Stubbs explained that by leveraging both federal and state funds, PMS was able to support families to not only prepare their children to enter school ready to learn, but to also address their need to work. By braiding funding, PMS was able to serve every 3- and 4-year old's family that requested services in a five-star program. Mrs. Stubbs ended her presentation by explaining some challenges PMS faced braiding funding for prekindergarten programs, such as duplicate data entry and tracking into two different data systems, as well as two different outcome measurement systems.

Representative Dow said she is excited to hear that programs are starting to figure out how to braid funding from different sources to serve all prekindergarten students in the same classroom. Representative Dow asked Dr. Artiaga if this was the first year that LCPS was able to braid funding for students with developmental delays so these students could receive services in their prekindergarten classroom, and asked if this would continue moving forward? Dr. Artiaga said yes, students with developmental delays will receive services in their classroom, and LCPS plans to continue this model. Representative Dow said she hopes this model will be expanded statewide.

Representative Dow asked about the standards for Head Start. Mrs. Stubbs said there are about 85 different indicators that PMS tracks and reports to Head Start in terms of student outcomes. If a child has a disability, an additional seven standards are added, and if a child speaks a language other than English, nine additional standards are added. Representative Dow commented that she asked because it is her understanding that state prekindergarten standards are based on Head Start standards, and yet there is a common misperception that Head Start has less standards.

Representative Garratt spoke of a site visit she went on that combined Early Head Start and Head Start services, and asked if there are any programs like that in New Mexico. Mrs. Stubbs said yes, PMS has 16 centers that house Early Head Start and Head Start together. Representative Garratt asked is there a chart somewhere that lists all of the early childhood service providers, both public and private? Mrs. Stubbs said licensed facilities are all accessible through the New Mexico Kids website, but all home providers who are registered but licensed would not be included on that list, so probably not. Mrs. Stubbs said PED programs would also not be listed on the New Mexico Kids website.

Representative Roybal Caballero asked Dr. Artiaga to describe the Kimochis program she mentioned in her presentation. Dr. Artiaga said the Kimochis program is built upon sound research and theories of child development and social emotional learning. The Kimochis program helps children understand and deal with their own feelings, as well as the feelings of others, through storybook characters.

Representative Roybal Caballero asked if LCPS or PMS have had discussions regarding implementing prekindergarten within the community school model. Dr. Artiaga said she recently talked with PED about incorporating prekindergarten into the community school model, and said PED is researching this issue. Mrs. Stubbs said PMS currently works within some community schools in Santa Fe, but not in early childhood.

Gadsden Independent School District Career and Technical Education Programs. Stephen Gabaldon, an audio/visual technical education teacher from Chaparral High School, began the presentation by introducing several of his current and former students, Daniel Martinez, a recent graduate of New Mexico State University (NMSU), Leo Moreno, currently at NMSU, and Sheyla

Lopez, a senior at Chaparral High School. Mr. Gabaldon said GISD offers CTE programming in such fields as agricultural mechanics, architecture and drafting, audio visual production, automotive technology, biomedical science, computer science, construction, culinary arts, education, electronics, engineering, law enforcement, marketing, media, and welding. Mr. Gabaldon indicated GISD hosts several career technical student organizations (CTSOs). He indicated nationally, CTE students graduate at higher rates than their non-CTE peers, at 97.5 percent versus 80 percent; he also indicated CTE students score better on proficiency exams, indicating GISD CTE student proficiency rates of 45 percent and 20 percent respectively for reading and math, compared with 42 and 10 percent for non-CTE students.

Mr. Moreno indicated his CTE training helped him be successful at university, noting he was certified for audio/visual work as a freshman, and was hired at the university directly out of high school. He plans to pursue further studies in technology. Mr. Martinez, who was in the media production program volunteers at the high school, and noted the importance of CTE offering him opportunities other than fast food or construction, and indicated he is pursuing a degree in secondary education to give him the chance to help other students like himself. Ms. Lopez noted her work in media production helped her academically, socially, and personally; she achieved her academic goals, overcame her shyness, and helped her apply for college. She directly linked her post-high school ambitions and options to her CTE work.

Isela Ramos, a marketing teacher at Gadsden High School, noted her programs feature training for students in math, communications, and soft skills, including hands-on retail managing and marketing experience working in their school store. She introduced current students Violet Ramos, and former students Flor Ornelas and Matthew Gallardo. She indicated students are involved in product design, production, and marketing, and a class on entrepreneurship requires them to choose a potential business to plan and work on throughout the school year. She briefly discussed the major CTSO at Gadsden High School, DECA (formerly Distributive Education Clubs of America) that helps students study marketing, management, business and finance, and offers national and international competitive and networking opportunities.

Ms. Ornelos, a recent graduate and former marketing student and member of DECA, discussed the opportunities she gained as a member of DECA, including the opportunity to meet with marketing professionals from such companies as Universal Studios. She noted the connections she made in DECA have helped with job applications, as many of her potential employers were also members of DECA. Mr. Gallardo, a marketing student at NMSU, noted he was afforded the chance to take college-level courses while in CTE at Gadsden High School, as well as the chance to present project on financial literacy and teach junior and seniors. He credits CTE and DECA with helping him become comfortable with public speaking and dealing with differing points of view. Violet Ramos, a current Gadsden High School sophomore in the marketing program, noted her participation with DECA allowed her to participate in state-level competitions and network with international students; she plans to continue her membership for the rest of high school.

Chris Champagne, a welding instructor at Santa Teresa High School, discussed his program, including industry-recognized welding certifications available to students. He also reviewed the CTSO with which they primarily work, Skills USA, which also offers participating students competitive and networking opportunities at the national and international levels. He introduced several of his students, Jacob Villalobos, Jeanette Villalobos, and Hunter Huerta. Mr. Champagne noted the welding program teaches basic skills, including electrodes, cutting, and basic welding, before moving on to more precision-oriented projects, such as ornamented wrought iron gates and doors. He indicated graduates with welding certification can make up to \$50 per hour after graduation, noting that last year, 15 seniors graduated with 38 certifications, including one student certified in underwater welding.

Mr. Villalobos noted he had earned two of three possible welding certifications in the welding program, which had offered him an opportunity to get away from the more restrictive traditional classroom atmosphere. Ms. Villalobos noted she was one of only five girls involved in the welding program and had already earned one certification and intends more. She indicated she wished she had become involved in the program earlier in high school, noting the many well-paying job opportunities her experience with welding would afford her. Mr. Huerta noted he is in the second year in the program, and is already looking forward to graduating with certifications and working in the automotive repair field, hopefully in professional racing.

Representative Sariñana was pleased to see so many female students involved in the CTE programs, and hear how many of the technical aspects of the programs encouraged math proficiency.

Representative Lara noted how proud he was of the students from his district who spoke, and asked how many of them spoke Spanish, and whether that was an advantage in their job applications. Several of the students noted it was helpful, both in international networking opportunities and in the job hunt. Isabela Ramos noted Spanish proficiency helped one of her students get a job with Hulu to help the company tailor its Spanish-language advertising.

Senator Padilla asked the students what they felt about CTE was helping to increase graduation rates. Several of the students noted participation in CTSOs require the same academic proficiency as participation in athletics, encouraging them to keep their grades up, stay in school, and graduate with the potential for better-paying jobs they might have lacked without CTE experience and CTSO involvement.

Finally, Mr. Champagne invited the committee on a tour of his welding studio, where he showed various equipment and their operation, examples of student work, and reviewed some welding certification requirements.

Innovative Educator Recruitment and Preparation Strategies at New Mexico State University (NMSU). Dr. Leanna Lucero, Associate Professor, School of Teacher Preparation, Administration, and Leadership (STPAL), NMSU, presented available pathways for teacher licensure for individuals pursuing a career in elementary education. All pathways require two semesters of practicum prior to student teaching. Preservice teachers experience over 300 practicum hours with children before they student teach. Alongside the practicum, preservice teachers are enrolled in methods courses. Preservice teachers graduate with sufficient courses to have an endorsement in Teaching English to Speakers of Other Languages (TESOL) or bilingual education.

Dr. Cecilia Hernandez, Assistant Professor, STPAL, NMSU, presented the school's alternative licensure program indicating the program is in-person for individuals pursuing an elementary education license and online for those pursuing a special education license.

Dr. Hernandez indicated the college of education is working on a teacher residency grant proposal. College faculty has collaborated with the Gadsden Independent School District to form a partnership to train bilingual and special education teachers at the elementary school level. The resident teachers would obtain a teaching license through the alternative licensure process. Key components of the residency program would be that university faculty will work closely with mentor teachers and those mentor teachers would teach some of the methods coursework to showcase their expertise, specifically in serving culturally and linguistically diverse students.

Dr. Tracey Gorham Blanco, Assistant Director of Secondary Education, STPAL, NMSU, presented pathways for obtaining a secondary education license at NMSU. To draw more individuals with content knowledge expertise into the teaching profession, the secondary education program has added a new minor in secondary education for students who are math, science, social sciences, and English majors.

Dr. Gorham Blanco also presented the near-peer mentorship program where current college students mentor Educators Rising students. College students have appreciated the opportunity to exercise a mentor role and Educators Rising students felt comfortable asking a near-peer about maneuvering the college experience.

Representative Garratt asked if NMSU works with veterans. Dr. Hernandez replied that NMSU works with Troops to Teachers, a national organization that provides veterans with support to meet teaching licensure requirements and fill hard-to-staff positions.

Representative Sarniñana asked how the NMSU college of education provides mentoring for teacher candidates. Dr. Lucero stated students in their practicum receive faculty-mentoring through methods courses. Dr. Hernandez noted alternative licensure candidates are supervised by an NMSU faculty member, the individual conducts observational and mentoring site visits once per month.

Representative Figueroa asked if the secondary education degree includes bilingual education or TESOL. Dr. Gorham Blanco stated she advises secondary education teacher candidates to pursue bilingual education or TESOL because it will make them more marketable and able to serve New Mexico students; however, it is not required for teacher candidates pursuing a secondary education degree.

Representative Madrid asked how NMSU recruits teacher candidates. Dr. Gorham Blanco stated the college of education partners with Educators Rising. Ricardo Rel, Senior Director, Government Affairs, NMSU, stated a funding request was made to expand Educators Rising to more high schools but the program did not receive any additional funds. Mr. Rel also noted NMSU is tracking students to determine the effectiveness of Educators Rising in recruiting high-quality teachers.

Representative Roybal Caballero asked if elementary or secondary education teachers are more likely to continue teaching in New Mexico. Dr. Gorham Blanco stated secondary education teachers have more options and higher earning potential if they work in their specific industry instead of teaching. Additionally, there is competition with neighboring states for both elementary and secondary teachers.

June 28, 2019

The following voting and advisory members were present: Voting: Chair Christine Trujillo, Vice Chair Mimi Stewart, Senators Craig W. Brandt, Candace Gould, and William P. Soules, and Representative G. Andrés Romero; Advisory: Senators Carlos Cisneros, Linda M. Lopez, and Michael Padilla, and Representatives Joanne J. Ferrary, Natalie Figueroa, Joy Garratt, Susan K. Herrera, Raymundo Lara, Willie D. Madrid, Gabriel Ramos, Patricia Roybal Caballero, Tomás E. Salazar, and Debra M. Sariñana.

The following voting and advisory members were not present: Voting: Representatives Alonzo Baldonado, Rebecca Dow, Sheryl Williams Stapleton, Linda M. Trujillo; Advisory: Senators Daniel A. Ivey-Soto and Gay G. Kernan, and Representatives Kelly K. Fajardo, David M. Gallegos, D. Wonda Johnson, Tim D. Lewis, and Elizabeth "Liz" Thomson.

Workforce Solutions Department Interim Priorities. Secretary Bill McCamley of the Department of Workforce Solutions (DWS) spoke about DWS's priorities for the 2019 interim, focusing on the economic development needs of infrastructure, financing, and a skilled workforce, where the largest skill gaps are in healthcare, education, and science, technology, engineering, and math (STEM) related jobs. Turning to DWS's goals for the next year, Secretary McCamley spoke first of sector-specific strategies, noting the need to specifically target particular industries through the intervention of credible organizations to support workers in their professional development and better job competition, while still meeting the needs of

employers in the job market, to create lasting economic change. The reauthorized federal Carl D. Perkins Vocational and Technical Act (Perkins V) requires collaboration among middle and high schools, higher education, and employers for robust CTE programs. Regional workforce boards will undertake two sector partnership plans.

Turning to soft skills, the secretary said their lack in today's graduates was often noted by potential employers, and include time management, formal writing, work ethic, and communication. WSD plans to have every high school junior participate in mock interviews, and will work with community schools to provide more in-depth training.

For teacher apprenticeships, the secretary indicated workforce boards will have federal on-the-job training funds available, and Las Cruces Public Schools is interested in engaging funds to help with their alternative licensure program to pay for postsecondary programs and teacher mentors. For the next, priority, nursing, Mr. McCamley noted, while 3800 nurses were needed in the state as of April, programs have waiting lists and students are turning to for-profit schools. DWS will convene a taskforce with employers, agencies, and higher education to address the need for more instructors.

Next, he turned to the Division of Vocational Rehabilitation (DVR), which sits under the Public Education Department and whose purview includes vocational counseling, job placement, and services for persons with disabilities. The agency currently only has capacity to assist individuals with one of three priority levels. Finally, Secretary McCamley indicated DVR should be transferred to DWS during the 2021 legislative session; currently, a memorandum of understanding permits DWS to oversee DVR's finances.

Several members made suggestions to Secretary McCamley, including the following members: Senator Soules, who noted the discrepancy of allowing alternative licensure for teachers, but not for fields like nursing, particularly when we are trying to treat teachers as other professionals are treated; Representative Ferrary, who urged the secretary educate employers on the importance of work opportunities for young people with disabilities; Senator Lopez, who asked for more information on proposals to move DVR from PD to DWS in advance of the coming session; Senator Padilla, who noted he would be willing to carry legislation effecting the transfer of DVR, as he had done in the past; Representative Sariñana, who noted DWS might take a more active role in advertising available jobs and educational attainment needed to achieve them; and Representatives Garratt and Herrera, who both recommended the secretary review particular nursing degree programs.

Senator Cisneros asked about LANL's program with the University of Texas, permitting students to work at LANL while receiving school credit, wondering why there was no similar program for New Mexico schools. Mr. McCamley noted the need for STEM workers with less than four-year degrees, highlighting several earn-while-they-learn two-year programs that lead directly to jobs.

Asked about student internships for state employment, with emphasis on outreach to students who may lack ready access, such as students of color, and bilingual or disabled students. Secretary McCamley indicated DWS will be redoing its internship website, noting all forms and pages will be available in Spanish and that interpreters will be available.

Representative Salazar spoke of the federal Workforce Innovation and Opportunity Act and asked how far WSD is from putting together a coherent state plan and challenges faced in executing the act's requirements. Secretary McCamley noted that although the state receives between \$25 and \$30 million the bureaucratic processes required under the act are complex and nearly prohibitive to producing good outcomes. The bulk of the money is to go to out-of-school youth and adult training programs, although the secretary noted only about 2300 people are actually helped by the program and involving local partners has been difficult. The Secretary

hopes that leadership from WSD will lead local labor boards and industry partners to work harder to make WIOA programs more successful.

Secretary McCamley closed by speaking about closer relationships between DWS and postsecondary education institutions as an avenue to address the governor's priority to create jobs to keep workers in the state.

Administrative Rulemaking. Andrea Ochoa, Senior Fiscal Analyst, LESC presented proposed amendments to Part 5 of 5.7 NMAC, which would update applicant eligibility criteria and contract provisions for approved participants in the teacher loan repayment program administered by the Higher Education Department (HED) to implement the provisions set forth in Laws 2019, Chapter 193 (House Bill 275). Ms. Ochoa noted that although the amendments generally align with recently enacted legislation, the proposed rule contained several technical issues that were submitted to HED.

Ms. Ochoa also presented a new rule, Part 34 of 5.7 NMAC, Teacher Preparation Affordability Scholarship Program, which provides guidelines in the implementation of the program including eligibility requirements, program administration, scholarship duration, and award terms. Representative Garratt asked if college students can qualify for the teacher preparation affordability scholarship in combination with other state financial aid. Ms. Ochoa replied that students can receive financial aid through multiple sources of funding as determined by HED and the individual institution of higher education.

Mr. Force presented proposed amendments to Part 23 of 5.7 NMAC, College Affordability Grant, which would update the minimum amount distributed to the college affordability scholarship fund, from \$2 million to \$3 million, and increase the maximum allowable grant per student per semester from \$2,000 to \$3,000. The rulemaking was proposed to implement the requirements of recently enacted Laws 2019, Chapter 56 (House Bill 127).

Mr. Force also presented proposed amendments to Part 20 of 5.7 NMAC, the Legislative Lottery Scholarship Program. The rule proposed several changes, including the following: extension of lottery scholarship eligibility to students who leave the state to attend high school as a result of a disability, then return to New Mexico for postsecondary education; extension of eligibility for the scholarship to tribal colleges; permission for students to attend college part-time, prior to their qualifying semester; permission for students to receive lottery funds and transfer to other postsecondary institutions while on probation. The rule did not include extending the eligibility period to qualify for the scholarship to one year from discharge for students separating from the United States armed forces, as required by Laws 2017, Chapter 97 (Senate Bill 420). Mr. Force noted several technical issues in the rule, including terms defined in rule that are already in statute, in apparent contravention of the State Rules Act, and definitional language improperly included in the "Objectives" section of the rule. The rulemaking was proposed to implement requirements of Laws 2019, Chapters 54 and 33 (Senate Bills 179 and 407, respectively).

Marit Rogne, Senior Fiscal Analyst, LESC, presented PED's adopted emergency rules to repeal and replace 6.30.12 NMAC in response to Laws 2019, Chapter 206 (Senate Bill 1) and Laws 2019, Chapter 207 (House Bill 5), which repealed sections of the Public School Code that governed the K-3 Plus extended school year program and created a new K-5 Plus Act. The adopted emergency rule establishes general requirements for K-5 Plus program development and implementation, including: program eligibility, instruction, assessment, professional development, the application and review process, funding mechanisms, and evaluation and reporting and auditing. Ms. Rogne explained that while the adopted rulemaking contains several technical issues in addition to PED's failure to offer any detailed justification for the finding of an emergency, some of these issues may be addressed when PED adopts a permanent rule governing K-5 Plus programs. In addition, LESC staff has been working with PED on the technical issues noted in LESC's rulemaking report.