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Prepared By: Ochoa

Purpose: Explore teacher recruitment and retention strategies across New Mexico.

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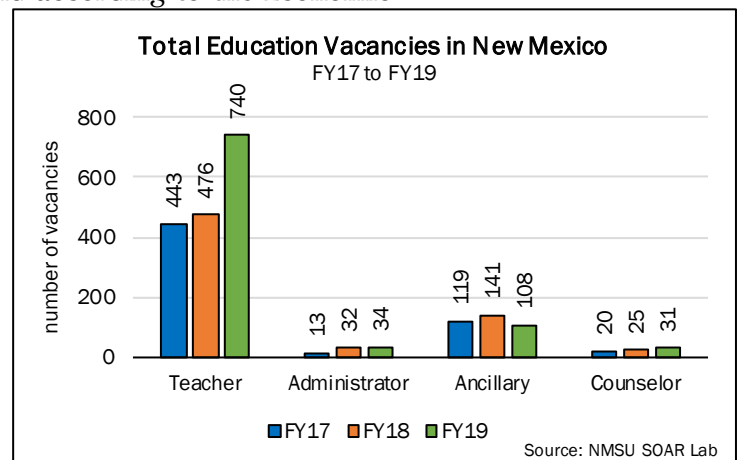
Expected Outcome: Understand the effectiveness of teacher recruitment and retention strategies in New Mexico and nationally.

Local Teacher Recruitment and Retention Strategies: Educators Rising, University of New Mexico Teacher Residency Pilot, and Teacher Loan for Service and Loan Repayment Programs

Local Context

New Mexico is struggling to recruit and retain classroom teachers, leaving many students annually served by long-term substitutes who do not have a teaching credential. Colleges of education across the state are seeing lower enrollment numbers each year, resulting in fewer students graduating from educator preparation programs. And of those students who do graduate from educator preparation programs, 50 percent leave the profession within five years. According to a new report published by the Southwest Outreach Academic Research (SOAR) Lab at New Mexico State University (NMSU), the number of teacher vacancies across the state has increased substantially since 2015. Currently there are 740 teacher vacancies in New Mexico, an increase over the 2017 school year teacher vacancy count of 476. See **Attachment 1, 2018 New Mexico Educator Vacancy Report**. Multiple factors impacting vacancies include class sizes, dissatisfaction with school or district administration, student discipline, lack of autonomy, testing related job insecurity, complicated licensure requirements, and compensation. Compensation for teachers in New Mexico is lower than the national average and according to the Economic Policy Institute, on average, teachers make 77 percent of what other college graduates earn.

This brief focuses on three local strategies that have been employed to improve teacher recruitment and retention in New Mexico: a “grow your own” model, a teacher residency program, and tuition and loan repayment programs.



High Performing Systems

In *Transforming Educator Preparation: Lessons Learned from Leading States*, the Council of Chief State School Officers highlight teacher preparation reform efforts across the country. For example, Louisiana built on the leadership and collaboration between public school and higher education officials to change preparation program approval and accountability regulations, including creating a year-long teaching residency for all aspiring teachers.

In 2016, the National Conference of State Legislatures (NCSL) released *No Time to Lose: How to Build a World-Class Education System State by State*, which acknowledges the recent struggles of state education systems in the United States, highlights the policies and practices of high-performing countries, and recommends practices states can implement to build comprehensive, successful education systems.

Top-performing education systems have a systemic approach that incorporates an integrated system that works to produce high teaching quality through effective recruitment, preparation, mentoring, ongoing professional learning, appraisal and feedback, career leadership development, curriculum, and assessment.

In high-performing countries, teacher candidates are rigorously trained similar to the way doctors are trained in the United States. This includes a step similar to a medical residency, in which a new doctor practices medicine under the direct supervision of an attending physician for three to five years.

Overall, the report notes the following teacher education components are essential for an effective, integrated education system: standards that provide the vision of high-quality teaching; universal, high-quality teacher preparation that is research-oriented and clinically based; professional learning that is collegial, job-embedded, and continuous over time; time for teachers to collaborate; feedback from colleagues; cultivation of teacher leadership and opportunities through the leadership chain; and established networks between and among teachers and schools focused on continuous quality improvement. Once these factors are continuous, and become an integrated part of the education system, positive results affecting teacher retention and job satisfaction and increased student achievement followed.

New Mexico Interventions

Multiple strategies have been identified to improve recruitment and retention of high-quality teachers: “Grow your own” programs; financial assistance to college students or graduates; increasing pay; high quality induction and mentorship programs; teacher residency models; reducing unnecessary barriers to entry between states; streamlining hiring procedures; investing in the development and hiring of high-quality principals; surveying teachers to guide school and statewide improvements; and providing sufficient time for productive collaboration and meaningful professional development.

“Grow Your Own” Strategies

Creating local pipelines into the teaching profession assists in the recruitment of talented individuals into the education field. Pipelines provide structured support to ensure students continue on their path of interest. The term “pipeline” is often used because of the amount of students that are lost between Kindergarten and twelfth grade, and again as students pursue a post-secondary or career pathway. Successful



pipelines provide coursework that builds on itself and oftentimes include mentoring, a diverse network of students and teachers with similar career interests and experience, and support with post-secondary decision-making. The rationale behind the “grow your own” pipeline is students become invested in serving the community that invested in training them.

Educators Rising: Educators Rising is one way New Mexico can implement a “grow your own” strategy. Educators Rising is implemented at the high school level to provide education coursework and classroom application to motivate students to pursue an education degree. Educators Rising is a national membership organization, similar to a Career and Technical Student Organization, for high school students who are aspiring teachers. The program helps high school students explore teaching as a potential career field. The Alliance for the Advancement of Teaching and Learning at NMSU established the Educators Rising office in 2015. Currently, over 600 students who are enrolled in 35 high school and college chapters across New Mexico participate in the program.

High school coursework provides students with preschool through secondary education history, development, organization, and practices. Students participate in a teaching internship and are exposed to a variety of public school classrooms. Schools that have the capacity and resources are able to offer the program as a dual credit class.

The program is expanding statewide. Currently, there is one central region coordinator for the Albuquerque area who provides curriculum and support for teachers. Educators Rising would like to be able to provide this type of support in every region throughout New Mexico but due to lack of funding, this is currently not a viable option for the organization.

The program has faced some challenges in their efforts to increase capacity. High school career and technical education teachers are eager to offer the courses to increase awareness for high school students who may be interested in pursuing education as a career; however, there are school- and state-level challenges that prevent this from happening such as minimum enrollment requirements, and complicated course codes. Many teachers are forced to implement the program as an extra-curricular activity which translates to fewer students and less buy-in. Others who attempt to offer teacher education as a full course struggle to obtain enough enrollees for a course to be established. Additionally, many high school students have been deterred from considering teaching as a profession, further hindering enrollment in these courses.

Teacher Residencies

Teacher residencies are typically offered as an alternative pathway to obtain a teaching license for prospective educators who already hold a bachelor’s degree. Resident teachers participate in a yearlong classroom internship and are concurrently enrolled in master’s level teacher education coursework. Successful residencies: attract a pool of candidates with expertise in a content area, occur in high-needs schools, last for an entire school year, include structured feedback and coaching, and

provide opportunities for residents to increase teaching and lesson planning responsibilities as the school year progresses.

Teacher Residencies in New Mexico. The University of New Mexico (UNM) is currently implementing a residency model, training teacher candidates who already possess a bachelor’s degree and giving them a full year to work with a high quality teacher in the classroom. Through various grant-funded initiatives, UNM has implemented co-teaching and teacher residency models to more effectively prepare pre-service teachers. Over time, the UNM College of Education has gained a better understanding of how to build and apply an effective residency model. One key was establishing a strong partnership with Albuquerque Public Schools, the largest school district in the state. Through this partnership, the university was able to find high quality teachers willing to provide supervision and mentoring for pre-service teachers.

UNM’s current residency model operates with a cohort of 24 teachers—eight teachers at an elementary school, eight at a middle school, and eight at a high school. All three schools are in the same geographic, high-need region of Albuquerque, and teachers in the cohort may be working with students from the same family regardless of their assigned age group. Pre-service teachers already possess a bachelor’s degree and can apply the coursework, and the residency toward a master’s degree. The group benefits from an embedded faculty member on their respective campus. All coursework is holistic instruction on understanding kindergarten through twelfth grade student learning and development. Pre-service teachers also receive a \$20 thousand stipend for one full school year, the duration of the program.

Student-teachers normally do not receive any monetary compensation during the field service component of their teacher training leaving them with a substantial financial burden for at least one full semester (16 weeks).

The components of the teacher residency model work in tandem to train pre-service teachers alongside quality classroom teachers using a cohort model. Full-time immersion in a school setting, partnered with a stipend to offset costs, professionalizes the teacher’s training experience and is likely to result in increased retention of high-quality teachers in high-need areas.

Loan for Service and Loan Repayment Programs

Loan for service and loan repayment programs are intended to increase the number of people that pursue a specific career path. The intent of these programs is to fill shortages that occur in certain professions. To address the shortage of teachers in New Mexico, loan for service and loan repayment programs help in offsetting the initial costs of pursuing an education degree or help teachers who have already incurred loans to decrease their debt.

FY18 HED General Fund Support for Student Financial Aid
(in thousands)

Program	FY18 Allocation
Teacher Loan for Service	\$20
Teacher Loan Repayment	\$60

Source: HED FY18 OpBud

Financial Aid. The New Mexico Higher Education Department (HED) offers two financial aid programs, teacher loan for service (TLFS) and teacher loan repayment (TLR) programs to either help students interested in pursuing a teaching degree or to assist current teachers who have existing loans. The debt to earnings ratio of students who go into teaching often results in challenges for colleges of education to recruit students into teaching. College students who can foresee making an annual salary of \$36 thousand are often dissuaded from pursuing a teaching degree. In an attempt to



reduce costs for prospective teachers, The Legislature enacted the TLFS program and the TLR program. While these programs are intended to improve recruitment and retention of individuals in the teaching field, neither program has received significant financial support. See **Attachment 2, Teacher Loan for Service and Teacher Loan Repayment Matrix and Statutes**.

TLFS is a program that provides an incentive for college students to pursue a teaching degree because it reduces the financial burden of student loans. Over the past five years, the program has only awarded eleven scholarships due to the level of funding and the fact that about 49 percent of students have defaulted. When a student receives a TLFS scholarship, the funds are transferred directly to the institution of higher education on behalf of the student. Once the student completes their educator preparation program, they must begin working in a school. The loan is forgiven as years of service are accrued. For example, if a student received a two-year loan, they are required to serve as a teacher in a school for two years for the loan to be forgiven.

To qualify for a TLFS scholarship, students must pursue an approved educator preparation program in a designated shortage area and demonstrate financial need.

TLR supports licensed teachers who have already completed their degree and are currently teaching. HED partners with PED to determine those teacher applicants who will receive a loan repayment award. The program is popular, with only 49 awards granted out of 626 who qualified and applied between 2014 and 2018. The issue of funding continues to be an obstacle.

To qualify for a TLR award, teachers must work in a D or F school and preference is given to those who teach secondary education, STEM, Special Education, and TESOL.

Although the recruitment power of these two programs shows great potential, there is no incentive for teachers to remain in the profession after completing the terms of the program. For example, if a teacher receives a four-year TLFS award, they must teach for four years and the loan is forgiven. At the moment, many teachers are leaving the profession before their fifth year of teaching. The Legislature may wish to adjust the TLFS and TLR acts to increase retention and decrease the amount students who default. This can be accomplished by providing additional mentoring, professional development, and resources to support teachers in their first years of teaching. Additionally, it may be beneficial to adjust the language in Sections 21-22H-1 through 21-22H-9 NMSA 1978 where it stipulates that teachers who receive a TLR grant must work in a school designated as “high risk” by PED. Pursuant to 5.7.5 NMAC, PED defines “designated high risk teacher positions” as schools that have been designated by PED as having a high percentage of students who are not meeting acceptable academic proficiency levels and are located in geographic areas with a high rate of poverty.

Conclusion

New Mexico has strong interventions in place to recruit and retain high quality teachers. The common barrier is funding and capacity. To be compared with top-performing education systems, the implementation must be systemic and fully funded for optimal results. The investment in high-quality recruitment and retention strategies will save the state from the high cost of annually retraining new cohorts of teachers and long-term substitutes as a result of high teacher turnover.



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SOAR : Southwest Outreach Academic Research Lab

2018 New Mexico Educator Vacancy Report

Date Prepared: October 17, 2018

Prepared by:

NMSU College of Education Southwest Outreach Academic Research (SOAR) Lab

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Introduction

Education Pipeline in New Mexico

According to a national survey conducted by The Guardian (2018), 28 of the 41 states that responded to the survey identified a teacher shortage and 15 of those 28 showed an increased shortage when compared to 2017. New Mexico has an identified teacher shortage and there is an increase in vacancies from 2017 to 2018. The continual increases have been documented in previous Educator Vacancy Reports (2015, 2016, 2017) and in the news, but like many states *there is no systemic way of tracking educator vacancies or the pipeline of future teachers in New Mexico*. This report is done annually in an effort to fill the need for this information.

Many factors influence the increasing need for teachers in New Mexico including salary, working conditions and work expectations. According to the Learning Policy Institute Interactive tool (2018), New Mexico has a Teacher Attractiveness Rating of 2.18 on a scale of 1 to 5, which takes into consideration compensation, working conditions, teacher qualifications, and teacher turnover. Although New Mexico scores near the national average in most of these categories, there is a discrepancy in Compensation and Teaching Related Job Insecurity. The national average salary for beginning teachers is \$38,617, but in New Mexico it is \$34,544. The other metric where New Mexico rates significantly different than the national average and all other states is in the sub-area of Testing Related Job Insecurity: *the percentage of teachers who strongly agree that they worry about the security of their job because of the performance of their students or school on state and/or local tests*. In New Mexico 32% of the teachers surveyed said they had testing related job insecurity. The national average was 12%.

In an effort to fill the need for teachers, school districts, the New Mexico Public Education Department (NMPED), and the Education Preparation Programs (EPPs) across the state are trying to implement various strategies to recruit and retain teachers and teacher candidates. A recent article published by SearchlightNM.org (2018) highlights the practice of recruiting teachers from foreign countries to teach in New Mexico classrooms. The article identified 222 teachers in 18 different school districts in New Mexico working on J-1 cultural exchange visas. According to the article, some of these teachers pay recruitment agency fees which can range from \$5,000 to \$25,000. In addition to recruiting teachers from other countries, some districts are using unique ways of advertising to attract potential candidates to fill vacancies. If you drive down I-10 between Las Cruces and El Paso, you will likely see billboards advertising jobs in the Gadsden Independent School District, a mid-sized district with approximately 13,000 students looking for bilingual, special education, math and science teachers. Taking another approach, some districts have started programs to help instructional assistants get the education required to transition into the classroom and Educators Rising, a 'grow your own teachers' program that targets high school students, has expanded from 8 to 39 chapters since 2015. The NMPED also started a program known as Troops to Teachers that provides incentives for retired military personnel to pursue careers in education. Additionally, the NMPED recently allocated \$450,000 to support the recruitment and retention of "high potential" students for EPP programs across the state. The EPPs are also adjusting degree plans and creating partnerships with school districts in order to increase enrollment. ENMU, NMHU and NMSU-Carlsbad have received Title V grants from the Department of Education to attract and retain teachers in STEM and other high need areas. Another example is the restructuring of the elementary education program at NMSU in an effort to fill the need for bilingual and TESOL teachers. In the past, students seeking these endorsements had to take an additional 12 or 24 credit hours and now it is part of the regular degree program. Students who enroll in the elementary education program will graduate with either a TESOL or

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bilingual endorsement without additional coursework if they pass the bilingual or TESOL endorsement exams.

While EPPs, districts, and the NMPED are all working to address the teacher shortage in New Mexico, policy decisions have made it more difficult in recent years to attract and retain students interested in pursuing degrees in education. For example, in an effort to improve the quality of the teacher candidates, the requirements for admission into EPP programs were raised. The GPA requirement went from a 2.5 to a 2.75 and students are now required to pass the NES Basic Skills Test (math, writing and reading comprehension) **before** being admitted into an EPP Program. In January 2017, the NMPED also increased the cut-off score on 12 NES tests required for licensure. The NES passing score accepted by over 30 states is 220. In a report published by the Legislative Finance Committee (LFC) on September 26, 2018, Table 1 below was included. The yellow rows indicate the tests with increased score requirements. Tests cost between \$50 and \$95 and the cost is incurred by the student each time the test must be retaken. For example, elementary education candidates must take 8 tests to receive a license, three of which have increased cut scores (Essential Academic Skills, The Assessment of Professional Knowledge: Elementary, the Elementary Education: Subtest 1, the Elementary Education: Subtest II, and the Essential Components of Elementary Reading Instruction).

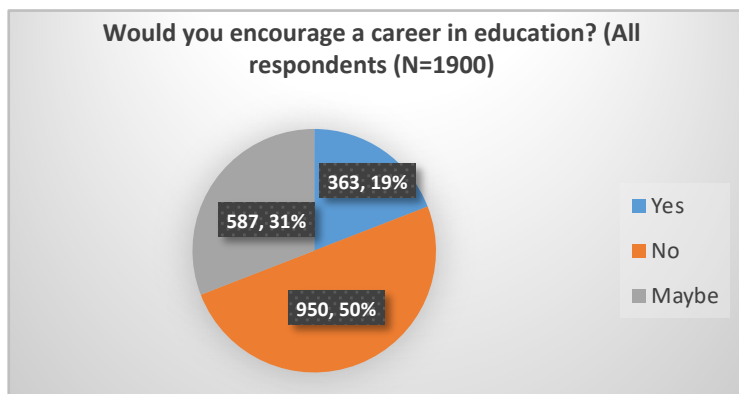
Table 1: NM Education Licensure Exam Cut Scores

New Mexico Education Licensure Exam Cut Scores from 2016 to 2017				
New Mexico Teaching Licensure Exam	Test Type	2016 Cut Score	2017 Cut Score	Change
Art	NES	220	224	4
Assessment of Professional Knowledge: Elementary	NES	220	222	2
Assessment of Professional Knowledge: Secondary	NES	220	220	-
Assessment of Teacher Competency (Essential Academic Skills Test)	NMTA *	240	240	-
Early Childhood Education (Birth - PreK)	NES	220	220	-
Early Childhood Education (Age 3 - Age 8)	NES	220	220	-
Educational Administrator	NMTA *	240	240	-
Educational Diagnostician	NMTA *	240	240	-
Elementary Education: Subtest I	NES	220	227	7
Elementary Education: Subtest II	NES	220	228	8
English Language Arts	NES	220	223	3
English to Speakers of Other Languages (ESOL)	NES	220	220	-
Essential Academic Skills	NES	220	220	-
Essential Components of Elementary Reading Instruction	NES	220	220	-
Family and Consumer Sciences	NES	220	220	-
French	NES	220	220	-
General Science	NES	220	220	-
German	NES	220	220	-
Gifted Education	NES	220	220	-
Health	NES	220	220	-
Mathematics	NES	220	222	2
Middle Grades English Language Arts	NES	220	220	-
Middle Grades General Science	NES	220	231	11
Middle Grades Mathematics	NES	220	225	5
Middle Grades Social Sciences	NES	220	220	-
Music	NES	220	224	4
Physical Education	NES	220	220	-
Reading	NMTA *	240	240	-
School Counselor	NES	220	222	2
School Library Media Specialist	NES	220	220	-
Social Science	NES	220	220	-
Spanish	NES	220	222	2
Special Education	NES	220	224	4

Source: NMTA and NES. *NMTA tests are specific to New Mexico and have a cut score of 240

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Image 1: Education as a career



In addition to the turnover concerns, a survey that NMSU administered to educators in New Mexico in the spring of 2017 found that **50% of the 1900 respondents answered “No” when asked if they would encourage a career in education, and only 19% answered “Yes.”**

According to the New Mexico’s Workforce 2016 report, Education Services is projected to be the second fastest growing industry from 2012-2022 with an increase of 23.8% (Bussey et al, 2016). The same report ranked various jobs using a STAR rating system where a 5-STAR occupation is both High-demand (top 10% in projected openings) and Top-wage (education wage and high wage), a 4 STAR occupation is either High-demand and High-wage (greater than the median wage) or In-demand (top 25% in projected openings) and Top-wage, and a 3 STAR occupation is either High-demand and Education-wage (median wage greater than occupations requiring same level of education) or In-demand and High- wage. **Of the ten 5-STAR occupations listed, five of them were education careers.** Table 2 below, created with data extracted from the STAR Occupations table (Bussey et al. 2016 pg. 53), projects 1150 annual openings for teachers, counselors and administrators annually from 2012 to 2022. This trend, coupled with the decreased enrollment in Educator Preparation Programs at colleges and universities (Skandera, H. and Damron, B., 2015) makes the need to infuse the teacher pipeline with qualified individuals critical. In fact, the need for teachers in New Mexico is an economic development issue that needs to be addressed to ensure a quality education for the nearly 340,000 public school students in New Mexico (NMPED, 2017).

Table 2: New Mexico STAR Occupations 2016

New Mexico's STAR Occupations 2016			
STAR Rating	Career	Annual Openings	Annual Wage
5	Elementary School Teacher	440	49,000
5	Middle School Teacher	180	47,130
5	Secondary School Teacher	270	49,200
5	Kindergarten Teacher	80	44,850
4	Elem/Secondary Education Administrators	60	75,590
4	Edu/Voc Counselors	70	48,540
3	K-Elem Special Ed. Teachers	50	48,340

Bussey, C. et al, 2016

Educator Vacancy Report History

Prior to 2015, data regarding the magnitude of the teacher shortage were unavailable. In December of 2015, The Alliance for the Advancement of Teaching and Learning at NMSU released its first report about teacher vacancies. The second annual report, published in November of 2016, took a more in depth look at the *educator* shortage in New Mexico and included Administration and Ancillary vacancies and data was provided about the number of graduates from the New Mexico Teacher Education Programs. Including this information provided a clearer picture of the educator shortage as it currently exists. In 2017, the report

included data about students enrolled teacher licensure programs for the first time to provide information about the number of students currently in the teacher pipeline. These reports were modeled after the Minnesota Department of Education (MDE) Teacher Supply and Demand Report required by Minnesota Statute 127A.05, Subdivision 6. This statute requires the MDE to produce a comprehensive report every two years regarding the status of teacher supply and demand for the state of Minnesota.

The only requirement for reporting on the status of teacher supply and demand in New Mexico was the New Mexico Educator Accountability Reporting System (EARS) report which was produced annually by the New Mexico Public Education Department (NMPED) and the New Mexico Higher Education Department (NMHED). This report included information regarding enrollment and graduation from Educator Preparation Programs, but did not include information about educator vacancies, teacher turnover, pending retirements or other factors that impact teacher supply and demand in New Mexico. The last EARS report was published in December 2015. (<http://nmmc.edu/wp-content/uploads/2016/08/Exhibit-6.4.2.a-EARS-15-Report-Final-Draft-10-21-15.pdf>)

Outline and Purpose

Similar to the report published in 2017, this document includes a description of the methodology, statewide and regional data for educator vacancies by grade level and discipline, a summary of the completion rates for the Educator Preparation Programs, and two sectors of additional information: 1) The number of educational assistant vacancies, 2) a section about “Grow Your Own” teacher programs that have been established in New Mexico, and 3) a section about students accepted into EPP programs in 2017-2018.

The purpose of this report is to provide superintendents, deans and policy makers with information relevant to the teacher pipeline issues we face in New Mexico.

Methodology

In the past, a survey was administered to each superintendent asking for vacancy data. This year, the information was primarily collected using the New Mexico Regional Education Applicant Placement (NMREAP) website and individual school websites. If there were additional questions or clarifications, the research assistants contacted the school districts directly.

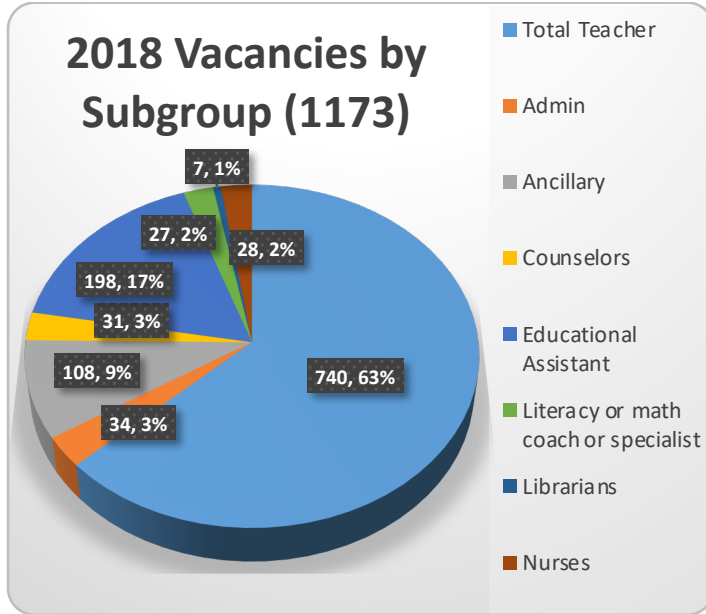
A comprehensive database was created to include all vacancies and job postings. Although this information changes as people are hired, the data provided in this report represent verified openings as of October 1, 2018. *Please note, these data DO NOT INCLUDE state charter schools or private schools. The data represent the 89 school districts defined by PED plus the Bureau of Indian Education (BIE) Schools located in New Mexico.*

In order to gather information regarding the Educator Preparation Programs (EPPs) in New Mexico, the research team used the 2015 Educator Accountability Reporting System (EARS) Report which includes data from 2009-2010 to 2013-2014. The data for 2017-2018 data was acquired from 12 of the institutions after a request was made through the Deans and Directors Council. The University of Phoenix was the only institution that did not respond.

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Total Education Vacancies in New Mexico

Image 2: Vacancies by Subgroup

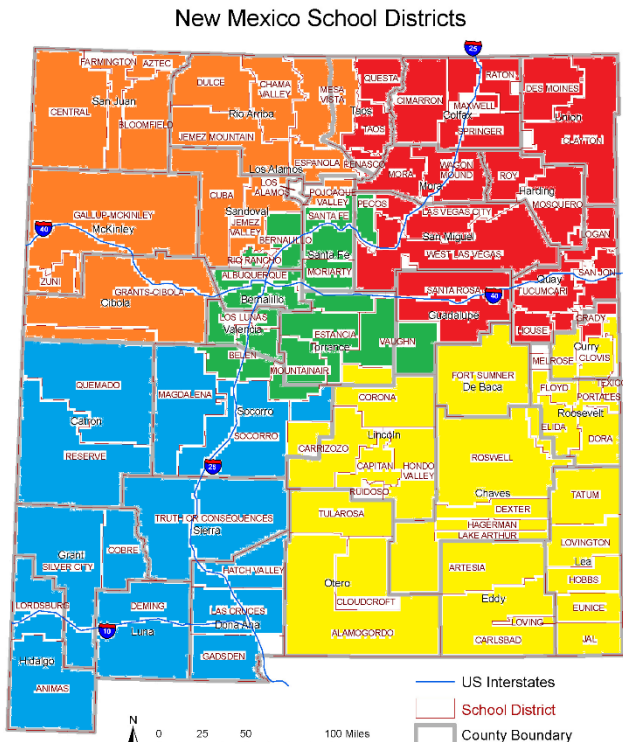


There are currently **1173** educator vacancies in New Mexico, with 740 teacher vacancies. This number includes openings for certified teachers, counselors, administrators, educational assistants, literacy or math coach/specialist, librarians, nurses, and ancillary service providers such as speech pathologists, social workers, and other therapists. Image 2 shows the breakdown of the positions by subgroup. **Last year there were 831 total vacancies and 476 teacher vacancies. This is an overall increase of 342 open positions and an increase of 264 teacher vacancies.**

Vacancies by Region

Image 3 and Table 3 provide a breakdown of the regions used for this report.

Image 3: Map of Defined Regions



Prepared by: Bureau of Business & Economic Research, University of New Mexico, May 2008.
 Source: U.S. Census Bureau, TIGER/Line files, Census 2000.

Table 3: List of Districts divided by Region

Districts by Region	
Central (11)	Albuquerque, Belen, Bernalillo, Estancia, Los Lunas, Moriarty, Mountainair, Pecos, Rio Rancho, Santa Fe, Vaughn
Southwest (13)	Animas, Cobre, Deming, Gadsden, Hatch Valley, Las Cruces, Lordsburg, Magdalena, Quemado, Reserve, Silver, Socorro, Truth or Consequences
Northwest (16)	Aztec, BIE, Bloomfield, Central, Chama, Cuba, Dulce, Espanola, Farmington, Gallup-McKinley, Grants-Cibola, Jemez Mountain, Jemez Valley, Los Alamos, Mesa Vista, Pojoaque, Zuni
Southeast (28)	Alamogordo, Artesia, Capitán, Carlsbad, Carrizozo, Cloudcroft, Clovis, Corona, Dexter, Dora, Elida, Eunice, Floyd, Fort Sumner, Hagerman, Hobbs, Hondo Valley, Jal, Lake Arthur, Loving, Lovington, Melrose, Portales, Roswell, Ruidoso, Tatum, Texico, Tularosa
Northeast (21)	Cimarron, Clayton, Des Moines, Grady, House, Las Vegas, Logan, Maxwell, Mora, Mosquero, Peñasco, Questa, Raton, Roy, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas

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The central region has the majority of the openings in the state, which includes four districts with large enrollments (Albuquerque, Rio Rancho, Santa Fe and Los Lunas). Northwest and Southwest showed very little change. ***There was a 30% increase in the Southeast and an 18% increase in the Northwest compared to 2017.***

Image 4 provides a breakdown of the openings separated by region.

Table 4 provides a list of the school districts with over 10 certified educator vacancies.

Image 4: Vacancies by Region

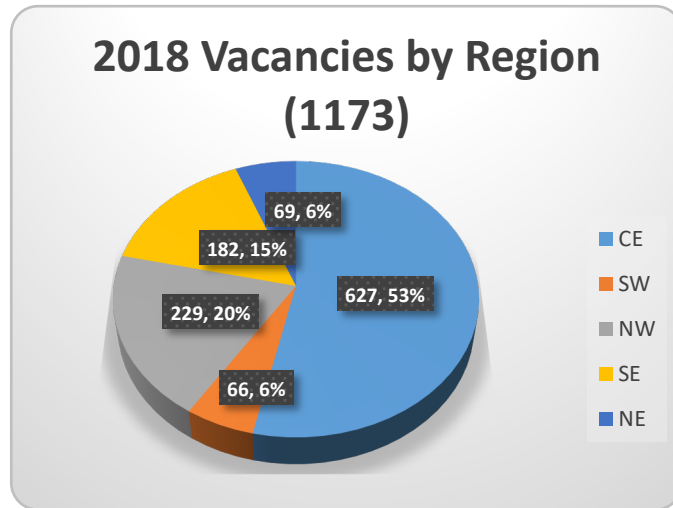


Table 4: Districts with more than 10 Educator Vacancies (not including educational assistants)

Region	District	Teachers	Ancillary	Counselor	Administrative	Nurse	Librarian	Literacy/Math Specialist	Total
CE	ALBUQUERQUE	277	14	12	2	7	3	3	318
CE	SANTA FE	66	9	1	10	2	1	1	90
NW	CENTRAL CONS	31	24	1	4	2		4	66
CE	RIO RANCHO	28	13	0	3	4	1	3	52
SE	ROSWELL	38	9	1	1	0		0	49
SW	GADSDEN	18	0	4	1	3		5	31
NW	BLOOMFIELD	22	4	0	1	1		2	30
SE	CLOVIS	21	3	0	0	0		0	24
NE	W LAS VEGAS	21	0	0	0	0		0	21
NW	GALLUP	13	0	2	2	1	1	1	20
SE	ALAMOGORDO	17	2	1	0	0		0	20
CE	BERNALILLO	3	3	1	1	1	0	5	14
CE	BELEN	9	0	0	1	3		0	13
NW	ESPANOLA	11	0	0	2	0		0	13
NW	AZTEC	10	1	1	0	0		1	13
SW	LAS CRUCES	10	2	0	0	1		0	13
NW	BIE	5	6	1	0	0		0	12
NW	GRANTS	5	2	1	2	0	1	0	11
NW	FARMINGTON	10	0	0	0	1		0	11
SW	DEMING	10	0	1	0	0		0	11
CE	LOS LUNAS	7	2	1	0	0		0	10

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Image 5 to Image 8 below demonstrate the vacancy patterns for teacher, administrator, ancillary and counselor vacancies by region.

Image 5: Teacher Vacancies by Region

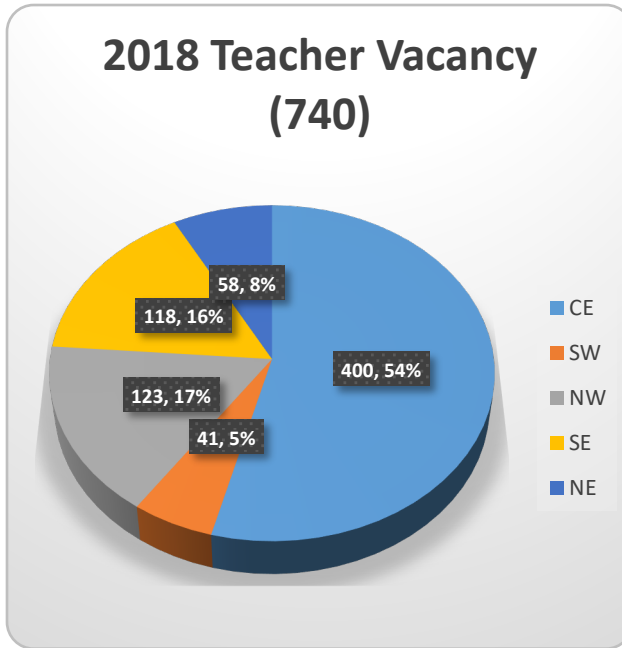


Image 6: Administrative Vacancies by Region



Image 7: Ancillary Vacancies by Region

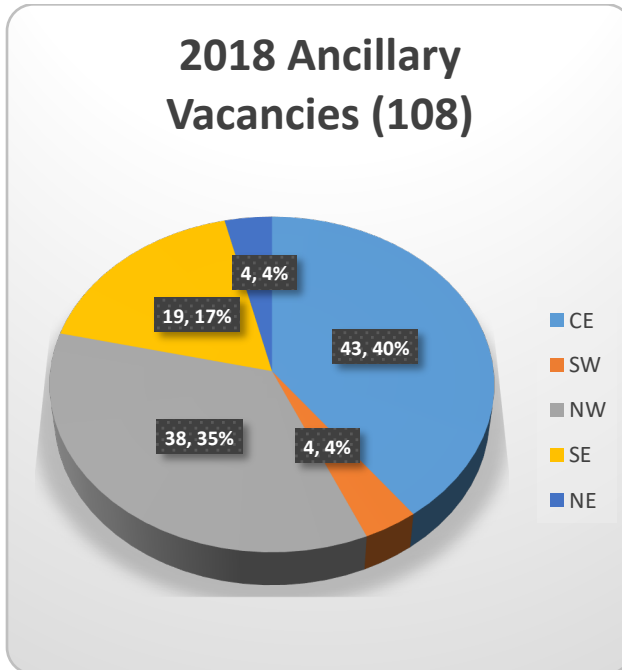
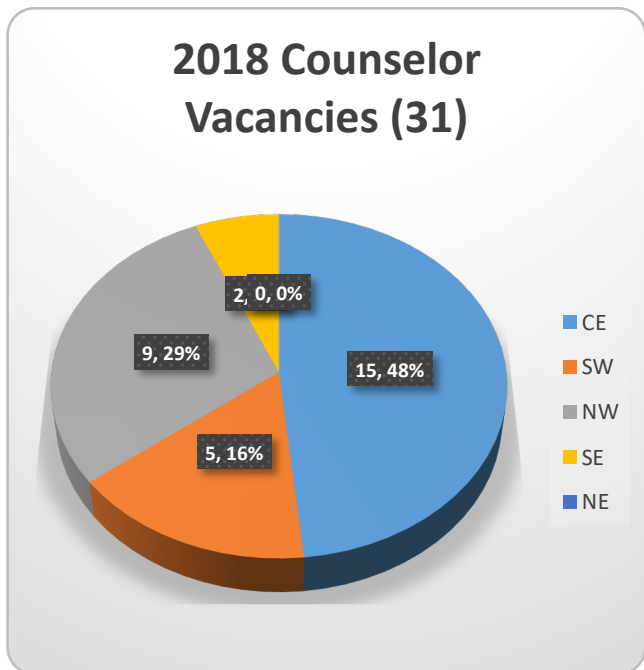


Image 8: Counselor Vacancies by Region



Teacher Vacancies by Discipline

It is also important to determine what types of teaching positions make up the shortage in New Mexico. In an effort to capture these data, Image 9 and Image 10 show vacancies by subject areas and grade level. However, there are two things to consider:

1. **Duplicate Counts:** Some positions are listed in two different categories. For example, a bilingual elementary school opening is listed both in bilingual and elementary.
2. **Bilingual, ELL & TESOL:** In order to be counted bilingual, ELL or TESOL, it had to be specified in the job announcement.

Image 9: Teacher Vacancies by Discipline

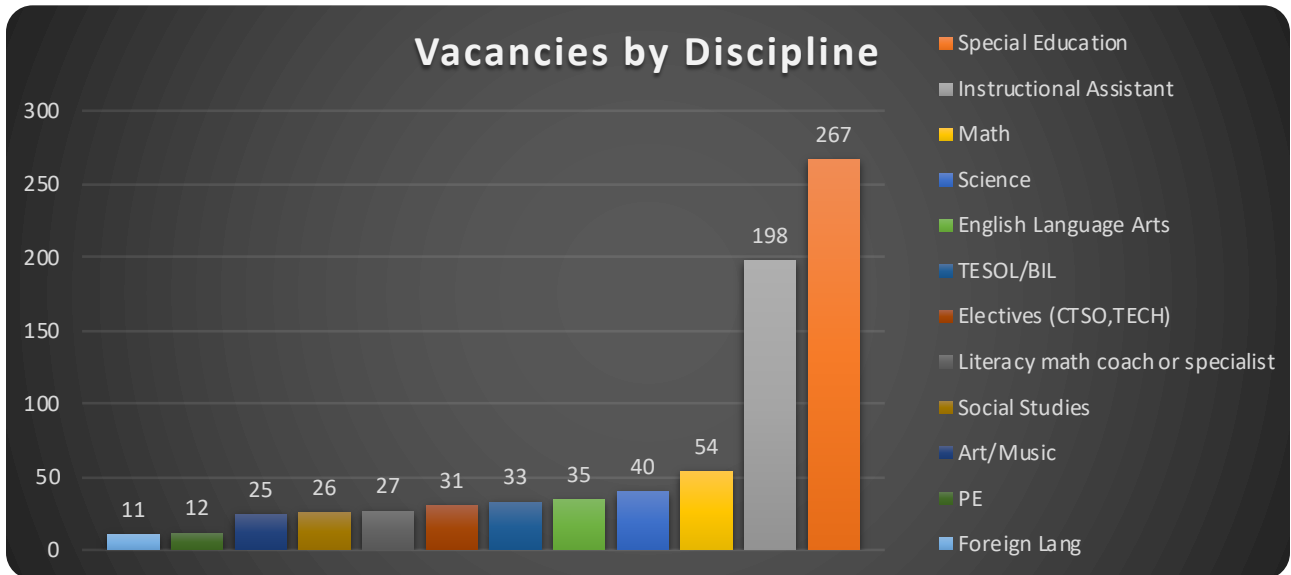
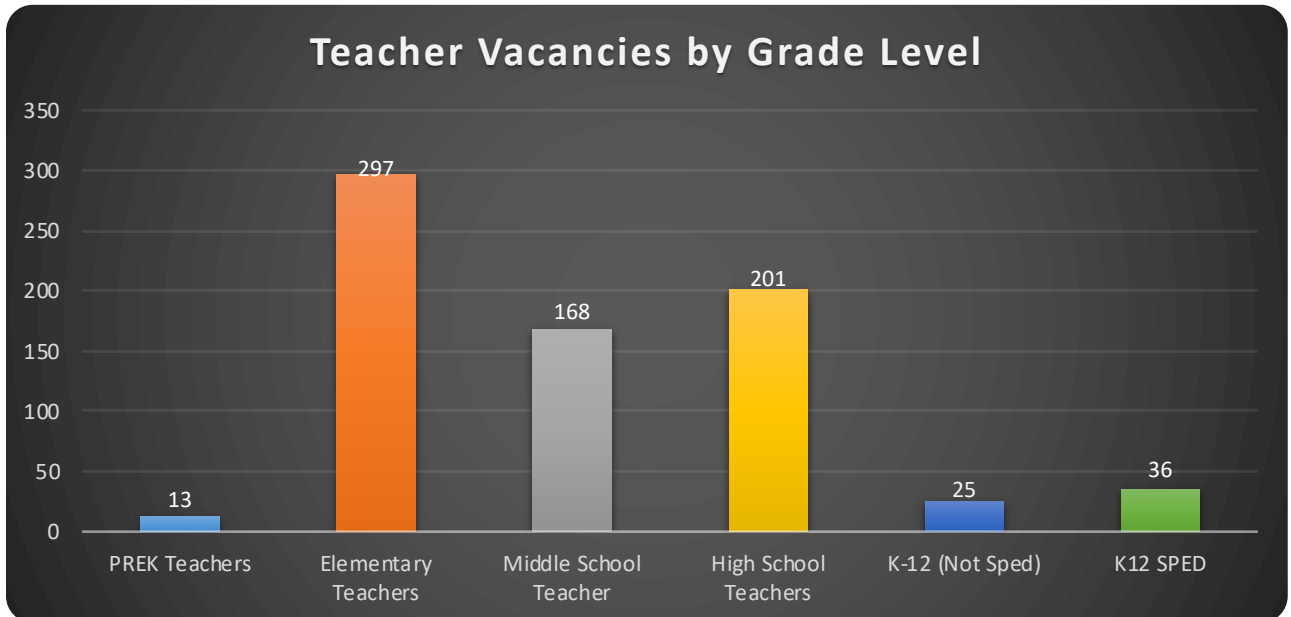


Image 10: Teacher Vacancies by Grade Level



Important Observations regarding Teacher Vacancies by Grade Level:

1. **The majority of the school vacancies in New Mexico are in the central region.**
2. The current school vacancies represent the number of positions that could not be filled during the regular hiring season between April and August, which means that as of October 1, 2018, 740 classrooms in New Mexico are currently being taught by long-term substitutes and not certified teachers. Assuming average pre-kindergarten classes have 15 students, elementary classrooms have 20 students, middle or high school teachers teach 120 students, K-12 teachers teach 100 students, and the average caseload of a K-12 special education is 15 students, this results in approximately 44,280 middle school or high school students are being taught by at least one long-term substitute, 6,135 pre-k and elementary students are being taught by a long-term substitute and 3,040 students are taught by a long-term substitute. **This is a total of 53,455 or 16% of the students in New Mexico who are currently being taught by a long-term substitute.** (Note: the percentage assumes the total enrollment for 2018-2019 is similar to the total enrollment of 337,847 reported by NMPED in 2017-2018).
3. **Special education teachers account for 267 or 36% of all teacher openings.** When factoring in the ancillary service providers, who primarily work with special education students, the number of vacancies that serve the special education students in the schools account for **375 of the 985, or 38% of the certified vacancies in New Mexico.**

Picture from Higher Education

Summary of data from 2010 to 2015

The data reported in this section was taken primarily from the 2015 New Mexico Accountability Reporting System (EARS) Report. Data from 2015 to 2017 was collected by researchers.

Table 5: Educator Preparation Programs (EPPs) in New Mexico

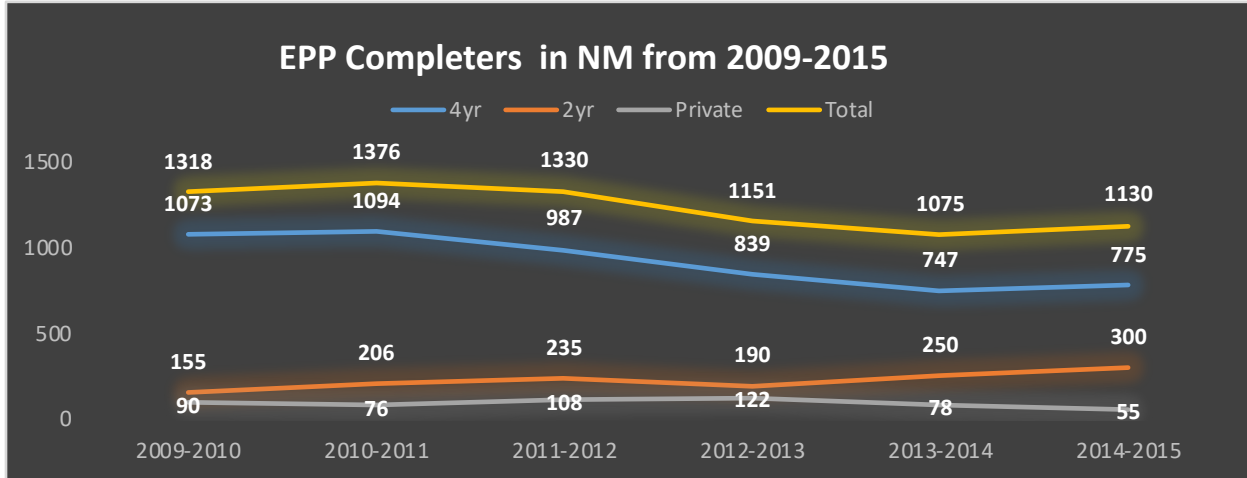
4 Year Institutions	2 Year Institutions	Private Institutions
Eastern New Mexico University (ENMU) New Mexico Highlands University (NMHU) New Mexico State University (NMSU) * Northern New Mexico College (NNMC) University of New Mexico (UNM) * Western New Mexico University (WNMU)	Central New Mexico CC (CNM) New Mexico Junior College (NMJC) San Juan Community College (SJCC) Santa Fe Community College (SFCC)	University of Phoenix (UPHX) University of The Southwest (USW) Wayland Baptist University (WBU)

The 4-Year Institutions of Higher Education (IHE) offer various types of Educator Preparation Programs (EPPs), including traditional undergraduate programs, graduate certification programs, and alternative licensure programs. The 2-Year institutions only offer alternative licensure programs to individuals who already have a bachelor's degree. The private institutions offer traditional programs, graduate programs and alternative programs.

Image 11 shows the EPP completers from 2009 to 2015.

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Image 11: EPP Completers in New Mexico from 2009-2015



In 2009-2010 there were 1318 total EPP Completers and in 2014-2015 there were only 1130, a 14% decrease.

EPP Completer Data for 2017-2018

According to the 2017 Educator Vacancy Report, UNM saw a 42.2% decrease in their number of educator preparation program completers from 434 in 2010 to 251 in 2017, and NMSU saw a 58.2% decrease from 294 in 2010 to 123 in 2017. Once again there is a decrease in completers for both major universities, down to 203 and 115 respectively for 2018. This year we were able to obtain data from 12 of the 13 EPP programs listed above. The table below shows that there were 843 completers during the 2017-2018 academic year.

Table 6: EPP Completer Data

University	Early Childhood	Elementary	Secondary	Sped	K-12	Total
UNM	8	108	46	20	21	203
CNM		39	43	42		124
ENMU	6	28	58	32		124
NMSU	13	39	21	13	29	115
SFCC	4	27	37	11		79
NMHU	15	20	4	23		62
WNMU	15	16	13	9		53
SJC		12	13	8		33
USW	2	16	4	5		27
WBU		5	1	3		9
NNMC		3	4	1		8
NMJC		6				6
Totals	63	319	244	167	50	843

Image 12 to Image 14 show these data by institution, by grade level and by institution and grade level.

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Image 12: EPP Completers by Institution (2017-2018)

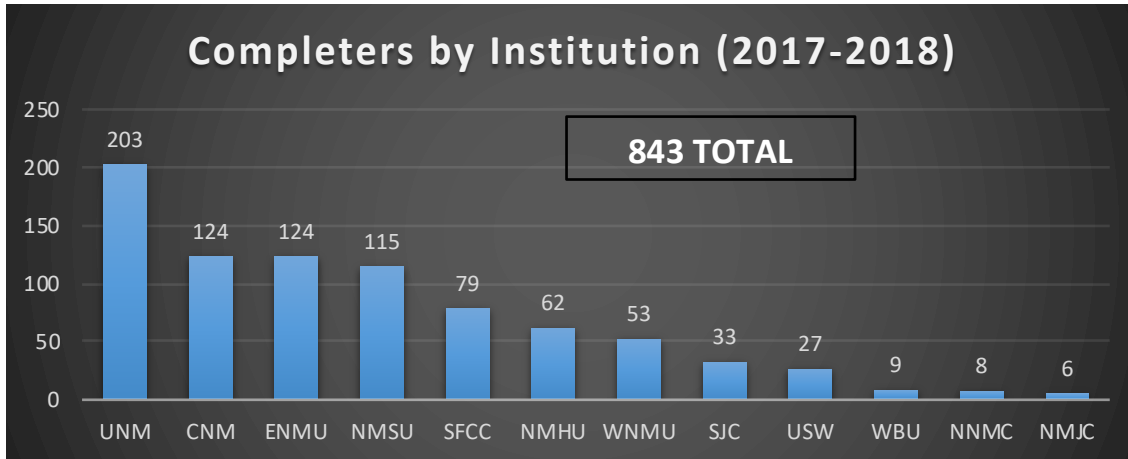


Image 13: EPP Completers by Grade (2017-2018)

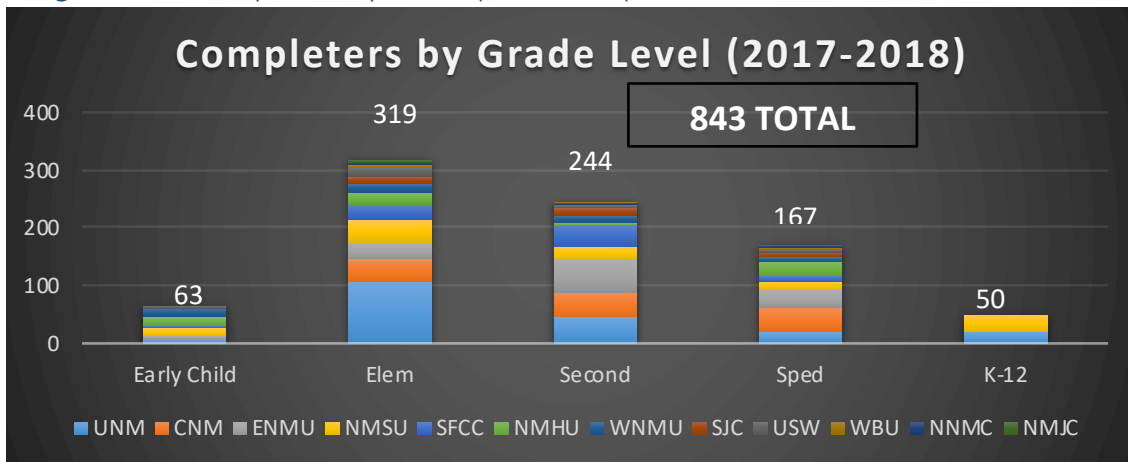
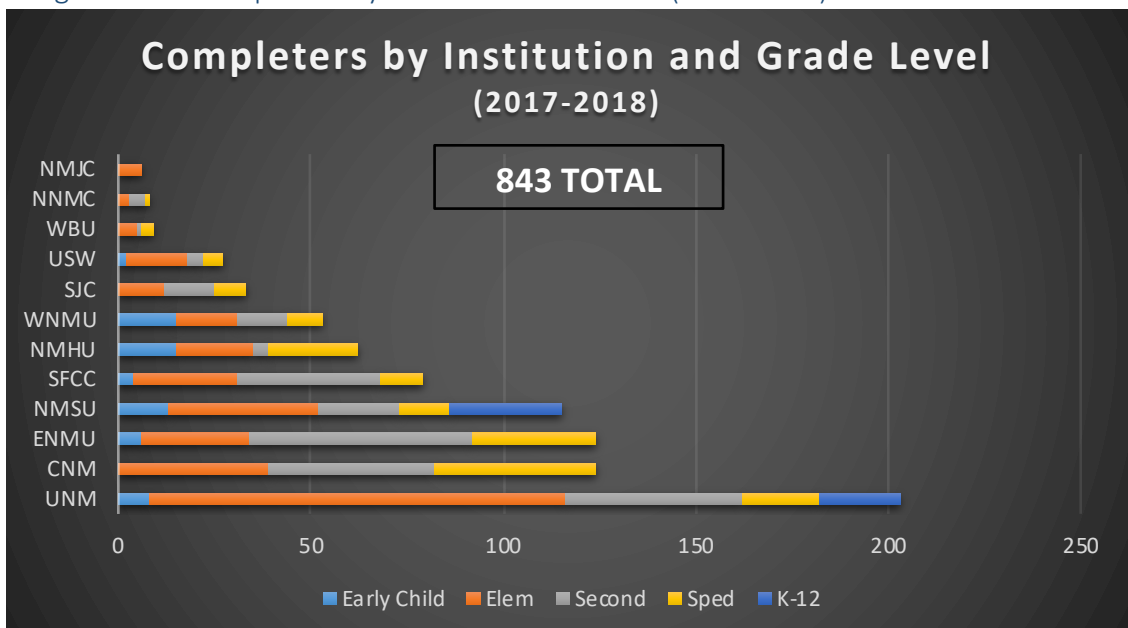


Image 14: EPP Completers by Institution and Grade (2017-2018)



2018 NEW MEXICO EDUCATOR VACANCY REPORT

These data suggest there is a continued decline in the number of individuals completing Educator Preparation Programs in New Mexico. **There is a 23% decrease in EPP completers for these 12 institutions from 2014-2015 to 2017-2018 and a 33% decrease from 2009-2010 to 2017-2018.**

EPP Admissions Data for 2017-2018

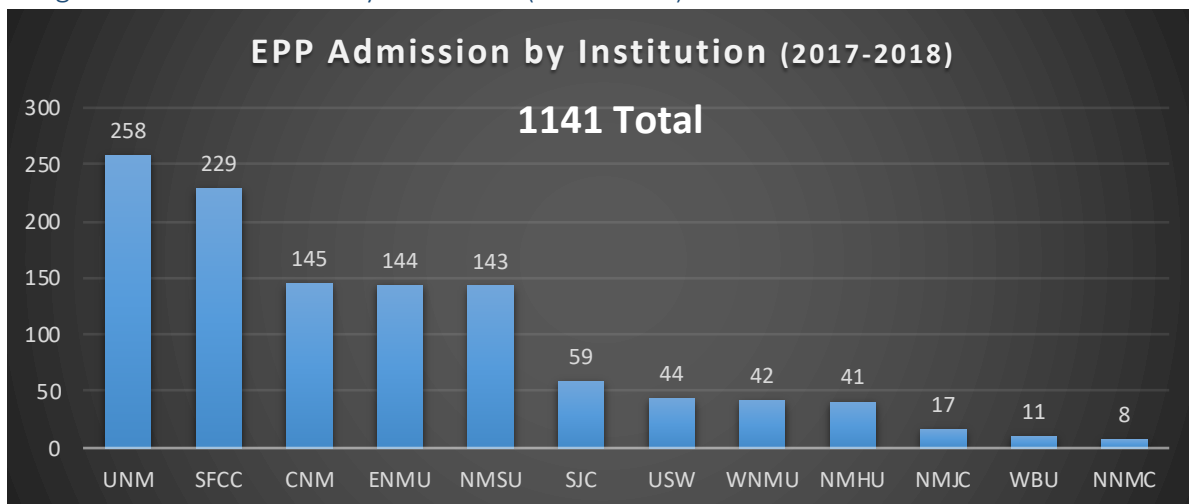
In an effort to document the future trends of students in the pipeline, the EPPs who provided completer data providers in New Mexico were also asked to report the number of students admitted into their programs during the 2017-2018 school year. The tables below show the number of students who were admitted into the programs at the 12 EPP providers who provided data for the report.

Table 7: EPP Admissions for 2017-2018

University	Early Childhood	Elementary	Secondary	Sped	K-12	Total
UNM	15	118	66	36	23	258
SFCC	35	67	90	37		229
CNM		38	46	61		145
ENMU	7	40	64	33		144
NMSU	19	37	39	19	29	143
SJC		21	24	14		59
USW	2	26	7	9		44
WNMU	17	12	6	7		42
NMHU	7	17	3	14		41
NMJC		17				17
WBU		5	5	1		11
NNMC		4	2	2		8
Totals	102	402	352	233	52	1141

Image 15 to Image 17 show these data by institution, by grade level and by institution and grade level.

Image 15: EPP Admissions by Institution (2017-2018)



2018 NEW MEXICO EDUCATOR VACANCY REPORT

Image 16: EPP Admissions by Grade (2017-2018)

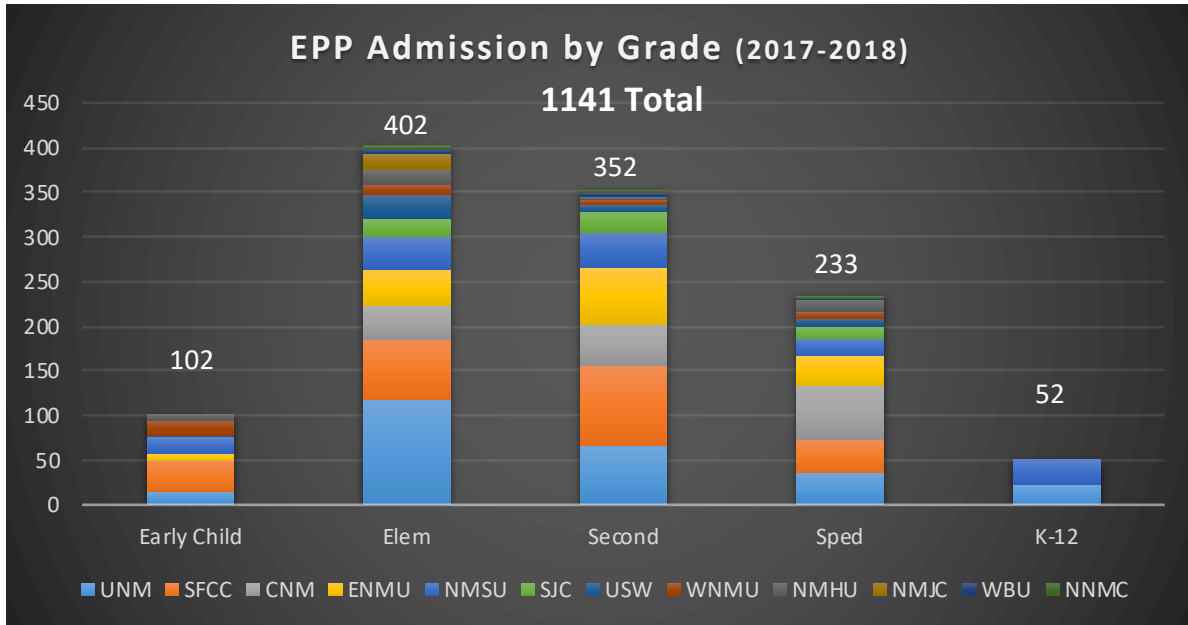
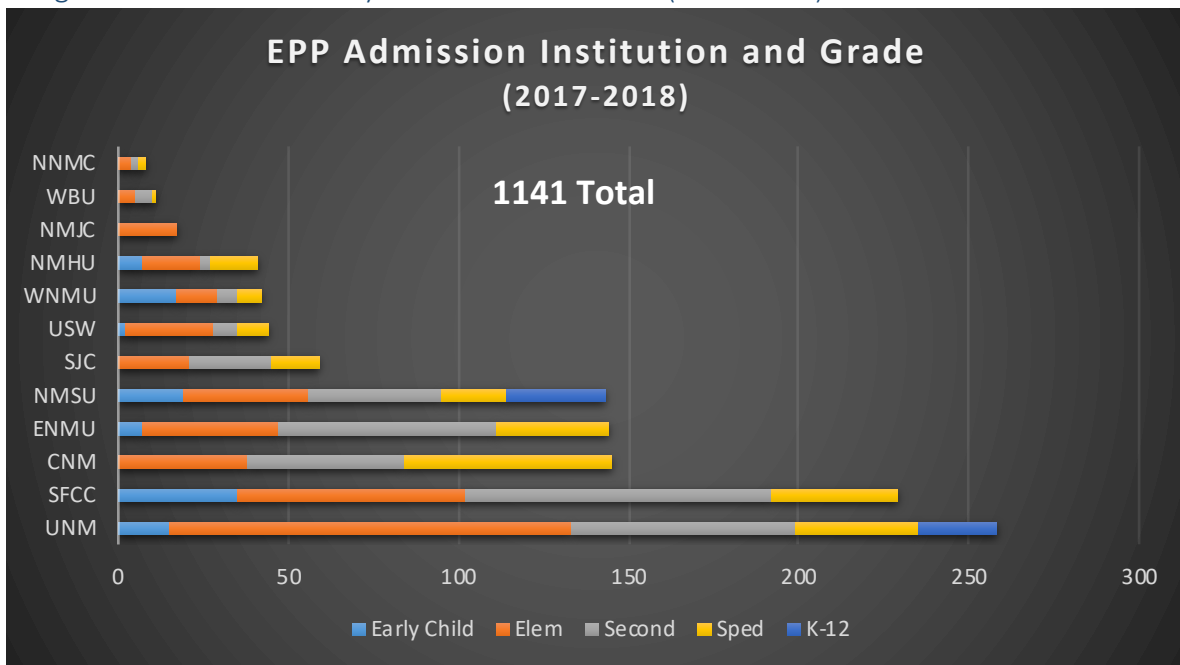


Image 17: EPP Admissions by Institution and Grade (2017-2018)



These data suggest that there is an increase in the number of potential completers in the future, a promising trend. However, there is no guarantee these individuals will finish the coursework, pass all of the tests and become eligible for a teaching license in New Mexico. It also does not guarantee that once they have obtained their license they will choose to stay in New Mexico to pursue a teaching career. Considering the fact that students are admitted to an EPP program during their junior year in college or at the beginning of an alternative licensure program, these individuals should be eligible for licensure within 18 months will be prepared to enter the classroom as licensed teachers in the 2019-2020 school year.

Current Efforts to Infuse the Teacher Pipeline in New Mexico

Educators Rising

Educators Rising, formerly Future Educators Association, was established at New Mexico State University in 2015 in the College of Education under the auspices of The Alliance for the Advancement of Teaching and Learning, an NMSU Research and Public Service Partnership. Educators Rising is a high school level career and technical service organization (CTSO), like Future Farmers of America, Business Professionals of America and Health Occupations Student Association. Various CTSOs have been recognized by the New Mexico Public Education Department NMPED and the New Mexico Activities Association (NMAA) for years, but there was not a corresponding statewide organization to encourage students to seek careers in education until 2015. Thanks to the commitment from NMSU and generous sponsorship from Cooperative Education Services (CES), Educators Rising clubs and career pathways can now be found in high schools across New Mexico. In addition, the NMPED College and Career Readiness Bureau provided Educators Rising with funding in FY17, FY18 and FY19 to increase membership and provide professional development for sponsoring teachers. In the spring of 2017, the NMAA Board voted in favor of recognizing Educators Rising as a CTSO in New Mexico and the state director holds a seat on the NMAA Activities Council. In addition to the high school chapters, there are also Educators Rising chapters at NMSU, CNMCC, DACC, and UNM with affiliations at WNMU and ENMU. Educators Rising is one possible avenue of recruiting students into the education profession. **There are currently over 600 New Mexico students registered at the Educators Rising National Website.** If you are interested in starting an Educators Rising chapter in your community, information can be found at <http://educatorsrisingnm.nmsu.edu> and at <http://educatorsrising.org>.

Table 8: Educators Rising NM Chapters

Educators Rising Chapters 2015-2018			
Alamogordo HS	*(DACC)	*Kirtland Central HS	Rio Grande Prep HS
Arrowhead ECHS	*Deming HS	*Laguna Acoma HS	*Rio Rancho HS
Artesia HS	*Eldorado HS	*Lovington	*Roswell HS
*Atrisco Heritage HS	*Elida HS	Magdalena HS	*Santa Teresa HS
*Aztec HS	Espanola HS	*Manzano HS	*Shiprock HS
*Bernalillo HS	*Floyd HS	*Mayfield HS	*Silver City HS
*Bloomfield HS	*Gadsden HS	*Melrose HS	*Taos HS
Capital HS	*Gallup Central HS	Mescalero Apache HS	*Texico HS
*Carlsbad HS	*Grants HS	*NMSU	*Tohatchi HS
Centennial HS	*Hagerman HS	*Newcomb HS	*Tsé Yí Gai
*Chaparral HS	*Hatch Valley HS	Onate HS	Tularosa MS
*Cliff HS	*Highland HS	*Pecos HS	*UNM
*Clovis HS	*Hobbs HS	*Pojoaque HS	*V. Sue Cleveland HS
*Clovis Freshman Ac.	Hot Springs HS	Questa HS	Wingate HS
*CNMCC		Raton MS	
*Crown Point HS			<i>*Active Chapters</i>

If we want talented individuals to serve in the classrooms of New Mexico, we need to figure out a mechanism to support them as they pursue their degrees. Scholarships, internships, and incentives may be a few of the ways we can support these students. Educators Rising enrollment clearly shows there are hundreds of high school students in New Mexico interested in education careers. **There is a need to find a**

comprehensive way to support these prospective teachers starting in high school and continuing throughout college.

Educators Rising is also part of a pilot program funded by the NMPED College and Career Readiness Bureau known as ECHO for Education. There is a cohort of 25 Teacher Leaders from active Educators Rising chapters who are engaged in bi-monthly online professional development sessions facilitated by experienced Teacher Leaders and staff from NMPED.

In 2019, the New Mexico Educators Rising Conference will be held in Albuquerque from February 21-23. Students will compete in various competitions and participate in professional development. New Mexico Colleges will be present to promote their education programs and scholarship opportunities will be shared with students. For more information about Educators Rising, please visit <http://educatorsrisingnm.nmsu.edu>

Troops to Teachers

The NMPED established a Troops to Teachers initiative in June 2018 that outlines a pathway for retired veterans to pursue careers in education. For more information please visit: <https://webnew.ped.state.nm.us/bureaus/licensure/troops-to-teachers/>

Recommendations for Policy and Future Research

1. Fund and advertise the Teacher Loan for Service Act and the Teacher Loan Repayment Act established by the legislature NMSA 1978 21-22E and NMSA 1978 21-22H.
2. Support the “Grow Your Own Teachers” movements in New Mexico, like Educators Rising, at the state level by offering sustainable financial support for a state office and stipends for teachers who support students enrolled in this Career Technical Education Pathway for future educators.
3. Establish licensure requirements comparable to surrounding states.
4. Commission a comprehensive report to provide a clear picture of the supply and demand of education careers to include, but not limited to:
 - a. Projected enrollment of PreK-12 students
 - b. Projected Retirement Data for educators
 - c. Teacher Education Program Data
 - d. Roadblocks to licensure
 - e. Teacher turnover issues
 - f. Potential solutions
5. Provide funding for a research to determine the impact of Educators Rising and other recruitment programs established in New Mexico.
6. Research the potential impact of incentive programs (e.g. loan forgiveness and scholarships) to attract and retain students to become teachers in New Mexico, especially in high need areas.
7. Develop and fund programs for current Educational Assistants to become certified teachers.
8. Create an environment in New Mexico to attract teachers into the classroom.

For additional information, please contact Dr. Karen Trujillo at ktrujill@nmsu.edu.

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	Teacher Loan for Service	Teacher Loan Repayment
	Provides funds BEFORE coursework/licensure is completed	Provides funds AFTER coursework/licensure is completed
	Contract between student and the higher education department	Contract between student and the higher education department
	HED Commission administers program, provides support for program completion	Advisory Committee (PED) advises HED on program administration
Qualifications	Declare intent to serve in a designated teacher shortage area	Declare intent to serve in a designated teacher shortage area
	Pursue an eligible, approved teacher preparation program	Licensed New Mexico teacher
	Enrolled at the time loan is awarded and disbursed	
	At least half-time student pursuing licensure or endorsement	
Selection	Preference to those with a financial need (a department rating tool is used to measure financial need)	Preference if graduated from a NM post-secondary institution and demonstrated financial need
	Transcripts, letters of recommendation, references	
	Designated shortage area endorsement	Designated shortage area endorsement, must be a D or F school
Terms	Maximum \$4,000/year, \$20,000 total. Funds transferred directly to the university.	Funds transferred directly to the federal government lender.
	Award amount is contingent on availability of funds	Award amount is contingent on availability of funds
	The loan shall not exceed the necessary expenses incurred while attending a teacher preparation program	The loan shall not exceed the necessary expenses incurred while attending a teacher preparation program. Does not include scholarships with a service component, commercial loans, personal loans, loans that exceed standard school expenses
	Interest is 7% in most cases, 18% if candidate does not serve as a teacher in New Mexico (among other penalties)	
	Loan is forgiven as years of (only complete contract years) service are accrued. (A 1 year loan is forgiven after 1 year of service, for a 2 year loan 50% of the loan is forgiven in the first year, and 50% in the second, etc.)	Minimum 2 years of service in a designated high-risk teacher position

Source: HED

Participants can take part in only ONE of the above mentioned programs. Participants may not receive both state and federal (Federal Teacher Loan Forgiveness Program, Federal Perkins, Stafford loans, etc.) funding simultaneously.

ARTICLE 22E
Teacher Loan for Service

Section

21-22E-1	Short title.
21-22E-2	Purpose.
21-22E-3	Definitions.
21-22E-4	Teacher student loans authorized; qualifications.
21-22E-5	Delegation of duties to other state agencies.
21-22E-6	Teacher loans; contract terms; repayment.
21-22E-7	Contracts; legal assistance; enforcement.
21-22E-8	Fund created; method of payment.
21-22E-9	Cancellation.
21-22E-10	Reports.

21-22E-1. Short title.

Chapter 21, Article 22E NMSA 1978 may be cited as the "Teacher Loan for Service Act".

History: Laws 2001, ch. 288, § 1; 2005, ch. 202, § 1.

The 2005 amendment, effective June 17, 2005, added the statutory reference to the act.

21-22E-2. Purpose.

The purpose of the Teacher Loan for Service Act is to proactively address New Mexico's looming teacher shortage by providing students with the financial means to complete or enhance their post-secondary teacher preparation education.

History: Laws 2001, ch. 288, § 2.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

21-22E-3. Definitions.

As used in the Teacher Loan for Service Act:

A. "commission" [department] means the commission on higher education [higher education department];

B. "loan" means a payment of money under contract between the commission [department] and a student that defrays the costs incidental to a teacher preparation program offered in a regionally accredited post-secondary educational institution in New Mexico and that requires repayment in services;

C. "student" means a United States citizen who is enrolled in or accepted by an

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undergraduate or graduate teacher preparation program at a regionally accredited post-secondary educational institution in New Mexico; and

D. "teacher preparation program" means a program that has been formally approved as meeting the requirements of the public education department and that leads to initial licensure or to additional licensure endorsements, including a program in a two-year post-secondary educational institution that meets the requirements for a teacher education transfer module established pursuant to Subsection C of Section 21-1B-4 NMSA 1978.

History: Laws 2001, ch. 288, § 3; 2005, ch. 202, § 2.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

The 2005 amendment, effective June 17, 2005, provided in Subsection D that a teacher preparation program includes a program in a two-year post-secondary educational institution that meets the requirements for a teacher education transfer module established pursuant to Section 21-1B-4C NMSA 1978.

21-22E-4. Teacher student loans authorized; qualifications.

A. The commission [department] may grant a loan to a student deemed qualified by the commission [department] upon such terms and conditions as may be imposed by rule of the commission [department].

B. The commission [department] shall only receive, pass upon and allow or disallow an application for a loan made by a student who declares his intent to serve as a public school teacher in a designated teacher shortage area of New Mexico. Teacher shortage areas may be either geographic or discipline specific.

C. The commission [department] shall make a full and careful investigation of the ability and qualifications of each applicant to become a recipient of a loan. The commission [department] shall give preference to qualified applicants who demonstrate financial need.

D. The commission [department] and the state department of public education shall arrange for loan recipients to receive assistance in locating employment with public schools in New Mexico.

History: Laws 2001, ch. 288, § 4.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

21-22E-5. Delegation of duties to other state agencies.

The commission [department] may arrange with other agencies for the performance of services required by the provisions of Section 4 [21-22E-4 NMSA 1978] of the Teacher Loan for Service Act.

History: Laws 2001, ch. 288, § 5.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

21-22E-6. Teacher loans; contract terms; repayment.

A. Each applicant who is approved for a loan by the commission [department] may be granted a loan in such amounts and for such periods as the commission [department] determines. The loan shall not exceed the necessary expenses incurred while attending a teacher preparation program.

B. A loan shall bear interest at the rate of:

- (1) eighteen percent per year if the loan recipient completes his teacher preparation program and no portion of the principal and interest is forgiven pursuant to Subsection F of this section; or
- (2) seven percent per year in all other cases.

C. Loans made pursuant to the Teacher Loan for Service Act shall not accrue interest until:

- (1) the commission [department] determines the loan recipient has terminated the recipient's teacher preparation program prior to completion;
- (2) the commission [department] determines the loan recipient has failed to fulfill the recipient's obligation to practice as a licensed teacher in New Mexico; or
- (3) the commission [department] cancels a contract between a student and the commission [department] pursuant to Section 21-22E-9 NMSA 1978.

D. The loan shall be evidenced by a contract between the loan recipient and the commission [department] acting on behalf of the state. The contract shall provide for the payment by the state of a stated sum covering the costs of a teacher preparation program and shall be conditioned

on the repayment of the loan to the state over a period established by the commission [department] after the completion of the teacher preparation program and any postgraduate study or internship required to complete the loan recipient's education.

E. A loan made to a recipient who fails to complete his teacher preparation program shall become due immediately upon termination of his teacher preparation program. The commission [department], in consultation with the loan recipient, shall establish terms of repayment, alternate service or cancellation terms.

F. The contract shall provide that the commission [department] shall forgive a portion of the loan for each year that the loan recipient practices his profession as a licensed teacher in New Mexico. The loan shall be forgiven as follows:

(1) loan terms of one year shall require one year of practice. Upon completion of service, one hundred percent of the loan shall be forgiven;

(2) loan terms of two years shall require one year of practice for each year of the loan. Upon completion of the first year of service, fifty percent of the loan shall be forgiven. Upon completion of the second year of service, the remainder of the loan shall be forgiven; and

(3) for loan terms of three years or more, forty percent of the loan shall be forgiven upon completion of the first year of service, thirty percent of the loan shall be forgiven upon completion of the second year of service and the remainder of the loan shall be forgiven upon completion of the third year of service.

G. A loan recipient shall serve a complete contract year in order to receive credit for that year. The minimum credit for a year shall be established by the commission [department].

H. If a loan recipient completes his teacher preparation program and does not serve in a New Mexico public school, the commission [department] shall assess a penalty of up to three times the principal due, plus eighteen percent interest, unless the commission [department] finds acceptable extenuating circumstances that prevent the loan recipient from serving. If the commission [department] does not find acceptable extenuating circumstances for the loan recipient's failure to carry out his declared intent to serve, the commission [department] shall require immediate repayment of the loan plus the amount of any interest and penalty assessed pursuant to this section.

I. The commission [department] shall adopt and promulgate rules to implement the provisions of this section. The rules may provide for the repayment of loans in annual or other periodic installments.

History: Laws 2001, ch. 288, § 6; 2005, ch. 323, § 5.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

The 2005 amendment, effective June 17, 2005, added Subsections C(1) through (3) to provide that loans shall not accrue interest until the recipient has terminated the recipient's teacher preparation program prior to completion, the recipient has failed to fulfill the recipient's obligation to practice as a licensed teacher in New Mexico or the commission cancels a contract between a student and the commission; deleted former references to repayment of the loan "together with interest" and loan "principal and interest"; deleted the former provision in Subsection D which provided that the contract shall provide that immediately upon completion or termination of the student's education, all interest then accrued shall be capitalized; changed "principal plus accrued interest" to "loan"; and provided in Subsection H that if the commission does not find acceptable circumstances for a student's failure to serve, the commission shall require repayment of the loan plus the amount of any interest.

21-22E-7. Contracts; legal assistance; enforcement.

The general form of the contract shall be prepared and approved by the attorney general and signed by the loan recipient and a designee of the commission [department] on behalf of the state. The commission [department] is vested with full and complete authority and power to sue in its own name for any balance due the state from a loan recipient on a contract.

History: Laws 2001, ch. 288, § 7.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

21-22E-8. Fund created; method of payment.

The "teacher loan for service fund" is created in the state treasury. Money appropriated for loans pursuant to the Teacher Loan for Service Act; earnings from investment of the fund; gifts, grants and donations to the fund; and all payments of principal and interest on loans made pursuant to that act shall be deposited in the fund. Money in the fund shall not revert at the end of a fiscal year. The fund shall be administered by the commission [department]. All payments of money for loans shall be made on warrants drawn by the secretary of finance and administration pursuant to vouchers signed by the commission's [department's] designated representative.

History: Laws 2001, ch. 288, § 8.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

21-22E-9. Cancellation.

The commission [department] may cancel a contract between it and a loan recipient for any reasonable cause deemed sufficient by the commission [department].

History: Laws 2001, ch. 288, § 9.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

21-22E-10. Reports.

The commission [department] shall report annually by January 1 to the governor and the legislature on its activities pursuant to the Teacher Loan for Service Act, including the loans granted, the names and addresses of loan recipients, the teacher preparation programs loan recipients are attending and the names and locations of practice of loan recipients who have completed their teacher preparation education and are teaching.

History: Laws 2001, ch. 288, § 10.

Bracketed material. — The bracketed material was inserted by the compiler and is not part of the law.

For designation of the commission on higher education as the higher education department, see 9-25-4.1 NMSA 1978.

Effective dates. — Laws 2001, ch. 288, § 11 made the Teacher Loan for Service Act effective July 1, 2001.

ARTICLE 22H

Teacher Loan Repayment

Section

21-22H-1	Short title.
21-22H-2	Purpose.
21-22H-3	Definitions.
21-22H-4	Department powers and duties; teacher eligibility; qualifications.
21-22H-5	Loan repayment award criteria; contract terms; payment.
21-22H-6	Contracts; enforcement.
21-22H-7	Teacher loan repayment fund created; method of payment.
21-22H-8	Cancellation.
21-22H-9	Reports.

21-22H-1. Short title.

This act [Chapter 21, Article 22H NMSA 1978] may be cited as the "Teacher Loan Repayment Act".

History: Laws 2013, ch. 177, § 1.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-2. Purpose.

The purpose of the Teacher Loan Repayment Act is to increase the number of teachers in designated high-risk teacher positions in public schools through an educational loan repayment program. The act provides for repayment of the principal and reasonable interest accrued on loans obtained from the federal government for teacher education purposes.

History: Laws 2013, ch. 177, § 2.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-3. Definitions.

As used in the Teacher Loan Repayment Act:

- A. "department" means the higher education department;
- B. "designated high-risk teacher positions" means teacher positions in specific public schools that:
 - (1) have been designated by the public education department as schools with a high percentage of students who are not meeting acceptable academic proficiency levels; and

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(2) are located in geographic areas with a high rate of poverty; and

C. "loan" means a grant of money to defray the costs incidental to a teacher education, under a contract between the federal government and a teacher, requiring repayment of principal and interest.

History: Laws 2013, ch. 177, § 3.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-4. Department powers and duties; teacher eligibility; qualifications.

A. The department may grant a loan repayment award to repay loans obtained for the teacher educational expenses of a teacher upon such terms and conditions as may be imposed by rules of the department.

B. Applicants shall be licensed New Mexico teachers and shall be bona fide citizens and residents of the United States and of New Mexico. Applicants shall declare their intent to practice as teachers in designated high-risk teacher positions in the state.

C. The department and the public education department shall jointly make a full and careful investigation of the ability and qualifications of each applicant and determine the fitness of a teacher to participate in the teacher loan repayment program.

History: Laws 2013, ch. 177, § 4.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-5. Loan repayment award criteria; contract terms; payment.

A. Loan repayment award criteria shall provide that:

(1) award amounts shall be dependent upon a specific public school's need for the designated high-risk teacher position, as determined by the public education department, the teacher's total teacher education indebtedness and available balances in the teacher loan repayment fund;

(2) preference in making awards shall be to teachers who have graduated from a New Mexico public post-secondary educational institution;

(3) awards shall be made to eligible teachers who fill a designated high-risk teacher position;

(4) award amounts may be modified based upon funding availability or other special circumstances; and

(5) the total amount of awards made to any one teacher shall not exceed the total

teacher education indebtedness of that teacher.

B. The following teacher education debts are not eligible for repayment pursuant to the Teacher Loan Repayment Act:

- (1) amounts incurred as a result of participation in state loan-for-service programs or other state programs whose purpose states that service be provided in exchange for financial assistance;
- (2) scholarships that have a service component or obligation;
- (3) loans from a commercial lender;
- (4) personal loans from friends or relatives; and
- (5) loans that exceed individual standard school expense levels.

C. Every loan repayment award shall be evidenced by a contract between the teacher and the department acting on behalf of the state. The contract shall provide for the payment by the state of a stated sum to the teacher's federal government lender and shall state the obligations of the teacher under the program, including a minimum two-school-year period of service in a designated high-risk teacher position, quarterly reporting requirements and other obligations established by the department.

D. Teachers who serve a complete school year in a designated high-risk teacher position shall receive credit for one year for the purpose of calculating any loan repayment award amounts. The minimum loan repayment award amount to be paid for each school year completed shall be established by the department.

E. The contract between a teacher and the department shall provide that, if the teacher does not comply with the terms of the contract, the teacher shall reimburse the department for all loan payments made on the teacher's behalf, plus reasonable interest at a rate to be determined by the department, unless the department finds acceptable extenuating circumstances for why the teacher cannot serve or comply with the terms of the contract.

F. Loan repayment awards shall be in the form of payments from the teacher loan repayment fund directly to the federal government lender of a teacher who has received the award and shall be considered a payment on behalf of the teacher pursuant to the contract between the department and the teacher. A loan repayment award shall not obligate the state or the department to the teacher's federal government lender for any other payment and shall not be considered to create any privity of contract between the state or the department and the lender.

G. The department, after consulting with the public education department, shall adopt rules to implement the provisions of the Teacher Loan Repayment Act. The rules:

- (1) shall provide a procedure for determining the amount of a loan that will be repaid for each year of service in a designated high-risk teacher position; and
- (2) may provide for the disbursement of loan repayment awards to a teacher's federal government lender in annual or other periodic installments.

History: Laws 2013, ch. 177, § 5.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-6. Contracts; enforcement.

The general form of a contract required pursuant to the Teacher Loan Repayment Act shall be prepared and approved by the attorney general, and each contract shall be signed by the teacher and the designated representative of the department on behalf of the state. The department is vested with full and complete authority and power to sue in its own name for any balance due the state from a teacher under any such contract.

History: Laws 2013, ch. 177, § 6.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-7. Teacher loan repayment fund created; method of payment.

The "teacher loan repayment fund" is created in the state treasury. All money appropriated for the teacher loan repayment program shall be credited to the fund, and any repayment of awards and interest received by the department shall be credited to the fund. Income from the fund shall be credited to the fund, and balances in the fund shall not revert to any other fund. Money in the fund is appropriated to the department for making loan repayment awards pursuant to the Teacher Loan Repayment Act. All payments for loan repayment awards shall be made upon vouchers signed by the designated representative of the department and upon a warrant issued by the secretary of finance and administration.

History: Laws 2013, ch. 177, § 7.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-8. Cancellation.

The department may cancel any contract made between it and a teacher pursuant to the Teacher Loan Repayment Act for any reasonable cause deemed sufficient by the department.

History: Laws 2013, ch. 177, § 8.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.

21-22H-9. Reports.

Prior to each regular session of the legislature, the department shall make annual reports to the governor and the legislature of the department's activities pertaining to the Teacher Loan Repayment Act; the loan repayment awards granted; the names and addresses of teachers who received loan repayment awards; the names and locations of the positions filled by those teachers; and the name of each teacher who received a loan repayment award who is not serving in a designated high-risk teacher position, the reason the teacher is not serving in a designated high-risk teacher position, the amount owed on the teacher's loan and the amount paid on the teacher's loan by any loan repayment awards.

History: Laws 2013, ch. 177, § 9.

Effective dates. — Laws 2013, ch. 177 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective June 14, 2013, 90 days after the adjournment of the legislature.
