

NMCEL Affiliates

- New Mexico School Superintendents Association (NMSSA)
- Albuquerque Public Schools Principals Association (APSPA)
- Alliance for the Advancement of Teaching & Learning (NMSU)
- Cooperative Educational Services (CES)
- Eastern New Mexico Educational Resource Center (ENMERC)
- New Mexico Activities Association (NMAA)
- New Mexico Association of Bilingual Education (NMABE)
- New Mexico Educational Retirees Association (NMAER)
- New Mexico Association of Elementary School Principals (NMAESP)
- New Mexico Association of Secondary School Principals (NMASSP)
- New Mexico Association of School Business Officials (NMASBO)
- New Mexico Association for Supervision & Curriculum Development (NMAASCD)
- New Mexico School Personnel Association (NMSPA)
- New Mexico Society for Technology in Education (NMSTE)
- Regional Educational Cooperative Association (RECA)
- Southeastern New Mexico Educational Resource Center (SNMERC)
- New Mexico Council of Administrators of Special Education (NMCASE)

Dear Esteemed Legislators:

As you contemplate the myriad of issues and the thousand pieces of proposed legislation during this legislative session, we ask that you keep in mind first and foremost the educational needs of the children of this great state. We hear constantly about the need to improve the economic outlook and opportunity in New Mexico, and we bemoan the fact that so many of our brightest citizens leave our state for better opportunities, prospects, and pay. We implore you to remember that the decision to vacate New Mexico or stay and work to improve our state begins with the quality of our schools.

We realize that some say that educators seem to care only about the size of their paychecks, but nothing could be further from the truth. People go into education because they value young people, and they love working with and imparting knowledge to them. For many years, the teaching profession was one of the most respected and revered professions, but, lately, it appears that the profession is often viewed with disdain and negativity. Each of us has probably directly or indirectly contributed to that change in perception.

Our hope is that our New Mexico legislature can begin to help change that perception in New Mexico by providing financial support and having confidence and trust in classroom teachers, school principals, and those who lead and guide them every day. Although some leave education because of pay, the majority seek other employment due to a lack of support and resources to do their job well. Appropriate instructional materials, ongoing professional development, inspiring leadership, and public support for our educators will serve to both recruit and retain quality people in our schools. Please use your authority, as legislators, to support our teachers and school and district leaders. Proper compensation of our educators will go a long way toward accomplishing this; however, the greatest impact will come from equitably funding our districts, so they can provide a quality education to every child in our state. Doing so will positively impact the economy of our state more than any other initiative. None of us can do this work alone; we all need to work together. Our associations pledge to work with you, our legislators, to seek the best solutions to increase the quality of our public schools. We stand ready to assist you during the upcoming legislative session.

Respectfully Submitted,

Dr. Crit Caton, President, NM Coalition of Educational Leaders (NMCEL)

T. J. Parks, President, NM School Superintendents Association (NMSSA)

Dr. Gloria O. Rendon, Executive Director (NMCEL, NMSSA)

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2015 Legislative Priorities – New Mexico Coalition of Educational Leaders, New Mexico School Superintendents Association, New Mexico School Boards Association

The New Mexico Coalition of Educational Leaders (NMCEL), the New Mexico School Superintendents Association (NMSSA) and the New Mexico School Boards Association (NMSBA) are committed to improving education for all New Mexico’s public school students. Each Association provides an effective foundation for proactive educational advocacy for public education in New Mexico and leadership to promote exemplary educational opportunities for all students. Our membership urges the 2015 Legislature to address the funding and programmatic concerns of New Mexico’s school leaders who are directly responsible for student success. We urge the legislature to utilize their authority and provide appropriate/pertinent legislation for education in New Mexico to:

<p align="center">FUNDING</p> <p>Allocate no less than 50% of new money ABOVE THE LINE to K-12 public school support.</p> <p align="center">Unit Value: 09-15 average increase: less than \$20 per year Below the line funding increases: More than double since 09</p>	<p align="center">EVALUATION</p> <p>Institute/legislate a moratorium for one year on the use of PARCC testing regarding decisions on teacher or principal hiring and licensure.</p> <p align="center">Clean accurate data is a non-negotiable. Current lag time between receiving test data and using the data for decision making is unacceptable.</p>	<p align="center">TESTING</p> <p>Mandate a moratorium of at least one year before using the PARCC assessment results for teacher evaluation, school grading and student promotion purposes.</p> <p>Exclude 2015 PARCC results for school grades and evaluation purposes. Institute a uniform system of reporting and recording data</p>	<p align="center">DIPLOMA/GRADUATION</p> <p>Define in statute that local school board policies determine proficiency based on board requirements and completion of required credits.</p> <p>Without the flexibility of the Alternative Demonstration of Competency (ADC), one third of New Mexico students would not receive diplomas.</p>	<p align="center">EDUCATOR RECRUITMENT/RETENTION</p> <p>Appropriate funding for the purpose of recruiting and retaining high quality staff.</p> <p>Increased vacancies in districts. Salary structure stagnant for ten years Salaries must be competitive: Nurse, \$59K; Neighboring states, \$42-\$48K; NM Teacher, \$32K.</p>
<p>New Mexico school districts continue to make cuts to budgets.</p> <ul style="list-style-type: none"> Fixed costs are not fixed; utility costs and insurance costs fluctuate and/or increase annually. The per pupil funding ranges from a high of \$13,586 (Wagon Mound) to a low of \$6,538 (Hobbs) not including charter schools (highest charter school per pupil is \$16,945). SEG dollars are used to help meet underfunded categorical costs; i.e. transportation, instructional materials. Under and Unfunded state mandates affect the budget each year; i.e. art, music, PE, tier migration. Increases to funding below the line disqualify the funding for basic programs. <ul style="list-style-type: none"> Reading programs K-3 programs Pre-school programs 	<p>Teachers and administrators have embraced the new evaluation rubrics and observation protocol. Teachscape training is viewed as beneficial to spur professional dialogue regarding student work and the sharing of best practices. The data must be accurate before an evaluation system is used to make decisions regarding licensure or employment.</p> <ul style="list-style-type: none"> Provide ongoing, systemic, transparent and consistent training at the local and regional levels. Adjust the rubric scoring system for the Teacher Evaluation System and place greater emphasis on the Observation protocol. Institute mandated timelines by July 1 for the upcoming year to provide enough lead time for districts to verify data. Do not implement a compensation or merit pay system tied to the new PARCC evaluation, before directing PED to conduct a research-based analysis that includes input from all stakeholders, teachers, administrators, higher ed., etc. 	<p>Tests must be used to adjust the curriculum, find gaps in student learning and determine changes that should/need to be made to close the achievement gap. One data point should not keep students from receiving diplomas or teachers from obtaining licensure.</p> <ul style="list-style-type: none"> The PARCC assessment still presents many unknown factors—sufficient and appropriate devices, infrastructure capability, students’ tech skills. Request a fully staffed assessment department at PED with expertise in the area of instruction. Fully fund short cycle assessments. Make Cut scores and targets transparent and public in a timely manner. Provide timely test data/results so teachers can conduct appropriate diagnosis of student learning needs. 	<p>State statute charges districts with the responsibility to determine requirements for a district diploma. If students meet those requirements, they should not be penalized for failure to pass one test. A student assessment system that allows students to acquire an AA degree, pass AP exams, or be accepted to college, yet withholds the High School diploma, requires further evaluation.</p> <ul style="list-style-type: none"> Changes to graduation requirements will NOT be made after a cohort enters the 9th grade. Create a system which accounts for any additional certification, awards, etc. which become part of the official transcript. Passing the SBA/PARCC assessment should be one of those credentials. 	<p>New Mexico must seek methods to recruit and retain high quality staff.</p> <ul style="list-style-type: none"> Fund Pre-service recruitment efforts. <ul style="list-style-type: none"> Scholarships for STEM, SPED, Bilingual Loan forgiveness Credit programs for EAs State funded scholarships Fund mentoring programs. Support changes to education programs—preparation of new teachers and school leaders. Create a positive image of public education. Provide funding to raise the minimum teacher salaries (fully implemented by 2018): <ul style="list-style-type: none"> Level I - \$40,000 Level II - \$50,000 Level III - \$60,000 Provide funding for school leader recruitment and retention.



NEW MEXICO EDUCATION PARTNERS



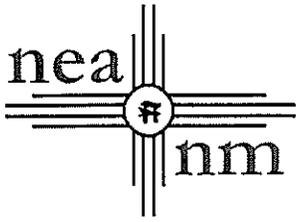
A Coalition of Professional Education Organizations

AFT New Mexico • Albuquerque Teachers Federation • NEA-New Mexico
New Mexico Coalition of Educational Leaders • New Mexico PTA
New Mexico School Boards Association

New Mexico Education Partners 2015 Joint Legislative Goals

New Mexico Education Partners want to be held accountable through a system that is fair and valid. We are all committed to continuous improvement and improved student outcomes, but schools need resources and support. More importantly, they need encouragement; and they need the general public to recognize that kids are more than test scores and schools are more than just a grade.

- (1) No less than fifty percent (50%) of all new revenue should be dedicated to K-12 public education. New appropriations for public education should be allocated to Districts “above the line” through the State Equalization Guarantee. This provides for appropriate local decision-making, is in accord with legislative intent and conforms to the Constitutional guarantee to provide all students in the state with a free and fair public education. (Article XII, Section 1: **Free Public Schools:** A uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state shall be established and maintained.”)
- (2) In addition to maintaining and enhancing K-12 funding, we support new funding for Pre-K Education for three and four year old children statewide. Whenever possible, these services should be provided by New Mexico Public School Districts. If not provided by public school districts, services should be provided by other qualified in-state providers. Pre-K Education programs need to be high-quality and delivered by highly-trained and appropriately certified professional educators.
- (3) In order to attract and retain competent, qualified, and caring teachers in New Mexico, we must continue to add \$2,000 a year for the next 4 years to the 3-Tiered minimums. In addition we must include enough funding for substantial raises for all Support and Related Services such as counselors, nurses and therapists, as well as for all the classified employees who ensure our schools run well and our student are taken care of. Building level instructional leadership is vital to continued success for our public schools. Steps must be taken to retain competent, qualified, and caring principals through enhanced compensation and provision of enhancements to the job responsibilities. Cost-of-living increases must be provided for all education employees.
- (4) Since increasing the distribution to public schools from the land grant permanent fund in 2003, the corpus of the fund has continued to grow at a rapid rate. The distribution has relieved pressure on the general fund during the economic downturn. As a measure of protection against future downturns, the legislature should pass a resolution placing a constitutional amendment on the 2016 general election ballot that amends Article 12, Section 7 of the New Mexico Constitution to permanently restore the annual distribution to beneficiaries of the fund from 5% to a minimum of 5.8%.



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National Education Association-New Mexico AFT New Mexico 2015 Joint Legislative Goals

2015 Joint Legislative Goals

As the experts, the members of AFT NM and NEA-NM have jointly committed to collective action on our Joint Legislative Goals on the educational issues facing New Mexico. Accomplishment of our goals will achieve excellence in education for our students and educational employees. The legislative goals of AFT NM and NEA-NM represent our stands on issues likely to come before the 2015 Legislature. We work both to introduce legislation and to support legislation regarding these issues.

1. Less regulations—more local decisions

A. **Creating a Tax Structure to Guarantee Future Education Funding:** The legislature must address the issues of making our state tax structure fair by closing loopholes and leveling the playing field for big and small businesses in our state. These principles must guide efforts to identify new funding streams to help sufficiently invest in our public schools.

B. **Adequately Funding Fixed Costs:** We advocate funding increases to provide for built-in fixed costs as well as to provide flexibility at the local school district level so that employees and school districts working together, using collective bargaining, may determine local priorities.

C. Returning State Policy Regarding Public Schools to the Voters: We support a constitutional amendment to place the authority currently placed in the Appointed Secretary of Education in an elected State Board of Education, and a Superintendent of Public Instruction hired by that Board, who must be a New Mexico licensed qualified professional educator.

2. More learning—less testing

A. Reforming Student Assessments: Varied performance assessments, including, but not limited to, a statewide criterion-referenced test, must be authentic and actually assess whether rigorous standards for student learning are being met. The development of curricular standards and their accompanying assessment system is a legitimate State priority, funded through legislative appropriation. A single high-stakes standardized norm-referenced exam must not be a part of this accountability system but may be used for benchmarking our education system with national standards. These assessments should be used for diagnosis of student needs, improvement of instruction, and not for staff evaluation. Assessments that purport to measure change in performance over time within a student cohort group must be designed to measure the progress of the same students from year to year, not simply the students who happen to be in each grade level at a given school, whether or not they were a part of the cohort the preceding year. Student assessment is about diagnosing and implementing instructional change, not about evaluating school employees.

3. More funding—less mandates

A. Prioritize Education Funding: The legislature must meet its constitutional responsibility to sufficiently fund New Mexico's public schools so we are able to increase student success by meeting our students' many and diverse academic, behavioral, cultural, and social needs. Begin this effort by returning to 2008 funding levels. To meet this mandate; the legislature commit the necessary revenue sources. This may include increasing the distribution from the permanent school fund.

B. Preserving Public Funding. The legislature must continue to resist schemes to privatize the education of any public school students. Privatization is an abdication of public accountability which cannot be tolerated. The schools must remain under the control of entities governed by and for the people. Legislation must prevent ceding control of

student's education to private, for-profit providers whether the programs are delivered on-site or through virtual technology.

C. Preventing Vouchers, Tax Credits, Public Scholarships or Other Schemes to Privatize Public Schools. The New Mexico State Constitution requires a system of free uniform public schools. The limited financial educational resources of the state must be directed toward fulfillment of this constitutional mandate. We oppose any attempts to use public funds for private school vouchers, tuition tax credits for attendance at a private school, home school, or for-profit management of public schools. I. Creating a tax structure to Guarantee Future Education Funding

D. Guaranteeing Adequate Recurring Revenues: Over the last ten years, the percentage of general fund revenues allocated to public schools has decreased. Public schools and higher education must receive their traditional share of general fund revenues. The Legislature must consider the recurring revenues provided by the state's extractive industries as available for education expenditures. We support increases in funding to provide an adequately funded public education for every New Mexico student.

E. Preventing Revenue Reductions: We oppose any precipitous reduction in revenues from any source unless there are compensating adjustments to protect education funding. Guaranteeing Adequate Recurring Revenues

F. Providing Public Education a Fair Share of Any Surplus: Public schools and higher education must receive a proportion of any state surplus equal to, or higher than, the pre-existing portion of the general fund. To do less is to move farther from the constitutionally mandated requirement the legislature sufficiently fund the public schools.

G. Building Higher Education Funding Equity: Higher Education funding must be determined by a statutorily defined formula similar to that contained in the School Finance Act for Public Schools. Creation of this formula should not adversely affect the funding of any institution of

4. More graduates—less drop outs

A. Class size limit: Restore class size limitations in statue by ending blanket waivers. Restore staff and the funding needed to honor current statutory class size and students load requirements.

B. Ensuring Student Opportunity: Systems must be in place to ensure that all students have the opportunity to learn and perform to their full potential. New Mexico must resist efforts to reduce support for students with priority needs, such as special education, gifted, and English Language Learners. We support programs that educate the whole child. These include physical education, fine arts and vocational programs taught by licensed, highly-qualified teachers.

C. Providing Adequate High Quality Health Care. All New Mexicans deserve access to affordable, high-quality health care. We must make health care more affordable for all New Mexicans, including those who are already covered. Any real solution to making health care more affordable for everybody must start with the commitment that all New Mexicans should have health care coverage.

D. Addressing Poverty Issues and Supporting a Living Wage. Poverty effects student growth as a vital part of the communities encompassing schools. We believe legislation should be passed to help address issues pertaining to poverty and quality of life for students, parents and the community as a whole including but not limited to increasing the minimum wage to living wage based on community standards, providing access to early education, and increasing student health and well-being.

5. More respect—less blame

A. Building an Appropriate School Employee Evaluation System: The quality of the education work force is paramount to student success. School employees want to be accountable, and the public rightly demands this too. We support fair evaluation systems to appropriately measure teacher impact on student achievement. Standardized test scores cannot provide this measure. The evaluation system may include voluntary peer interventions and/or observations that do not contribute to summative evaluations. Only trained and certified administrators should evaluate school employees. Guidance, support and opportunities for continuing professional development and growth must be at the core of the evaluative process. Evaluations should be fair and impartial and should be based on multiple objective evaluations.

B. Induction and Mentoring: The legislature must restore dedicated resources for programs of induction and mentoring for all public education employees. Colleges of education should be encouraged and funded to collaborate with and provide support for

teacher induction and mentoring in public schools. State mandates for District provided mentor programs need to be funded.

B. Safeguarding school employee retirement: All education employees should be afforded the full benefits of retirement, without offsets for other pension plans. New Mexico's educational retirement plan must remain a fully funded defined benefit plan. The legislature must insure the financial security of the New Mexico Educational Retirement Association.

C. Due Process and Just Cause. All education employees must be protected from adverse job actions through a statutory due process procedure that guarantees just cause for all discipline and job related decisions of educational management. NEA-NM and AFT-NM will work to preserve and enhance current protections and extend them to employees in higher education and supervisory employees.

D. Sustaining Collective Bargaining. To ensure all education employees have the right to negotiate the terms and conditions of their employment, we must maintain and enhance New Mexico's Public Employee Bargaining Act.

E. Protecting Retiree Health Care. Annual funding must be sufficient to maintain the commitment made on behalf of the citizens of New Mexico to public employees. When the New Mexico Retiree Health Care Authority (NMRHCA) was created, it was not a pre-funded retirement benefits program. We will support modest increases in employee and employer withholdings to improve the solvency of the system.

F. Safeguarding School Employee Retirement. All education employees should be afforded the full benefits of retirement, without offsets for other pension plans. New Mexico's educational retirement plan must remain a fully funded defined benefit plan. The legislature must insure the financial security of the New Mexico Educational Retirement Association through proposals that have the input and support of the various stakeholder groups comprising the ERB membership.

G. Providing Affordable Health Insurance for Education Employees. Escalating health insurance premiums and/or benefit decreases have decreased overall compensation of education employees. Providing appropriate health care options must be provided for by the legislature. The statutory limit for employer paid insurance premiums subsidies must

be increased and funded to maintain benefit levels and hold employees harmless for premium increases.

H. Providing Pay Equity and a Living Wage for All School Employees: Educational assistants must have appropriate minimum salaries tied to a tiered licensure system. The system must assure adequate compensation, professional development, and assistance to meet the requirements of federal law and provide career and professional advancement for paraprofessionals.

I. Legislation should be enacted and funded to direct Educational employers to provide salary schedules to promote career advancement and advanced training for educational support professionals/paraprofessionals. Licensed and/or certified skilled trades employees in public schools must receive pay commensurate to private sector licensed or certified professionals. .

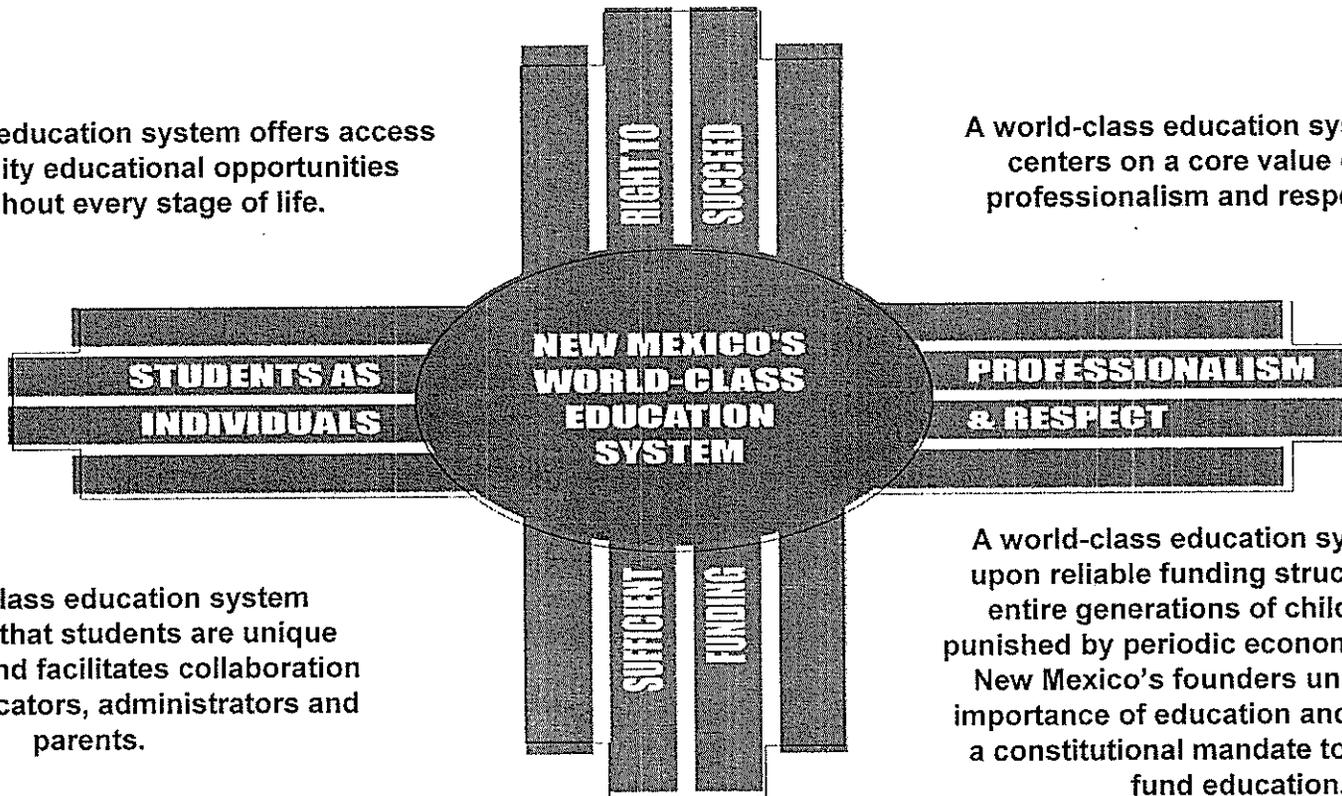
J. Funding must be provided to allow institutions of higher education to prioritize faculty and staff salary increases over higher education capital outlay. Higher education funding should be a state priority and not rely on ever-increasing tuition or other local revenue raising requirements. New permanent fund distributions must free up operational funds to provide staff and faculty increases



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A world-class education system offers access to high-quality educational opportunities throughout every stage of life.

A world-class education system centers on a core value of professionalism and respect.

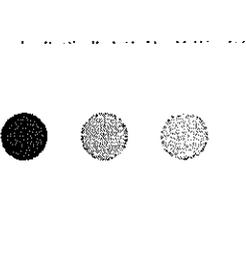


A world-class education system recognizes that students are unique individuals and facilitates collaboration between educators, administrators and parents.

A world-class education system is built upon reliable funding structures so that entire generations of children are not punished by periodic economic recessions. New Mexico's founders understood the importance of education and implemented a constitutional mandate to "sufficiently fund education."

Reference:

AFT NM. (2015). *Four pillars: Creating a world-class education system for New Mexico (Vol. 3)*.



EARLY ED

oFamilies Need:

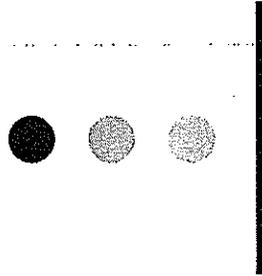
1. The state to set payment rates at the 75th percentile of current market rates.
2. To not spend more than 10 percent of family income on child care.
3. The state to provide assistance to families whose income does not exceed 85 percent of the state median income for a family of the same size.
4. Increased funding through enacting The Early Education Land Grant Permanent Fund Constitutional Amendment
5. Greater funding through the general fund.

oStudents Need:

1. Teachers as qualified and respected professionals
2. Teachers with a New Mexico teaching license in birth to third grade

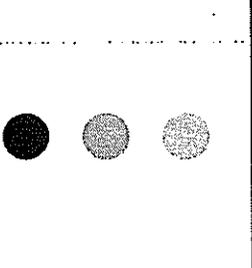
oProfessionals Need:

1. Training programs, with a focus on kindergarten transitions
2. Pay that Attracts and Retains
3. Access to Healthcare and Retirement
4. Mentoring
5. Safe Working Environment



EARLY ED continued

- o Legislative Action: The legislature should enact legislation to:
 1. Study the cost and programmatic changes necessary to meet the Child Care and Development Block Federal Recommendations.
 2. Create training programs, with a focus on kindergarten transitions that are coordinated by a professional development organization and taught by teachers with a New Mexico teaching license in birth to third grade so that children get the individualized attention they need.
 3. Offer incentives to centers that pay more and offer benefits and professional development. Such legislation would: Link paid sick days and a substitute teacher pool together. Owners who demonstrate that they provide five paid sick days per year per staff, and have access to a substitute teacher pool, should warrant a higher reimbursement rate.
 4. Increase funding to early education through enacting The Early Education Land Grant Permanent Fund Constitutional Amendment and provide greater funding to early childhood education through the general fund.



PARAPROFESSIONALS AND SCHOOL RELATED PERSONNEL

- o Students Need:

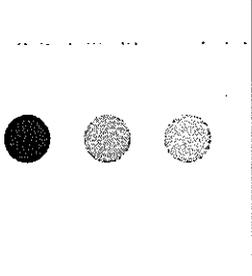
- 1 Educators as qualified and respected professionals
- 2 To have access to wraparound services to meet their social, emotional and health needs
- 3 Districts to continue to opt into the 2010 Hungry Healthy Free Act's Community Eligibility Provision (CEP).
- 4 Protected funding for schools support systems and the paraprofessionals.
- 5 The privatization of these public services should be resisted.
- 6 Any loophole and incentive that would place profit of the priorities of educating our kids should be eliminated.
- 7 Restored funding to pre recession levels
- 8 Sufficient funding for areas of high poverty
- 9 Full funding for Indian Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act,
- 10 Sufficient funding to implement wrap around services for community schools.

- o Professionals Need:

- 1 Established pathways-like a tiered career ladder—as a way for school support staff to increase their skills, take on more responsibility and contribute even more to the successful education of our students. With additional skills and responsibility comes additional pay, helping us to close the compensation inequalities
- 2 Enacted legislation that would reduce the probationary period of non-licensed school employees to one year

PARAPROFESSIONALS AND SCHOOL RELATED PERSONNEL continued

- o Legislative Action: The legislature should:
 - 1 Encourage any district that has a large low-income population to opt into the 2010 Hungry Healthy Free Act's Community Eligibility Provision (CEP), so that all students in that district have access to universal free breakfast and lunch. This will ensure that all kids get access to healthy meals and not have the negative social stigma's attached.
 2. Protect funding for schools support systems and the paraprofessionals. Their role in the classroom is essential. The privatization of these public services should be resisted. Any loophole and incentive that would place profit of the priorities of educating our kids should be eliminated.
 - 3 Enact legislation that establishes pathways—like a tiered career ladder—as a way for school support staff to increase their skills, take on more responsibility and contribute even more to the successful education of our students. With additional skills and responsibility comes additional pay, helping us to close the compensation inequalities.
 4. Enact legislation that would reduce the probationary period of non-licensed school employees to one year.
 - 5 Restore funding to pre recession levels and ensure adequate funding for areas of high poverty, full funding for Indian Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act, and adequate funding to implement wrap around services for community schools.



K-12 CERTIFIED

oStudents Need:

- 1 Teaching not Over-Testing
- 2 Educators as qualified and respected professionals
3. Rich curriculum including Art, Music, PE, and electives
4. Resources and time spent on standardized testing should be reallocated to instruction.
- 5 Limit class sizes to statutory maximums to allow for one-on-one instruction time
6. Promote access to vocation classes at the high school level.
7. Implementation of Community Schools that have Wrap Around Services to address student and community needs
8. Effective Interventions starting in Kindergarten
9. Safe schools, fully staffed with nurses and counselors.
- 10 Increased funding into the SEG
11. Funding to fix MOE
12. Funding for Community Schools wrap around services
13. Funding for Transportation

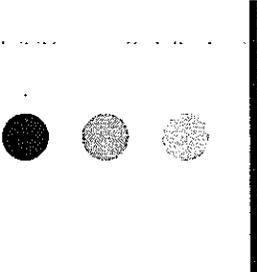
oProfessionals Need:

- 1 Pay that Attracts and Retains
- 2 Fair and Equitable Evaluations
- 3 Mentoring
4. Professional Development
5. Safe Working Environment

K-12 CERTIFIED continued

Legislative Action: The legislature should:

1. Build upon the community school legislation passed in 2013, by funding coordinators to connect families with community agencies and social service providers.
2. Promote more time spent on instruction rather than classroom management by reducing class sizes to the limits already set in state statute.
3. Pass legislation that improves financial accountability and transparency for charter schools and allows for proper regulation of virtual schools. Pass legislation that would prohibit more enrollment in a virtual charter school until an assessment of their academic performance, cost, and operations is completed. Fully fund and update out-dated rules for purchasing instructional materials.
4. Redirect time and resources spent on testing to student learning.
5. Fund school nurses and school counselors for all schools.
6. Provide appropriate interventions at all grade levels.
7. Fully fund education to create a well-balanced curriculum.
8. Increase access to vocational classes for high school students.
9. Conduct a study of the time and money devoted to testing and test preparation and require that tests only be used for purposes for which they are designed and validated.
10. Strengthen the three-tiered career ladder for educational professions to attract and retain highly qualified education professionals and increase the minimum salaries to \$40,000, \$50,000 and \$60,000.
11. Create a statewide evaluation system that gives districts flexibility, promotes collaboration within schools and gives teachers useful feedback for improving instruction.
12. Create a conduit for teachers to have voice over the implementation of new standards.
13. Increase the current mentorship program funding to \$3 million will enable schools to increase the quality of support in current mentoring programs. Thus, we will retain more teachers in the state and the profession, and those teachers will be more successful with their students.
14. Establish a standard of funding per teacher, rather than a set total amount divided by the number of teachers. This would ensure that districts could consistently provide quality mentoring.
15. Restore funding to pre recession levels and ensure adequate funding for areas of high poverty, full funding for Indian Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act, statutorily required mentorship programs and adequate funding to implement wrap around services for community schools.



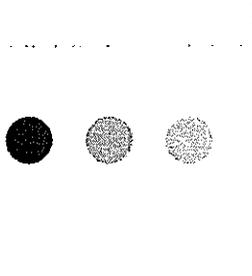
HIGHER ED

oStudents Need:

- 1 Affordable (student tuition and fees need to be reasonable without forcing the student to go into extreme debt)
- 2 Accessible (public institutions need to be located around the state)
- 3 Accredited programs (credits can be transferred to other public institutions)
- 4 Robust support for need-based financial aid and student support services
- 5 Diverse higher education institutions with diverse institutional missions
- 6 Teacher Prep Programs that include high-quality clinical experiences with integrated practical and theoretical components
- 7 Educators as qualified, supported, and respected professionals
- 8 An institutional commitment to instruction and student support
- 9 A commitment of shared responsibility between the state and students for funding higher education, increasing state funding and lowering tuition
- 10 Increased funding to needs-based financial aid

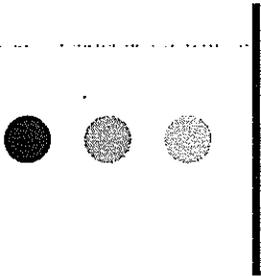
oProfessionals Need:

- 1 Faculty governance and academic freedom
- 2 Parity for Adjuncts' workload, pay and benefits
- 3 Pay that Attracts and Retains
- 4 Mentoring
- 5 Professional Development
- 6 Safe Working Environment



HIGHER ED continued

- o Legislative Action: The legislature should:
 1. Regulate the purchase of debt: New Mexico should regulate the transfer or sale of current debt between financial institutions in such a way that it is transparent and non-harmful to borrowers. The state should require that financial institutions properly notify borrowers when their debt is sold from one financial institution and another. Further transparency can be obtained by requiring settlements between debtors and debt purchasers to be settled in open court or in writing.
 2. Regulate predatory lenders and penalize “bad actors”: New Mexico can develop a regulatory framework which provides clear protections for students who borrow educational resources from private student loan providers. The state should crack down on predatory marketing tactics and abusive collection practices (i.e. harassing phone calls, applying additional payments earmarked for principle reduction to the next month’s payment, etc.).
 3. Require financial literacy for student borrowers: New Mexico should require institutions to provide entrance and exit counseling with respect to student loans (including information on the types of loans offered and repayment options). Counseling costs could be covered by a small fee to the (private) lender – it will be important that any financial literacy training or counseling not incur any additional costs on to students.
 4. Increase funding to the lottery scholarship to improve access to affordable higher education opportunities.
 5. Maintain effective oversight of teacher preparation programs and the diverse opportunities offered by the states’ institutions of higher education.
 6. Enact parity legislation for adjuncts that would allow all part-time adjunct and other nontenure-track faculty members receive pay that is equal, on a pro rata basis, with that of tenured or tenure-track faculty of comparable qualifications doing comparable work and allow all part-time adjunct and other nontenure-track faculty members to be eligible to participate in the employee retirement plan and all part-time adjunct faculty members teaching at least 50% of the established workload for full-time tenured faculty to be eligible for the same health care benefits as full-time tenured faculty.
 7. Fund higher education to the level, plus inflation, it was at prior to the recession.



EDUCATORS' VOICE: UNIONS

Collective Bargaining empowers people to have a voice in determining their pay, healthcare, benefits, hours, and health and safety policies.

Collective bargaining improves wages and salaries for working people and helps make sure that people are paid enough to support their families.

But strong unions also set pay standards that help every worker, not just those in unions.

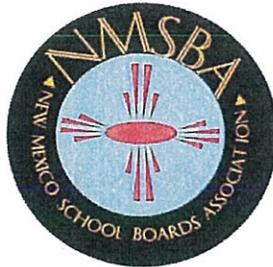
For teachers and other education professionals, collective bargaining is a mechanism not only to improve working conditions but also to improve student learning conditions.

The legislature should enact pro worker policies that will make the economy work for the whole state, not just the wealthy.

Joe Guille
Brunstien

NEW MEXICO SCHOOL BOARDS ASSOCIATION

2015 LEGISLATIVE PRIORITIES



Presented to

LEGISLATIVE EDUCATION STUDY COMMITTEE

Thursday, December 18, 2014
Santa Fe, New Mexico

About NMSBA...

Vision

The New Mexico School Boards Association aspires to be recognized as the premier source of development and support for local boards of education in New Mexico. The NMSBA will be known as the leading advocate for local boards in their role of insuring that all students will graduate from New Mexico high schools prepared for a quality life and committed to improving society.

Mission

The New Mexico School Boards Association is the member organization for all of New Mexico's school boards to support their efforts in providing a quality education for all students of New Mexico. The NMSBA serves its members through:

- *Commitment to local decision making
- *Advocacy at the state and federal level for commonly held needs
- *Leadership development services and training for local school boards
- *Collaboration with community, elected officials and other educational organizations



NEW MEXICO SCHOOL BOARDS ASSOCIATION RESOLUTIONS & LEGISLATIVE COMMITTEE 2014-2015

Audrey Jaramillo, Chair – Moriarty/Edgewood

- Kathy Corte - Albuquerque
- Ron Singleton - Carlsbad
- Steve West - Carlsbad
- Randy Manning – Central
- Mathew Tso - Central
- Arlan Ponder - Cloudcroft
- Frank Cordova - Cobre
- Ralph Sepulveda - Cobre
- Bayne Anderson - Deming
- Maria Saenz - Gadsden
- Joe Menini – Gallup/McKinley
- Dwight Parker - House
- Chuck Davis – Las Cruces
- Felix Alderete – Las Vegas City
- Tom Humble - Logan
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- Charles Tabet – Los Lunas
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- Pauline Jaramillo - Socorro
- Tony Rubin – Wagon Mound
- David Romero – West Las Vegas



NEW MEXICO SCHOOL BOARDS ASSOCIATION

2015 LEGISLATIVE PRIORITIES

I. INTRODUCTION

The mission of the New Mexico School Boards Association (NMSBA), as an advocate for public education, is to provide leadership and services that enable local boards of education to govern effectively. Through NMSBA, local boards of education are involved in the legislative process to achieve needed school and program reforms. Each of these efforts is focused on the goal that every student is entitled to a free and quality public education.

Every year, NMSBA initiates a legislative process that enables local school boards to express their opinions on current educational issues. These opinions are collected through a resolutions development process. Following a comprehensive analysis of all resolutions, the NMSBA Resolutions and Legislative Committee recommends legislative priorities to the membership for adoption. At the recent NMSBA Annual Convention the 201 Legislative Priorities were adopted and now represent the collective voice of New Mexico's 89 school boards and over 450 school board members.

The 2015 New Mexico Legislative Session will be a challenging 60 days with many important issues to deal with and a severely limited level of revenues. We trust our Legislative Priorities will be carefully considered by New Mexico's Legislative and Executive Leaders.

II. GUIDING PRINCIPALS

In analyzing legislative proposals in the interim and during the legislative session NMSBA uses three guiding principles:

- **Unfunded Mandates**

NMSBA opposes legislation that mandates public schools to implement new programs or initiatives without providing the necessary financial resources. NMSBA will continue to advocate for funding for unfunded mandates that currently exist.

- **Local Control**

One of the important components of a successful public education system is local decision-making. NMSBA believes that decision making at the district level must be preserved and expanded and opposes any legislation that attempts to diminish or take away this authority.

- **Adequate Funding**

NMSBA believes funding for public schools, which is the primary responsibility of the state, should be increased to a level that assures every student will receive an adequate education based on their needs. Funds should be appropriated in a manner that preserves the ability of school boards to allocate funds within their districts based on the diverse needs of their students and communities.

III. 2014-2015 LEGISLATIVE RESOLUTIONS

General

1. Requests school boards be allowed to exercise statutorily authority to make policy decisions about education; work collaboratively with PED and Legislature in the best interests of students; determine the best ways to ensure student success while not hampering flexibility. *(Albuquerque)*

Funding Priorities

2. Requests that the legislature and PED prioritize funding to the state equalization guarantee and increase the unit value and sufficiently fund the “above the line” budget and provide adequate funding to meet student needs. *(Albuquerque)*
3. Supports a constitutional amendment seeking voter approval to permanently restore the distribution for public schools from the Land Grant Permanent Fund to a level of 5.8%. *(Santa Fe) (Las Cruces)*
4. Supports legislation that provides minimum standards and sufficient funding for provision of school health services. *(Pojoaque)*
5. Expresses support to address substance abuse among children and provide related funding. *(Las Cruces)*
6. Supports the creation of a three-tiered licensure system for all certified professional personnel not currently in the three-tiered salary structure. *(Las Cruces)*

PARCC Testing Priorities

7. Supports a two-year delay in implementing PARCC standardized testing and calls on Congress and the President to reduce testing mandates. *(Santa Fe, Lovington, Las Cruces)*
8. Opposes any testing requirements beyond current law. *(Albuquerque)*
9. Requests flexibility and option to allow paper testing for use on PARCC standardized tests. *(Ruidoso)*
10. Supports efforts to analyze time taken from instruction for testing. *(Deming)*

Miscellaneous Priorities

11. Proposes changes to teacher evaluation system ensuring that testing counts for no more than 25% of the evaluation score. *(Deming)*
12. Seeks legislation to allow districts to hire retired teachers and other professionals without regard for the 12 month waiting period. *(Las Cruces)*
13. Requests a two year observation period for new education policy initiatives proposed by PED. *(Deming)*
14. Supports legislation that would allow districts to request PED waivers from statutory and regulatory requirements to establish and evaluate new and innovative pilot programs. *(Las Cruces)*