

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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Pat Woods

MINUTES
LESC MEETING
AUGUST 19-21, 2013

Frances Ramirez-Maestas, Director

Senator John M. Sapien, Chair, called the meeting of the Legislative Education Study Committee (LESC) to order at 9:15 a.m., on Monday, August 19, 2013, at Chama Middle School in Chama, New Mexico.

The following voting members of the LESC were present:

Senators John M. Sapien, Chair, Craig W. Brandt, and Gay G. Kernan; and Representatives Rick Miera, Vice Chair, Nora Espinoza, Jimmie C. Hall, Sheryl M. Williams Stapleton, and Mimi Stewart.

The following voting members of the LESC were not present:

Senator Howie C. Morales and Representative Dennis J. Roch.

The following advisory members of the LESC were present:

Senators Lee S. Cotter and Pat Woods; and Representatives Nathan "Nate" Cote, David M. Gallegos, Tomás E. Salazar, and Christine Trujillo.

The following advisory members of the LESC were not present:

Senators Jacob R. Candelaria, Daniel A. Ivey-Soto, Linda M. Lopez, John Pinto, and William P. Soules; and Representatives Alonzo Baldonado, George Dodge, Jr., Stephanie Garcia Richard, Timothy D. Lewis, James E. Smith, and Bob Wooley.

On a motion by Representative Hall, seconded by Representative Miera, the committee approved the agenda for the meeting.

Superintendent Anthony Casados, Chama Valley Independent Schools, welcomed the committee to Chama and introduced Ms. Marcella Talamante, Rio Arriba (County) Extension 4-H Agent, and Mr. Pete Garcia, Escalante Future Farmers of America (FFA) Sponsor/Instructor who provided an overview of the district's 4H and FFA development programs for students ages

5 through 19. Ms. Talamante then recognized the following students who participated and placed in the 2013 Rio Arriba County Fair:

Martina Mercure: Grand Champion Swine and also Homemade Delights

Estevan Atencio: Grand Champion Goat

Maricia Garcia: Best of Breed Swine and also Homemade Delights

Faith Martinez: Best of Breed Sheep

Roman Mora: Best of Breed Swine

Esteban Archuleta: Best of Breed Swine

Rayann Mora: Best of Breed Sheep

Valerie Valdez: Homemade Delights

Reynaldo Atencio: Best of Breed Goat

Waylon Hinds: Best of Breed Swine and also Homemade Delights

Wyatt Terrazas: Homemade Delights

Aubriana Hinds: Best of Breed Swine

Briana Martinez: Breeding Beef Cattle (Reserve Champion)

Makeely Garcia: Miniature Beef Breeds (Reserve Champion)

Superintendent Casados then emphasized the commitment of the district staff and the community in providing all students with a well structured educational experience. He reported, however, concerns about the district's after-school programs. He explained that many families have relocated to Chama in order to provide their children with an education in a community that supports and cares about its students, but many of the parents are employed outside of Chama and travel as far as Santa Fe and Los Alamos on a daily basis. For many years, he stated, the district had been able to provide after-school programs for these students by applying for, and directly receiving, federal 21st Century grant funds; however, these funds now flow directly to the Public Education Department (PED). He reported that the district recently applied to PED for continued funding; however, the district's application was denied. In an effort to continue after-school programs, the district redirected federal Title I funds to support these programs. He emphasized, however, that Title I program initiatives would have to be reduced. To conclude, Mr. Casados requested that the committee consider providing an appropriation to support after-school programs statewide in future years.

Committee Discussion

In response to a committee member's question as to the amount of funding required by the district for after-school programs, Superintendent Casados stated that \$500,000 would be required to support the current program.

In response to a committee member's questions as to whether the district's after-school programs are focused on elementary students, Superintendent Casados reported that the program also provides tutorial programs for high school students.

COLLEGE OF EDUCATION RESTRUCTURING: UNIVERSITY OF NEW MEXICO (UNM)

The Chair recognized Dr. Chaouki T. Abdallah, Provost and Executive Vice President for Academic Affairs, University of New Mexico (UNM), for a report relating to the restructuring of the UNM College of Education.

Referring to committee handouts, Dr. Abdallah reported that UNM faces a number of critical issues that threaten the university's capacity to fulfill its mission. The two most pressing issues, he stated, include ensuring that:

- more students graduate from UNM ready for the challenges that face the state, the nation, and the world; and
- UNM can compete, reward, and retain great faculty.

With specific reference to the College of Education, he stated that UNM has a proud history of engagement with three specific programs that have proven to be effective, including a:

- Bandelier Project that implements several research-based practices, including extensive collaboration, co-teaching, and selective practicum placement, with gains greater than the district average and high rates of teacher placement upon completion;
- proposed Turnaround Leadership Project for Student Success that, with UNM, Albuquerque Public Schools, and the New Mexico School Leadership Institute as partners, will provide experienced principals with advanced and intensive coursework and ongoing support for turnaround leadership in high need schools; and
- school partnership for teacher development, an exchange of services project in which the college of education staffs a number of classrooms with university personnel and the district, in return, releases experienced teachers to work at the college.

Dr. Abdallah noted that, using a planning grant from a national foundation, UNM has begun the process of building a Teachers College at the university. Such a college, he reported, would add to UNM's reputation as a competitive university, attract research, recruit and nurture faculty and students, and serve to prepare the next generation of New Mexico teachers. Dr. Abdallah emphasized that this initiative will ensure that New Mexico's teachers will have the advanced knowledge and skill to teach all New Mexico students, including those who are under-performing and under-prepared, and equip them with the literacy and math skills necessary to be successful in pursuing their college education or career.

Dr. Abdallah then presented five guided questions used in order to design a successful plan, including:

1. What are the key educational needs of New Mexico related to students, teacher school leaders, and counselors?
2. What unique opportunities/challenges are available in New Mexico that might revolutionize teaching and provide a powerful model for the rest of the country?
3. What are the best practices and models around the state, the country, the world, and within UNM, that could inform the changes taking place at UNM?

4. What changes have to occur within the College of Education, the College of Arts and Sciences, and the university to implement and sustain an outstanding teacher education and educational leadership program at UNM?
5. What kinds of oversight and resources should be put into place to ensure that the recommendations from this planning are implemented and sustained?

To conclude, Dr. Abdallah provided a timeline for a college of education redesign project, pointing out that the major resulting changes will take time and resources.

Committee Discussion

In response to a question as to how a change in leadership at the UNM College of Education has affected the faculty, Dr. Abdallah stated that 30 to 40 percent of the faculty are eager for a change supported with a solid plan.

Committee members discussed the possible need to consider a candidate from the College of Arts and Sciences for the Dean of the UNM College of Education position and asked whether UNM has joint faculty employment positions. Dr. Viola E. Florez, Interim Dean of the UNM College of Education, stated the college currently has joint faculty positions in English as a second language and mathematics and is currently seeking other joint faculty appointments relating to literacy.

LOS ALAMOS NATIONAL LABORATORY (LANL) EDUCATION, ECONOMIC DEVELOPMENT, AND COMMUNITY GIVING UPDATE

The Chair recognized Dr. Kurt Steinhaus, Director of Community Programs, Los Alamos National Laboratory (LANL), for an update of LANL's education, economic development, and community programs.

Referring to a committee handout, Dr. Steinhaus stated that LANL adopted a community commitment plan that has invested \$24.0 million since 2006. The plan is focused on:

- science, technology, engineering, and mathematics education;
- workforce development in college and university programs;
- partnering with United Way and nonprofit organizations; and
- the Los Alamos Connect project to create jobs and stimulate business growth.

Dr. Steinhaus outlined what LANL considers its return on investment, including the award of student scholarships, programs results in student achievement gains in science, and providing support to teachers in obtaining advanced degrees in math and science. He also provided the committee with an overview of the internships offered to New Mexico students and noted LANL's Math and Science Academy teacher improvement efforts to increase math and science content knowledge and build classroom skills.

To conclude, Dr. Steinhaus reported that the last three slides of his PowerPoint presentation include a count of the LANL workforce which comprises 6,918 degreed lab employees, with

2,896, or 42 percent, receiving at least one of their degrees from a New Mexico college or university.

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC): IDENTIFYING BROADBAND CONNECTIVITY

The Chair recognized Mr. Travis Dulany, LESC staff; Mr. Gar Clarke, IT Advisory Group/ New Mexico Broadband Program Manager, Department of Information Technology (DoIT); Mr. Tom Bush, IT Advisory Group; Mr. Buddy Vaughn, NM Exchange Carrier Group, Chief Business Development Officer, ENMR Plateau; and Ms. Gayle Nelson, Vice President of Customer Services, Education Networks of America (ENA), for a presentation regarding broadband connectivity needs in preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC) exam. Also in attendance was Mr. Ferdi Serim, Information Technology Business Analyst, Public Education Department (PED).

Referring to the LESC staff report in the committee notebooks, Mr. Dulany provided an overview of:

- the state's PARCC readiness based on published minimum technology requirements;
- comprehensive technology plans for public schools, including recent legislative efforts;
- policy options that the committee may wish to consider; and
- background information relating to:
 - the implementation of the PARCC assessment for school year 2014-2015;
 - the Information Technology Advisory Group (ITAG) of the Public School Facilities Authority;
 - the federal E-Rate program; and
 - 2012 interim testimony provided to the LESC.

In reviewing DoIT's New Mexico Broadband Program, Mr. Clarke informed the committee that the program's goals are to:

- provide broadband data analysis and maps;
- develop and launch a Web map where a user can enter an address to see available broadband service providers and technologies;
- make available a speed-testing utility to validate network performance;
- compile and serve a database of community anchor institutions to support broadband adoption; and
- develop and provide training videos and toolkits.

Mr. Clarke reported that in January 2010 the program received a \$4.8 million grant from the National Telecommunications & Information Administration contingent on a state funding match of \$1.2 million. According to Mr. Clarke, the grant components include:

- mapping: \$3.1 million for five years;
- planning: \$500,000 for five years;
- capacity building: \$600,000 for four years; and
- technical assistance: \$560,000 for four years.

To conclude, Mr. Clarke reviewed the recommendations from the Broadband Summit, which include:

- increasing access to digital learning resources;
- coordinating broadband resources;
- legislating open access;
- providing educational technology training;
- establishing an open repository for digital learning;
- implementing strategic communication;
- developing a statewide digital literacy program;
- establishing a statewide education infrastructure;
- earmarking funds for technology infrastructure; and
- establishing a statewide coordinating entity.

Referring to a committee handout, Mr. Bush reviewed ITAG's role in developing broadband availability by noting elements that must be addressed in developing technology policies and adequacy standards. He emphasized that high speed broadband access is as vital to off-site school infrastructure as water, electricity, and roads.

Mr. Serim discussed PED's role in supporting technology readiness, primarily in the gathering of data through two projects – the TechReadiness and SpeedTest – that measure the readiness of schools for the PARCC test. He noted that the tools would be administered to schools during the fall and that schools will be required to participate in order to apply for an allocation from a \$5.2 million legislative appropriation to PED earmarked for technology in schools in FY 14.

Mr. Vaughn provided an overview of the New Mexico Exchange Carrier Group (NMECG), noting that broadband capabilities are available in all public school districts, half of which are served by NMECG companies. He reported that 95 percent of school districts currently have internet fiber availability. Among challenges for broadband connectivity are right of way access and construction costs, he concluded.

Referring to a committee handout, Ms. Nelson stated that ENA currently serves 2.5 million students, teachers, and administrators, as well as 6.2 million library patrons throughout 5,200 end sites. Regarding ENA's managed data service, Ms. Nelson noted that the service includes constant network monitoring and customer technical assistance, E-Rate assistance, managed data circuit delivery, and required equipment and maintenance. The benefits of this service, she noted, allow for a level playing field for schools, economic development, and the utilization of new developments in technology.

As an example of the managed service provided by ENA, Ms. Nelson discussed the organization's involvement in Idaho. Although Idaho is the seventh most rural state in the nation, Ms. Nelson stated, the state experienced a nearly 70 percent decrease in the price per megabyte per second in the first four years after utilizing the managed service provided by ENA. In terms of practical benefits to the state, Ms. Nelson mentioned that 13,574 dual credits have been earned over the Idaho network from the fall of 2009 to the spring of 2013. At 50 percent of the on-campus tuition rate, she reported, students saved an estimated \$2.0 million. Ms. Nelson then concluded by comparing cost savings between various states, indicating that the managed service approach can bring a higher ratio of E-Rate dollars compared to other states' annual technology budgets.

Committee Discussion

A committee member noted that representatives of Windstream Communications were also in attendance at the meeting.

In response to a committee member's question relating to technology concerns for the implementation of PARCC assessments in 2015, Mr. Serim stated that two concerns are infrastructure and hardware. He noted that about 150 schools have not provided PED with any hardware data, including Albuquerque Public Schools; however, the district has indicated a willingness to complete the TechReadiness tool. A committee member noted that many schools may not have completed the TechReadiness tool or SpeedTest because school staff was not at work during the summer.

In response to a committee member's question relating to the possibility of using paper-based tests for the PARCC assessment, Mr. Serim stated that PED's goal is to have all schools PARCC-ready by school year 2014-2015 and that only a minority of schools do not meet the criteria for delivery of the test.

Referring to the LESC staff report, a committee member noted that hardware needs for the PARCC test go beyond computers and include headphones and microphones, as well as external keyboards for some devices. The committee member stated that these additional components add to the cost of delivering the PARCC assessment.

In response to a statement by Mr. Clarke about internet service providers who have shared broadband data to help DoIT complete its broadband mapping project, the Chair requested that the presenters work with LESC staff to deliver a list of internet service providers who have not shared broadband data.

The Chair requested that PED provide a list of schools and districts that have not yet completed the TechReadiness tool or the SpeedTest.

K-12 RANKINGS

The Chair recognized Mr. Mark Murphy, LESC staff, for a report on K-12 rankings.

As an introduction, Mr. Murphy commented on the importance of recognizing different methodologies used in any type of ranking, including variables and/or factors considered in a study or survey that can impact any results. As an example, he stated that the LESC reference guide includes a table outlining the statewide average teacher salaries – an average that includes only returning teachers and, as a result, excludes first-year teachers. Other surveys, however, may report the statewide average teacher salary that includes first-year teachers. Comparing the two averages would result in different totals primarily because of the different factors considered in the calculation. Such differences, he emphasized, are possible in the reporting of any results, including K-12 rankings.

Referring the committee to the LESC staff brief, Mr. Murphy explained that the *2013 Quality Counts Survey* is the 17th edition of the report that annually provides summaries of the condition

of education and educational opportunities in each state. The survey, he noted, provides grades and rankings for the following three categories evaluated in the survey:

- chance for success;
- transitions and alignment; and
- school finance.

The other categories evaluated for the calculation of the 2013 state grades and rankings, he stated, included:

- K-12 achievement;
- standards, assessments, and accountability; and
- teaching profession.

Mr. Murphy reported that New Mexico ranked the lowest, 49th in the country, and earned a “D” grade in the “Chances for Success” category. He also explained that the category extends beyond the classroom and includes characteristics of the community and the opportunities for adults in New Mexico. He further noted that the category measures a child’s likelihood of success based on 13 factors that generally reflect the demographics of a given community, including the:

- percent of children in low-income families, with at least one parent with a postsecondary degree, and whose parents are fluent-English speakers;
- proficiency rates on standardized tests; and
- percent of adults (ages 25-64) with incomes at or above the national median and in the labor force working full time and year round.

Mr. Murphy noted that New Mexico ranked its highest, ninth in the country, and earned a “B+” grade in the “Transitions and Alignment” category, which measures the state’s effort to connect the K-12 education system with early learning, higher education, and the world of work. He noted that the survey grades each state by evaluating 14 specific factors related to smooth transitions and appropriate alignment, such as:

- early learning standards being aligned with K-12 standards;
- college preparation coursework being required to earn a high school diploma;
- the state offering a high school diploma with career specialization; and
- the K-12 system providing pathways for earning industry recognized certificates or licenses and for earning career-technical credits for higher education.

Mr. Murphy reported that New Mexico ranked 30th in the country and earned a “C-” grade on the “School Finance” category, which measures eight specific factors on the equity and spending of each state on education, such as:

- relationship between district funding and local property wealth;
- actual spending as a percent of the amount needed to bring all students to the median spending level;

- percentage of students in districts with per-pupil expenditures at or above the national average; and
- state expenditures on K-12 education as a percentage of state taxable resources, among others.

New Mexico ranked 47th in the country and earned a “D-” in the fourth category, “K-12 Achievement,” Mr. Murphy stated, which measures overall student achievement. He indicated that this category evaluates 18 distinct state achievement measures relating to reading and math performance, high school graduation rates, and the results of Advanced Placement (AP) exams, in particular:

- achievement levels based on National Assessment of Educational Progress (NAEP) results;
- achievement gains based on scale scores changes on the NAEP;
- the poverty gap based on comparing achievement of students eligible for the National School Lunch Program and non-eligible students;
- achieving excellence based on the number of advanced test scores on the NAEP;
- high school graduation based on the graduation rates in 2008 and the change in graduation rates since 2000; and
- AP scores of three or higher per 100 students in 2010 and the change in scores per 100 students between 2000 and 2010.

Mr. Murphy noted that New Mexico ranked 15th in the country and earned an “A-” grade in the “Standards, Assessments, and Accountability” category, which measures the quality of three components in the state. To calculate a grade and ranking for this category, he informed the committee, 23 policy indicators are evaluated, each of which is a component of the following three areas:

- academic standards;
- assessment, including:
 - test items used to measure student performance;
 - alignment of assessments to academic standards; and
 - assessment systems; and
- school accountability.

Finally, Mr. Murphy stated that New Mexico ranked 23rd in the country and earned a “C” grade in the “Teacher Profession” category. Grades and ranking for this category, he added, are based on 44 indicators to efforts to improve teaching, such as:

- requirements for initial teacher licensure;
- salaries and incentives; and
- school working conditions.

Each of these 44 indicators, he added, falls into one of the following three broad sections:

- accountability for quality;
- incentives and allocations; and
- building and supporting capacity.

Mr. Murphy stated that the *Quality Counts Survey* averages the scores from each of the six categories in order to determine each state's overall grade. He reported that the average from these sections led to New Mexico's overall grade of a "C" and a rank of 35 in the country.

To conclude, Mr. Murphy informed the committee that there have been two other sets of recently released state rankings that have earned media attention in New Mexico: (1) the *Kids Count*, published by Annie E. Casey Foundation, which provides overall state rankings based economic well-being, education, health, and family and community; and (2) the National Education Association's (NEA), annual set of state rankings for factors related to education finance. He emphasized that the NEA publication does not provide a single overall ranking for the status of education, but rather provides 109 sets of rankings to compare states on numerous measures including:

- student population;
- enrollment and attendance;
- faculty;
- general financial resources;
- governmental revenues;
- school revenue;
- government expenditures; and
- school expenditures.

DIRECTOR'S REPORT

a. Approval of July 2013 LESC Minutes

On a motion by Representative Miera, seconded by Senator Kernan, the committee approved the July 2013 minutes.

b. Informational Items

Ms. Frances Ramírez-Maestas, LESC staff, noted that the committee notebooks included the following items for the members' review:

- the Public Education Department (PED) proposed rule amendments to the charter school application and appeals process;
- an LESC staff brief summarizing a legal challenge to the Educational Retirement Board reform legislation;
- a Las Cruces Public Schools news release reporting that the LESC honored the 2013 New Mexico Teacher of the Year, Ms. Pamela Cort, during the committee's July interim meeting in Ruidoso; and

- a PED news release announcing that the US Department of Education will award New Mexico an additional \$12.5 million for early learning as part of the federal Race to the Top program.

There being no further business, the Chair with the consensus of the committee, recessed the LESC meeting at 4:16 p.m.

**MINUTES
LESC MEETING
AUGUST 20, 2013**

Senator John M. Sapien, Chair, called the meeting of the Legislative Education Study Committee (LESC) to order at 9:18 a.m., on Tuesday, August 20, 2013, at Chama Middle School in Chama, New Mexico.

The following voting members of the LESC were present:

Senators John M. Sapien, Chair, Craig W. Brandt, and Gay G. Kernan; and Representatives Rick Miera, Vice Chair, Nora Espinoza, Jimmie C. Hall, Sheryl M. Williams Stapleton, and Mimi Stewart.

The following voting members of the LESC were not present:

Senator Howie C. Morales and Representative Dennis J. Roch.

The following advisory members of the LESC were present:

Senators Lee S. Cotter, William P. Soules, and Pat Woods; and Representatives Nathan “Nate” Cote, David M. Gallegos, Tomás E. Salazar, and Christine Trujillo.

The following advisory members of the LESC were not present:

Senators Jacob R. Candelaria, Daniel A. Ivey-Soto, Linda M. Lopez, and John Pinto; and Representatives Alonzo Baldonado, George Dodge, Jr., Stephanie Garcia Richard, Timothy D. Lewis, James E. Smith, and Bob Wooley.

CAREER AND COLLEGE READINESS

The Chair recognized Dr. Matt Gianneschi, Vice President of Policy and Programs, Education Commission of the States (ECS), for an overview of an ECS report on career- and college-readiness.

Referring to the PowerPoint, *Blue Print for College Readiness*, Dr. Gianneschi reviewed and discussed a number of slides, including:

- *Adults with Associate Degrees and Higher*: a comparison of the United States (US) with Organization for Economic Cooperation and Development¹ countries (i.e., Canada, Korea, Japan, New Zealand, Ireland, Norway, France, Belgium, and Australia);
- *Change in College Attainment from 2000-2011 by Degree Level – 25 to 34 Year Olds*;
- *Distribution of Undergraduate Credentials Produced from 2000-2011*;
- *Patterns of US High School and College Participation and Completion by Age*;
- *What is the Relationship to Income*: a comparison of US child poverty rates to the Program for International Student Assessment (PISA)² scores;
- *National Assessment of Educational Progress (NAEP) Math: Grade 4*: 1990-2011 average scale score comparison for African-American, Latino, and White students;
- *2011 NAEP Math – 8th Grade*: 1990-2011 average scale score comparison for African-American, Latino, White, and American Indian/Alaska Native students;
- *Change in College Attainment from 2000-2011 by State – 25 to 64 Year Olds*;
- *Change in College Attainment from 2000-2011 by State – 25 to 34 Year Olds*;
- *Percentage Gap in College Attainment between Whites and Underserved Minorities – 25 to 64 Year Olds*; and
- *Percentage Gap in College Attainment between Whites and Underserved Minorities – 25 to 34 Year Olds*.

Dr. Gianneschi then reviewed three “anchors” for college readiness. He indicated that these anchors are not a mandate, but a list of ideas to help states transition to new standards:

Anchor I: High School

- make twelfth grade year relevant by:
 - implementing instructional strategies for students who score below college-ready benchmarks in math and English on Common Core assessments that result in students receiving a guarantee that they will not be placed in postsecondary remedial education courses;
 - aligning high school criteria with first-year course prerequisites;
 - developing remedial dual enrollment courses; and
 - modernizing college placement policies;
- expand postsecondary options by:
 - improving access to accelerated learning opportunities (e.g., Advanced Placement, International Baccalaureate, dual enrollment, early college high schools); and
 - increasing the number of high school students who receive college credit;

¹ The Organization for Economic Cooperation and Development (OECD) is an intergovernmental organization of industrialized countries.

² The Program for International Student Assessment (PISA) is an international assessment that measures 15-year-old students’ reading, mathematics, and science literacy. PISA also includes measures of general or cross-curricular competencies, such as problem solving and emphasizes functional skills that students have acquired as they near the end of compulsory schooling. PISA was first administered in 2000 and is conducted every three years. The most recent assessment was in 2012.

- develop individual career academic plans by:
 - redesigning college and career advising so that all high school students graduate with a clear postsecondary plan;
 - ensuring that all students are academically and socially prepared for postsecondary education; and
 - support a transition from current standards to more rigorous standards.

Anchor II: Higher Education

- have recent high school graduates choose a meta-major upon entrance into postsecondary education;
- guarantee that all high school graduates will be placed in a gateway course, with co-requisite remedial support if needed;
- create articulated academic pathways into and through programs of study; and
- align funding with priorities by adopting funding formulas for postsecondary education that properly signal state priorities.

Anchor III: Bridge Aligning the P-16 System

- create a shared, statewide definition of college- and career-readiness that signals to students what it will take to succeed in postsecondary education;
- create a framework for policy actions, including common goals, achievable metrics, and a suite of endorsed instructional and support strategies;
- communicate expectations of what constitutes postsecondary readiness with students, parents, teachers, and institutions; and
- leverage data to track results and drive improvement across the P-16 system.

To conclude, Dr. Gianneschi provided the committee with the following five examples of state actions:

- Florida: permits all students who graduate from a high school and meet admission criteria to enter credit-bearing courses in college;
- Colorado: created co-requisites course options and allows the use of course rigor and high school performance in making placement determinations;
- Indiana: in the process of modifying its twelfth grade math course requirements to allow students an option to “catch up” on intermediate algebra concepts during their senior year;
- Tennessee: postsecondary funding system is based entirely upon outcomes (course completion, retention, graduation, etc.) instead of inputs (enrollment); and
- Kentucky: remedial courses are aligned with the requirements of a student’s planned degree or program.

Committee Discussion

A committee member noted that college and university representatives should have been in attendance for Dr. Gianneschi’s report. The Chair stated that a summit for higher education on this topic had been discussed with Dr. Gianneschi, possibly for November 2013.

In response to a committee member's question as to whether remediation courses are offered mostly in two-year colleges, Dr. Gianneschi stated that it depends on state policy. He noted that Florida, for example, does not provide remediation courses in the state's four-year institutions.

In response to a committee member's question as to the availability of Career and Technical Education (CTE) courses, Dr. Gianneschi stated that CTE has suffered in the past due to the cost of equipment. As a result, many high schools across the country have dropped their CTE programs. He emphasized that while CTE students can receive a certification in a particular discipline by enrolling in two-year programs, CTE programs are by no means less rigorous than four-year programs; in most instances, he noted, CTE courses are even more rigorous.

In response to a committee member's questions relating to the typical assessment for an eleventh or twelfth grade student, Dr. Gianneschi stated that most institutions require certain scores on the ACT, SAT, or Accuplacer, which are college placement exams rather than entrance exams. He added that, as states implement the Common Core State Standards (CCSS), a common question is whether the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment can be used as a college admission test. He stated that it is important to recognize that the ACT and SAT are being changed to align to the CCSS and that the two consortia, Smarter Balanced and PARCC, will also be aligned to CCSS.

In response to a committee member's question as to whether ACT has a product similar to Accuplacer, Dr. Gianneschi stated that many institutions utilize the ACT Compass test.

In response to a committee member's question as to whether any state requires a college readiness test, Dr. Gianneschi stated that Colorado currently has that requirement.

DUAL CREDIT REPORT: NEW MEXICO

The Chair recognized Ms. Candy Meza, LESC intern, and Dr. Gerald R. Pitzl, P-20 Policy Analyst, Higher Education Department (HED), for an overview of the most recent dual credit annual report.

Ms. Meza explained that in 2007, the LESC endorsed successful legislation to create a dual credit program in state law. Among its provisions, she noted, current law defines the term "dual credit," establishes eligibility criteria for students wishing to participate in the program, and requires HED and the Public Education Department not only to promulgate rules to evaluate the program, but also to make annual reports to the Governor and the Legislature. She indicated that the LESC staff report included a summary and a copy of the New Mexico *Dual Credit Annual Report for School Year 2011-2012*.

Dr. Pitzl reported that selected statistics from the annual report indicate that:

- dual credit enrollment for school year 2011-2012 was 11,666 unique students;
- a majority of dual credit students are female, at approximately 55 percent of enrollment;
- the subject areas that experienced the highest enrollment of dual credit students were:

- English language and literature/letters;
 - health profession and related clinical services; and
 - mathematics and statistics.
- the majority of dual credit students (59 percent) limit themselves to at least a single course during the school year, while 26 percent of students enroll in two dual credit courses;
 - provisions of the *A-B-C-D-F Schools Rating Act* requires that students in dual credit courses achieve a grade of “C” or better in order to be considered successful. Under that standard, 77 to 78 percent of the enrollees met the success criterion in school year 2011-2012;
 - the most popular dual credit programs at postsecondary institutions were at Central New Mexico Community College, Doña Ana Community College, and New Mexico Junior College;
 - online delivery of dual credit courses has grown in popularity since the inception of dual credit, with the spring semester of 2012 experiencing the highest percentage of online course delivery (19 percent) in recent years; and
 - an increasing percentage of dual credit courses are being taught on college campuses, rather than on high school campuses.

Dr. Pitzl concluded by informing the committee of a recent survey distributed to colleges, universities, and school districts relating to textbook purchases. He noted that survey responses indicate a variety of options in that textbooks are purchased either directly from a bookstore, from a publisher, or online.

DUAL/CONCURRENT ENROLLMENT: MODEL STATE POLICY

The Chair recognized Dr. Matt Gianneschi, Vice President of Policy and Programs, Education Commission of the States (ECS), for an overview of model state policy as it relates to dual/concurrent enrollment.

Referring to an ECS document provided to the committee as a handout, Dr. Gianneschi stated that research and state experience suggest that policy components related to access, finance, quality, and transferability of credit may increase the likelihood that a more diverse group of students successfully participate in dual enrollment courses and receive credit that is transferable to other public postsecondary institutions in their state.

Dr. Gianneschi emphasized that:

- dual enrollment programs should not hinge upon the creation of a partnership between a district and one or more postsecondary institutions and would afford greater access if (1) students are allowed to participate in dual enrollment regardless of whether their high school has a partnership; and (2) public postsecondary institutions are required to accept eligible students;
- while students will oftentimes elect to enroll in courses at community colleges, where costs are typically lower, state policies should not prohibit public four-year institutions from participating in the program; and

- student eligibility should be based on quantifiable indicators of a student’s ability to succeed in a postsecondary course (e.g., completion of prerequisite courses; college placement exam scores in reading, writing, or math, where appropriate; and/or other proxies of college readiness such as ACT or SAT scores).

With regard to optimal finance policies, Dr. Gianneschi stated that state mechanisms for funding dual enrollment programs can create barriers for low- and middle-income student participation or may disincentivize district or institutional participation. He emphasized that there is a common misconception that dual enrollment courses require a state to “pay twice” for a student to take a single course. Rather than paying twice, he noted, states are paying earlier.

Dr. Gianneschi then provided the committee with examples of innovations in dual enrollment from five different states:

- Texas: districts must annually set enrollment goals for advanced courses (not just dual enrollment); performance evaluation includes a student’s demographic and socioeconomic information;
- Tennessee: dual enrollment goals are part of the community colleges’ performance funding formula;
- Arizona: has an advisory committee of full-time faculty to assist in course selection and high school implementation; the committee reviews and reports whether course goals and standards are understood and maintained;
- Colorado: the Concurrent Enrollment Advisory Board creates common procedures across K-12 districts and colleges; the board has the authority to make policy and funding recommendations to boards and the legislature; and
- Missouri: high school instructors have a faculty liaison on campus who provides on-site supervision and evaluation.

Dr. Gianneschi then reviewed recent policy changes for dual enrollment in Colorado that include:

- eliminating all age and grade-level restrictions;
- creating uniform financial policies;
- authorizing “double-payment” between K-12 and higher education funds;
- eliminating “pre-payment” requirements for courses;
- adding remedial courses (in twelfth grade) and career technical courses;
- creating a “fifth year” option for advanced students; and
- establishing accountability/reporting requirements and common contract language.

COMMON CORE STATE STANDARDS: UPDATE

The Chair recognized Mr. Travis Dulany, LESC staff; Ms. Hanna Skandera, Secretary-designate of Public Education; and Ms. Melanie Hobbs, Assistant Director, Educational Issues Department, American Federation of Teachers (AFT), Washington D.C. office, for an update on the Common Core State Standards (CCSS).

Mr. Dulany reported that throughout the 2012 interim the LESC heard from staff from the National Conference of State Legislatures (NCSL) and various school districts regarding the

implementation of the standards, which began in New Mexico in grades K-3 during school year 2012-2013.

The initial testimony, in June 2012, came from NCSL when a staff member described the criteria used to develop the CCSS and emphasized that the standards are:

- not a federal mandate, but rather a common effort among the states;
- focused on the core areas of English/language arts and mathematics;
- state-led; and
- not a curriculum or a national assessment, but rather a set of standards.

Among other points in the NCSL testimony, Mr. Dulany noted, were:

- the implementation timeline continues through 2015 and includes several years of pilot programs in various districts and states;
- New Mexico is a governing state member of one of the two consortia implementing the initiative, the Partnership for Assessment of Readiness for College and Careers (PARCC), which will administer its first summative assessment in 2015; and
- as of June 2012, no state had opted out of its initial commitment to the CCSS initiative, although some states have required state-level departments of education to obtain legislative approval to adopt the standards.

During the August and September interim meetings, Mr. Dulany added, the committee heard testimony on the implementation of the CCSS from representatives of the Pecos Valley Education Alliance, Cooperative Educational Services, the Southwest Educational Development Laboratory, New Mexico State University, and several school districts. Finally, the CCSS testimony in November turned to information technology needs and mandatory computer-based testing effective in school year 2014-2015.

Next, Ms. Skandera informed the committee that the Public Education Department (PED) was allocated \$1.0 million in FY 13 and \$1.5 million in FY 14 in order to support teachers and principals in efforts to implement the CCSS. As of year one of implementation – January 2013 through June 2013 – over 2,500 teachers and administrators were trained, according to Ms. Skandera. Providing a breakdown of participation in the trainings, she specified that:

- online courses in English/language arts, math, and teaching reading to English language learners were administered to 645 educators;
- in-person workshops were provided to 1,460 teachers and administrators;
- webinars, which were recorded and continue to be available online, were broadcast to 289 educators; and
- regional mentoring sessions were delivered by CCSS experts to 160 educators.

For year two, Ms. Skandera continued, the department is hosting a CCSS professional development summit on September 16-17, 2013, as well as an “anchor standards workshop” for secondary school teachers. Additional webinars and regional mentoring sessions will be available, she said. PED is also providing support for parents, Ms. Skandera concluded, with five town hall meetings across the state, and brochures that have been translated into Spanish.

Ms. Hobbs informed the committee that an AFT ad hoc committee adopted several recommendations for CCSS implementation in May 2011. Among the findings by the AFT ad hoc committee were:

- school, district, and state administrators should participate in the same professional development trainings required of teachers, in order to ensure that administrators also have a deeper understanding of the processes and implementation of the content and instructional changes;
- encouragement of collaboration among stakeholder groups during the rollout of the new standards;
- state officials should provide a “road map” to guide what children should learn and teachers should teach; and
- modern technology must be used in new and innovative ways to reinvent approaches to teaching with the rollout of the standards.

To conclude, Ms. Hobbs also noted that curriculum will be a key part of the CCSS and all stakeholders must be able to articulate the differences between old standards and the new CCSS. She further emphasized the need to utilize assessments appropriately, specifically in reference to the use of standards-based assessments for teacher evaluation, during this interim period of implementation.

Committee Discussion

In response to a committee member’s question about federal government involvement in the development and implementation of the CCSS, Ms. Hobbs stated that, although the AFT handout references a desire for federal government financial support, the CCSS are a state-led initiative and states should continue to have control over educational standards.

Regarding the state’s preparedness to begin using the PARCC assessment, which is aligned to the CCSS and expected to replace the New Mexico Standards-based Assessment in school year 2014-2015, Ms. Skandera stated that PED’s goal is to be 100 percent ready for implementation of the new computer-based test. The Chair requested that PED provide a back-up plan in the event that the state does not have the necessary technology in place for the PARCC assessment.

In response to a committee member’s question about the use of standards-based assessments to evaluate educators, Ms. Skandera stated that cut scores for the assessment have not yet been set in New Mexico. Ms. Hobbs stated that educational agencies need to spend some time and resources to ensure that cut scores match goals for college- and career-readiness after students have taken the test.

In response to a committee member’s question about reported reductions in support for the CCSS in various states, Ms. Skandera stated that, contrary to some information circulating within the education community, Florida has not withdrawn from the CCSS movement, and Florida continues to serve as the fiscal agent for PARCC.

In response to a committee member’s question regarding the number of teachers who have been trained versus the number of teachers currently employed in New Mexico, Ms. Skandera stated that PED continues to provide professional development opportunities and has aimed to allow

those educators who have participated in the trainings to carry that information back to their respective schools.

A-F SCHOOL GRADES: 2012-2013 SCHOOL YEAR

The Chair recognized Ms. Hanna Skandera, Secretary-designate of Public Education, for a report on the A-F school grades for school year 2012-2013.

Referring to a committee handout, *2013 School Grades*, Ms. Skandera reported:

- the number of “A” schools in New Mexico more than doubled in a single year;
- “A” schools outgained “F” schools;
- nearly 10 percent of the schools received an “A,” a nearly 5.0 percent increase in points;
- for the first time, there are more “A” and “B” schools (306) than “D” and “F” (303) schools;
- over 70 percent of schools either maintained or increased their school grade;
- only one high school earned a “D” grade; and
- no high schools received an “F” grade.

Ms. Skandera also reviewed graphs indicating a 9.9 percent increase in eleventh grade reading proficiency based on standards-based assessment results and emphasized reading improvements for all eleventh grade students according to racial demographics; the highest improvements were among African-Americans, Hispanics, and Native Americans.

To conclude, Ms. Skandera highlighted progress of subgroups in reading for third grade students for school year 2012-2013 and noted that African-American students showed the highest improvement at 7.5 percent for school year 2012-2013.

Committee Discussion

In response to a committee member’s questions relating to value-added modeling (VAM), Ms. Skandera stated that the goal behind VAM is to say “what value has been added to level the playing field.” The committee member then commented that what the model looks like is very much dependent upon assumptions. The committee member expressed concern that some items are put in the VAM while other important items are not. The member then asked why poverty was left out of the model. Ms. Skandera responded that US Department of Education experts reviewed the school accountability system and poverty was one of the items excluded from student characteristics.

In response to a committee member’s question as to whether the Public Education Department has studied the correlation between school grades and free and reduced-price meal levels, Ms. Skandera responded in the negative.

SUPERINTENDENT AND COMMUNITY INPUT

The Chair recognized the following individuals for community input:

- Ms. Susan Tsyitee, State Home School Support Program, who asked the committee to consider extending concurrent enrollment to home school students.
- Mr. Max Bartlett and Mr. Ivan Westergaard, Albuquerque Interfaith, who discussed the “high risks” in having to adopt standards and make curriculum decisions relating to the Common Core State Standards, implementing the Partnership for Assessment of Readiness for College and Careers (PARCC) exam which has yet to be field tested, and simultaneously implementing a new teacher evaluation system and A-F school grading system.
- Mr. Robert Baade, Robert F Kennedy Charter School (RFK), who reported that RFK moved from an “F” to an “A” in school year 2012- 2013 and pointed out that the school does a great job moving students from fourth grade to sixth grade. He stated, however, that high-stake testing is discouraging students, many of whom are special education students. He noted that two-thirds of the school’s special education students withdrew after administration of the standards-based assessment.

There being no further business, the Chair with the consensus of the committee, recessed the LESC meeting at 6:48 p.m.

MINUTES JOINT HEARING WITH THE LEGISLATIVE FINANCE COMMITTEE (LFC) AUGUST 21, 2013

Senator John M. Sapien, LESC Chair, and Representative Luciano “Lucky” Varela, Legislative Finance Committee (LFC) Chair, called the joint committee hearing to order at 8:40 a.m. on Wednesday, August 21, 2013, at Chama Middle School in Chama, New Mexico.

The following voting member of the LESC were present:

Senators John M. Sapien, Chair, and Gay G. Kernan; and Representatives Rick Miera, Vice Chair, Nora Espinoza, Jimmie C. Hall, Dennis J. Roch, and Mimi Stewart.

The following voting members of the LESC were not present:

Senators Craig W. Brandt and Howie C. Morales; and Representative Sheryl M. Williams Stapleton.

The following advisory members of the LESC were present:

Senators Lee S. Cotter, Linda M. Lopez, William P. Soules, and Pat Woods; and Representatives Alonzo Baldonado, Nathan “Nate” Cote, David M. Gallegos, and Christine Trujillo.

The following advisory members of the LESC were not present:

Senators Jacob R. Candelaria, Daniel A. Ivey-Soto, and John Pinto; and Representatives George Dodge, Jr., Stephanie Garcia Richard, Timothy D. Lewis, Tomás E. Salazar, James E. Smith, and Bob Wooley.

Senators Carlos R. Cisneros and Richard C. Martinez; and Representative Debbie A. Rodella were also in attendance.

PROGRAM EVALUATION: COST AND OUTCOMES OF SPECIAL EDUCATION SERVICES

The Chairs recognized Dr. Michael Weinberg, Program Evaluation Manager, Legislative Finance Committee (LFC); and Ms. Hanna Skandera, Secretary-designate of Public Education, for discussion of the findings and recommendations related to the LFC program evaluation, *Special Education*.

Dr. Weinberg explained that numerous studies, including previous LFC evaluations, have noted flaws in New Mexico's approach to special education funding. Concerns include statements that:

- while initiatives to more accurately identify students for special education have proven effective, the state's funding formula (or State Equalization Guarantee (SEG)) continues to create incentives for districts to qualify students for special education to receive additional support, to place students at higher service levels, and to claim excessive related services personnel; and
- unlike other states, New Mexico includes gifted students within its special education system. Similar to the analysis of identifying and funding students with disabilities, he stated, separating gifted students from the special education component of the formula and funding those services through a census-based approach will better serve gifted students across the state.

On a more recent event, Dr. Weinberg reported, because of decreasing revenues during the recession, the state is at risk of losing federal *Individuals with Disabilities Education Act* (IDEA) funding for failing to maintain fiscal effort at the FY 09 benchmark of \$412 million. Maintenance of Effort (MOE), he emphasized, is particularly challenging in New Mexico, given the state's high share of special education funding. He noted that different options exist for the source of the money necessary to maintain this funding level, including introducing supplemental appropriations or shifting funds made available to special education within the existing formula. Other options, he stated, also exist distributing these additional funds, whether as a proportion of a district's or charter's special education population, its overall population, or through a revised census population.

As a result of these concerns, Dr. Weinberg stated, the LFC evaluation:

- presents a census-based model to more equitably fund students with disabilities;
- makes a special education spending target clear through language in the *General Appropriation Act*, which would be a simple, acceptable method for meeting federal MOE requirements in future years; and
- outlines initiatives that would allow the state to improve outcomes and save money by revising the complaint resolution process, purchasing key systems at a state level, adjusting salary schedules to hire more specialized personnel in-house, and sharing best practices for analyzing student data.

Referring the committees to the LFC report distributed as a handout, Dr. Weinberg outlined the key recommendations of the evaluation, stating that:

The Legislature should:

- revise the funding formula to:
 - use a census-based, single-weight approach to fund special education for school districts with more than 500 students;
 - use a student count, single-weight approach to fund special education for charter schools and school districts with less than 500 students; and
 - phase-in the increases and decreases in funding;
- create a fund for school districts or charter schools serving high proportions of high-cost students with disabilities;
- monitor the US Department of Education's ruling on the Public Education Department's (PED) appeal and, based on that outcome, identify a method for maintaining effort that meets federal criteria while preserving the state's public school funding formula; and
- revise statute to separate giftedness from special education and use a census-based, single-weight approach for determining gifted units that more accurately reflects costs.

For PED, Dr. Weinberg continued, the LFC evaluation report states that the department should:

- pursue free appropriate public education waivers when the total number of special education units is less than the FY 09 benchmark of 106,000 units;
- revise the disputed resolution administrative code so school districts are not solely responsible for the entire cost of due process hearings for which they are not found liable;
- create administrative rule to limit the length of due process hearings;
- clearly promote alternatives to the due process hearing;
- implement statewide special education systems, such as Individualized Education Program (IEP) software; and
- provide additional opportunities to proliferate successful practices, such as use of student data to drive decision-making, across schools.

In response, Ms. Skandera distributed a memorandum addressing the findings and recommendations of the LFC evaluation. She reported that, while the background section of the LFC evaluation report does a good job of setting up the report, the analysis of some data is inconsistent, does not identify key milestones, and at times seeks to find reasons to explain failures when the data makes a different point. Among other points, she stated that:

- the implication noted in the report that higher funding levels are responsible for increased student proficiency discounts the effect of highly effective teachers and leaders, accountability, and other external factors; and
- the report places a specific focus on revising the funding methodology, specifically with regard to establishing a census-based rate to be used for funding; however, she cautioned about a “reverse incentive” where districts under identify students in order to take advantage of a census rate greater than what is needed.

To conclude, Ms. Skandera stated that the department’s memorandum included a number of key points, among them that:

- moving to census-based funding focuses on decreasing incentives to over identify students; however, it may serve to incentivize districts to under identify students as well;
- the state can meet its federal MOE requirements within the current formula and funding level;
- \$300,000 of federal IDEA funds have been set aside this year to begin the development of an IEP system in the New Mexico Student Teacher Accountability Reporting System;
- the Special Education Bureau provides monthly webinars on the third Wednesday of the month which are archived and available for review at any time;
- three special education directors’ academies are held each year in January, April, and September;
- district staff are surveyed annually on professional development needs;
- the Special Education Bureau website includes 14 technical manuals posted for school staff with additional links to PED bureaus for information on state-level assessments and the state’s Response to Intervention Framework;
- PED has developed comprehensive professional development modules in the areas of dyslexia and the assessment of students with disabilities;
- PED provides over \$3.0 million in funding for the Regional Education Cooperatives to provide technical assistance, support, and training for member districts; and
- PED has set aside federal IDEA funds to automate the state’s local MOE process and to track and monitor funds expended to provide services to special needs students.

Committee Discussion

Several committee members commented on the references to over identification of special education students in the evaluation report. One committee member stated that, as a former special education teacher, it is almost impossible to over identify students at the local level. The member stated that the report also mentions the overuse of ancillary personnel. The member noted that the number of students who require special education services fluctuates from year to year and often from month to month and that this situation should not be viewed as over identifying but as addressing the needs of students who enroll and require special services.

A committee member stated that the census-based model in the evaluation report indicates that special education students are generally spread across districts throughout the state. The member stated, however, that it is common knowledge that high-poverty districts tend to have more special education students. The member questioned how a census-based approach would appropriately support those districts above the census-based weight for special education.

A committee member stated that oversight of the number of ancillary staff in a district needs to be addressed by PED and suggested that this review could occur during the public school budget approval process.

**WORKING LUNCH:
LESSONS LEARNED FROM THE UNIVERSITY OF VIRGINIA (UVA)**

The Chairs recognized Ms. LeAnn Buntrock, Program Director, Woodrow Wilson MBA Fellowship in Education Leadership, Woodrow Wilson Foundation, for a report relating to the University of Virginia (UVA) School Turnaround Specialist Program.

Ms. Buntrock explained that, since 2004, the Darden School of Business/Curry School of Education Partnership for Leaders in Education at the UVA has collaborated with over 300 education leaders to develop and implement turnaround initiatives in at least 45 districts and 15 states across the country. She emphasized that the UVA program is the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and in some cases, state-level leadership teams to help them build the internal capacity necessary to support and sustain effective school turnarounds. The two-year program, she stated, focuses on two components critical to successful and sustainable turnarounds: (1) high-impact school leaders; and (2) the district capacity/conditions necessary to initiate, support, and enhance transformational change.

Recognizing that there is no one formula for turning around a low-performing school, the program works with education leaders to identify key issues and develop strategies based on their own school/district's context, she said. Consequently, the model is applicable in urban, suburban, and rural communities, Ms. Buntrock added.

Ms. Buntrock reported that over the course of the last three years, the UVA School Turnaround Specialist Program has included a partnership with a consortium of state, district, and school leaders from five states, including Arizona, Colorado, Nevada, Utah, and New Mexico.

As the former director of the UVA program, she noted the following points in outlining lessons learned as a result of the program, among them that:

- leadership makes the difference;
- a systemic approach is key to sustainable success; and
- a new type of leadership selection and preparation is essential.

As the current director of the Woodrow Wilson Master of Business Administration (MBA) Fellowship in Education Leadership program, she reported that with support from the Kern Family Foundation and the Walton Family Foundation, the Woodrow Wilson National Fellowship Foundation is creating a new MBA in Education Leadership. The new MBA program, she noted, will be held accountable for preparing leaders who can bring all American schools up to world class levels of performance, and for developing a new gold standard for education leadership recruitment and preparation nationwide.

Committee Discussion

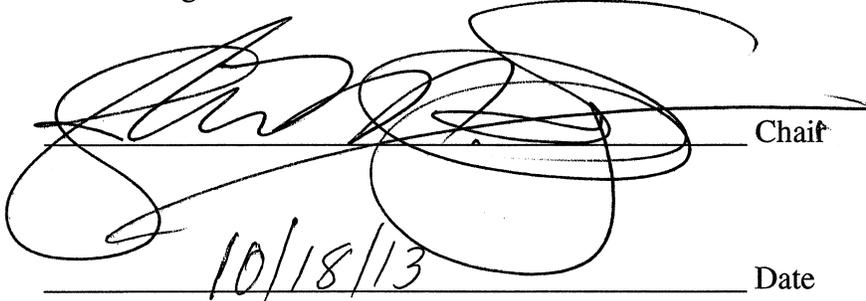
Several committee members discussed establishing an education leadership program in New Mexico.

One committee member noted that the UVA mission is to build homegrown capacity. That capacity, the member stated, would be better addressed in a New Mexico program that trains and supports the state's teachers and principals in addressing the educational needs of the state's diverse student population, including Native American and Latino students.

ADJOURNMENT

Before stating that the business of the day was completed, the Chair requested that the members consider a change in the December interim meeting dates to December 12-13 (from December 9-11). The change, he explained, was to allow Representative Stewart and him, as Education Commission of the States (ECS) commissioners, to attend an ECS meeting in Denver on December 10-11. There being no objection, the change was accepted.

There being no further business, the Chair adjourned the LESC meeting at 1:40 p.m.



Chair

10/18/13

Date