



A New Direction for New Mexico Schools

The future of New Mexico depends on providing our children a high-quality education so that they are prepared to succeed in life and our changing economy. It is our shared responsibility to ensure that every child is prepared with the right technical and problem-solving skills so they can reach their full potential and help drive our state forward to a better future. Currently, New Mexico is failing on both fronts.

This year's "Quality Counts" report - a nationally recognized assessment of each state's education system produced annually by *Education Week* - ranks New Mexico near the bottom on every indicator that can affect a child's ability to earn a quality education:

- New Mexico ranked 49th overall with a score of 66.3/100.
- New Mexico ranked last in the "Chance for Success" index, which evaluates the impact of public education on future outcomes for students.
 - This includes indicators such as early childhood access, graduation rates, post-secondary attendance, parental income, and other development indicators.
- New Mexico ranked near the bottom in the nation on "K-12 Achievement."
 - This measure combines math and reading test scores, AP achievement, and other performance measures.
 - New Mexico was last in raw scores, and 31st in improvement.
- New Mexico ranked near the middle in school finance but very poorly on funding.
 - While given a very low rank for funding levels, it received a benefit from having fairly equitable distribution.

These national rankings reflect the vacuum of leadership we have seen from the Martinez/Skandera administration. Education can be a great equalizer in our society, but years of starving our public schools of adequate funding, combined with drastic cuts in social services for our most vulnerable children, have undermined our state's ability to provide every child with the chance to succeed in life.

It is time for a new direction.

A NEW DIRECTION FOR NEW MEXICO SCHOOLS

Education is not limited to instructional time in the classroom – family involvement, engaged instructors armed with the right tools, and adequate funding are just a few of the elements necessary for a child to succeed in school.

As Governor, I will take a new approach to help our students achieve their very best:

1. Funding the Education System we need and our children deserve
2. Make universal access to quality Pre-K a reality for every New Mexico family
3. Give our students 21st Century Skills and enhance career technical education programs
4. Improve graduation rates
5. Pay our principals, teachers, and education personnel more
6. Limit school testing and use qualitative data to track student and school achievement
7. Create a fair and balanced system of accountability
8. Engage families, communities, and students as substantive partners
9. Make sure every student in public school has an equal opportunity to learn and get ahead
10. Make certain New Mexico's American Indian populations are well served by the state's education system
11. Prepare every student for success in college or a career

1. Funding the education system we need and our children deserve

We must invest more in education to give our families and communities the schools they deserve and give our kids the skills they need to succeed. The New Mexico Legislature commissioned a 2008 study by the American Institutes of Research that found that New Mexico was underfunding its schools by more than \$300 million. Since then, the recession and our slow recovery have made things worse. Funding has not kept pace with inflation or population growth. To give our kids the education system they deserve, we need to dramatically increase classroom investment while we integrate statewide pre-kindergarten (Pre-K) education into our public education system. Pre-K is the best educational investment we can make in the long run. Every study shows that Pre-K gives kids a head start in life and leads to better jobs and better incomes.

Our funding shortfall has become so severe that several school districts around the state have joined with families to sue the state for failing in its constitutional duty to provide education to the state's children by not committing the necessary resources to public education. New Mexico's children are facing a huge achievement gap, lagging their peers around the country in reading and math. I agree with the school districts and families that these achievement gaps lead to opportunity gaps for our kids, denying them the skills and training they need to succeed.

We need to reverse this, and as Governor, I commit to identifying and developing strategies to increase investments in our students and schools while we expand our programs to reach our youngest children. We need responsible school funding to make sure every student has a chance at a good education from Pre-K through high school. To achieve this, along with growing our economy, we must increase and diversify our revenue to education, ensure we're making the most of every education dollar and provide a permanent and reliable funding source for Pre-K.

- Passing a constitutional amendment to boost funding for education. I will work with our legislative leaders to pass an amendment that protects the corpus of the Permanent School Fund while investing more in our kids and schools. This fund now boasts more than \$17.75 billion in assets and is exceeding its 7 percent target growth rate. Now is the perfect opportunity to leverage these resources to improve student outcomes by increasing the distribution rate from the current 5 percent.
- Diversifying and expanding state revenues. To build a strong future for our schools and reduce reliance on oil and gas, we need a diverse set of revenue streams built on a base of enhanced economic opportunity and prosperity. The Martinez administration has repeatedly cut corporate taxes and protected loopholes while, outside the oil and gas industry, the economy lags and revenue for our schools suffers. I pledge to work with legislators to develop plans to generate new revenue for our schools.

- Putting more money in classrooms by shifting money from administration and streamlining reporting. Out of all 50 states, New Mexico spends the highest portion of its education expenditures on administrative costs. For example, New Mexico school districts spend up to 15,000 staff hours complying with current reporting requirements and an estimated \$211.93 per student on reporting for Food/Nutrition, Budget, Health and Academic Performance. To compare, Nevada spends approximately \$69.45 per student for similar information. We must ensure that our money is going to the classroom, where it does the most good, by reducing the costs of administration and overhead. By diverting administrative costs, cutting red tape, and streamlining functions we can put \$100 million more into New Mexico classrooms.
- Lowering the qualifying school age from five to three to include Pre-K in the school funding formula to create universal Pre-K. Bringing Pre-K funding in line with the per-pupil funding formula used by our public education system is the most effective way to secure funding for universal Pre-K as we put more money into schools. This will guarantee stable funding for Pre-K programs, centralize administration for Pre-K, ensure quality and accountability, and create salary and benefit parity for Pre-K educators. This step will also ensure that funding for Pre-K does not detract from formula funding levels granted to K-12 education. After phase-in, this will mean \$285 million in funding to provide ready access to quality, full-day Pre-K to every single three- and four-year-old in New Mexico.

2. Make universal access to high quality Pre-K a reality for every New Mexico family

We know that high-quality Pre-K education for three- and four-year-old children makes a measurable difference in cognitive and social development and long-term educational outcomes. By getting to kids during the most crucial stages of brain development, we give kids the tools they need to succeed through high school, college, and beyond. Kids in Pre-K will have more economic opportunities and higher incomes. With these outcomes in place, we will reduce costs to our criminal justice, welfare, and health care systems.

And we know that Pre-K programs in New Mexico are working – 78 percent of New Mexico’s Pre-K graduates receive high scores in language, literacy and mathematics.

But Pre-K enrollment in all programs is currently only 41.9 percent. There is no reason we should not be working to enroll every single New Mexico child in early childhood education. The best programs across the US have achieved 80-85 percent overall enrollment. We push to meet and exceed these benchmarks while ensuring every eligible New Mexico child can access education. With more funding in place we will:

- Increase the number of qualified Pre-K educators and programs. We will need to create nearly 25,000 new state Pre-K slots. However, we currently have too few teachers and facilities for the system to serve these families. By integrating Pre-K into the public school funding formula, we can pay our early childhood educators a professional wage, attract more educators to the profession, and ensure they have the education and experience to help children grow and prepare for kindergarten. This is critical to increasing the number of high-quality Pre-K educators. We must also make sure that teacher-training programs at UNM, NMSU, and other institutes are equipped to train teachers at all levels of education, from Pre-K to 12 while investing non-recurring funds in building more classrooms and infrastructure.
- Provide development opportunities to create a skilled, professional workforce. Many of the communities most in need of Pre-K programs lack the skilled professional workforce to staff and administer them. We need to provide our workforce the opportunities and professional development they need as we bring more educators into the system. To cultivate a more robust and widely distributed workforce, the state must invest in both pre-service and in-service professional development in direct proportion to program expansions. We must expand existing apprenticeship and assistantship models while strengthening master-teacher programs. My administration will commit to establishing, funding, and promoting incentives to recruit and retain qualified educators in disadvantaged communities.
- Focus on reaching more three-year-old children. Most state Pre-K programs are single-year and serve primarily four-year-old children. New Mexico's Pre-K serves some three-year-old children, but is currently focused primarily on four-year-old kids. However, research indicates that two-year Pre-K programs are more beneficial than single year programs. We need to focus our expansion efforts on providing opportunities for three-year-old students and reaching their families.
- Make full-day Pre-K programs the universal standard. Full-day programs are proven to have greater benefits for school readiness, better attendance, enhanced social and emotional development, and better physical health. Too many students are left underserved in half-day programs that don't provide parents the support they need or teachers the time necessary to have a real impact. Our expansion of Pre-K will provide full-day education for every family that wants it.
- Develop a robust transition plan to get us universal coverage. Implementing statewide Pre-K is going to take strong coordination among multiple state agencies and programs to track results, insist on quality, and demand accountability. Currently, Pre-K is housed at both CYFD and PED, which each have expansive mandates. We will re-establish the state's Children's Cabinet to assure coordination among agencies affecting children, and demand results from multiple stakeholders.

In building out capacity, we must focus first on the communities currently most underserved by New Mexico Pre-K programs, and most in need of improved education.

We will work to serve every child as soon as possible by filling transitional gaps with in-home online programs like Utah's UPSTART. These evidence-based and relatively low-cost systems have improved outcomes such as kindergarten readiness and test results. Since these programs are more accessible to families in urban areas, it will allow us to focus efforts to build out infrastructure on New Mexico's rural or underserved populations.

3. Give our Students 21st Century Skills and Enhance Career Technical Education Programs

Our children will require different knowledge and skills than we did, and we are doing them a disservice by focusing so much on preparing students simply to take standardized tests. Higher test scores may help schools achieve higher grades, but it does not help our children prepare for the workplace.

Today's complex economy requires us to prepare students with a stronger foundation in math and science, and the ability to combine different subject matters to practically solve problems. The global economy requires a new approach to what we are teaching and how we teach it:

- Adopt rigorous STEM (science, technology, engineering and math) standards aligned to Next Generation Science Standards. Developed by the National Science Teachers Association, the American Association for the Advancement of Science, the National Research Council, and an educational consortium representing 26 states, these college- and career-ready standards were designed to help students learn core scientific concepts; how to develop and test ideas; and how to evaluate evidence. The standards are designed to help students achieve a core competency in science and engineering fields and are the best approach to helping prepare New Mexico students. From auto repair to social science research to computer coding, STEM is becoming an essential component in every field. We need to make sure our students have the knowledge base to compete.
- Make STEAM the core platform for New Mexico's schools. The modern economy demands a greater competency in Science, Technology, Engineering, and Mathematics (STEM), but simply increasing our educational focus on these subjects will not prepare students for our changing economy. Research has shown that "The Arts" – liberal, design, visual and language arts – are an essential component in developing skills in creativity and critical thinking. By preserving education in the arts and infusing the arts into how we teach STEM, we can teach our children

essential skills like critical thinking, communications, collaboration, and problem solving.

- Align the curriculum between elementary, middle, high school, and postsecondary levels to help create a coherent K-12 STEAM system. Schools must be consistent in their teaching approach and learning standards to ensure that students' real-life skills and abilities keep pace with their expanding body of knowledge.
- Encourage innovation in the teacher preparation programs at New Mexico's colleges and universities. For example, we can develop more dual-degree programs in Education and Math and Science fields to increase the number of graduates qualified to teach in the STEM subjects and provide more professional development opportunities for teachers looking to develop their skills in subjects such as dual-language education.
- Provide educators with the tools and training they need to teach. New rigorous standards will require more strategic investments. For example, new STEM fields will require additional scientific instruments and equipment in the classroom; and for teachers of quickly developing subject fields like computer science must have access to professional training to stay abreast of essential new developments.
- Promote the use of technology to expand the scope of learning opportunities, especially in rural and underserved schools. As governor, I will work to expand rural access to high-speed broadband. This technology is particularly important for rural and underserved schools with limited funds. Broadband Internet can connect students to institutions and programs such as larger library collections or online coursework for more specialized fields. The Internet also provides schools with the ability to link up with distance learners via teleconferencing.
- Expand New Mexico's career and technical education programs and apprenticeships. Not every career requires a bachelor's degree, but most jobs require industry-specific training or certification. As governor, I will create stronger vocational education programs that include opportunities for high school students to earn certificates and associate degrees. I will put a greater emphasis on experiential learning through internships and apprenticeship programs. Every program that we can expand to students statewide is an opportunity for students to earn the technical skills and certifications necessary to find a well-paying job. Countries around the world have recognized the importance of strong apprenticeship programs. On average, employers get \$1.47 back for every \$1 invested in apprenticeships. In New Mexico, such programs may be part of our public schools or run in coordination with public-private partnerships that provide opportunities for students to learn a trade.

- Teach entrepreneurship in New Mexico's schools. Courses in entrepreneurship do not just teach students how to pursue economic opportunities. It also nurtures creativity, resilience, persistence, risk-taking, and the critical-thinking skills that are so necessary to compete in today's global economy.

4. *Improve Graduation Rates.*

New Mexico's high school graduation rate has improved over the past six years, from 63 percent to 71 percent, but it remains among the weakest in the nation. Our rates are well below the nationwide average of 83.2 percent and low compared to our neighboring states, with Colorado at 79 percent, Texas at 89 percent, Arizona at 78 percent, and Utah at 85 percent.

We have some programs that are working but underfunded.

- New Mexico currently funds 60 dropout coaches and social workers to support students across 21 districts in New Mexico. These professionals work with elementary-, middle- and high-school students and their families to reduce chronic truancy that often leads to dropping out of school. Funding was allocated to districts demonstrating the highest need and plans for using the staff.
- NMPED has also implemented an "early warning system" that utilizes available data to target students who are at risk of missing milestones or dropping out. The best indicators of dropout are low attendance, unsatisfactory behavior, and poor course performance. A number of interventions are tested and the data analyzed to find the most effective strategies for mediating dropouts.

These tools are helpful, but we must do more to raise our rates to be on par with the national average. To do this, we will:

- Start early by expanding our Pre-K program as outlined above. Pre-K education can help reduce dropout rates by promoting better brain development and higher academic achievement from an early age. This keeps kids in school.
- Ensure that educators, administrators, and counselors and other state and local officials who work with school-aged children are trained using New Mexico's early warning system to identify kids who are most at risk. This system collects and uses existing school data to indicate students who are statistically likely to drop out. Schools should be held accountable for using the system to continually monitor and provide support for at-risk students.
- Hire more dropout coaches to help implement mentoring and counseling efforts targeted toward those schools with the most need.

- Fully fund and expand proven programs such as New Mexico’s pilot program, K-3+, which prevents summer learning loss by providing up to 25 additional days in the classroom. Summer learning loss has a major impact on disadvantaged families who cannot afford to pay for summer enrichment programs.
- Work directly with employers to build technical and apprenticeship options and work to help districts and schools build “career academies” within their schools – these programs, when run effectively, can increase graduation rates, achievement, and future earnings.
- Focus on using attendance data to identify the students most at-risk of dropping out of school. One study, “The Silent Epidemic: Perspectives of High School Dropouts,” funded by the Bill and Melinda Gates Foundation, found that 43 percent of high school dropouts felt they had missed too many days of school to be able to earn their high school diploma. Schools must intervene with at-risk students early enough to avoid such feelings of hopelessness. If we can connect with kids who are showing early signs of a lack of interest in school and turn them around when they are young, we have a greater chance of having them graduate.
- Identify other key indicators such as student performance to help educators determine that students are “on-track”. One study found that a freshman who is “on track” to graduate – accumulating sufficient credits to advance to sophomore year – is 2.5 times more likely to graduate than students who are off-track. Simple data reports allow educators to more easily identify which kids are at risk of failing classes and falling behind.
- As Governor, I will fight to help students stay in school and successfully transition from middle school to high school and from high school to post-secondary education.

5. Pay our principals, teachers and all classroom education personnel more

Educators make the largest contribution to student achievement than any other aspect of schooling. High-quality educators, including capable principals, administrators, and support staff, are at the center of student learning; they are passionate about serving our youth, and make a tremendous difference in their lives. And like many other states around the country, New Mexico is facing a severe educator shortage.

The policies of the previous administration have led to New Mexico having the 2nd highest educator attrition rate in the nation just behind Arizona. This has led to many vacancies across the state and many long-term substitutes and alternative certification (alt cert) teachers in our classrooms. In addition to teaching full time, alt certs must also take

part time classes to get certified. Many of these new teachers have had **no training** in lesson planning, individualized education plans (IEP's), or classroom management. In addition, they must pay for their certifications, and many report that the cost and time investment is prohibitive.

The biggest obstacles to teacher recruitment are pay and the perception of the profession: People often no longer see teaching as a professional career and many no longer believe they can earn a living as a teacher. We cannot expect to recruit and retain the highest quality educators, principals and support staff that we need unless we treat them as the valued and respected professionals by paying them more and providing the opportunities for career growth, training, development and advancement that they deserve.

As Governor, I will:

- Raise salaries. The best way to keep the teachers we have and recruit more to the profession is to pay them more. People do not pursue teaching careers for the money, but they deserve to be paid a respectable wage. Low pay erodes their standard of living, hurts morale, and drives people to seek other work. In New Mexico, the average starting salary for a new teacher is currently \$34,000 and will increase to \$36,000 in the fall of this year. The second and third tier pay levels will increase to \$44,000 and \$54,000. That is an improvement but it is not good enough.
- The average starting salary in Texas is \$38,528, and the average salary of a veteran teacher in Texas is \$48,819. In New Mexico it is \$45,453. We need to make sure their pay remains competitive, and that teaching can provide an attractive, secure career.
- Furthermore, we need to ensure that *everyone* involved in making our schools work is paid a decent wage. Today Educational Assistants earn a starting salary of \$14,000. School bus drivers, guidance counselors, librarians, coaches and other classified personnel are also dramatically underpaid. We need to make sure that everyone working in our schools is paid a fair and respectful wage.
- I will immediately raise the three tier pay rates to \$40,000, \$50,000 and \$60,000 from the 2018-2019 school year, and I will work with the legislature and schools to determine a path forward to further increase the pay for teachers and classified personnel, and make sure that cost of living adjustments commitments are fulfilled.
- Make teaching in New Mexico a more attractive option for young professionals. I will support high-performing students with a scholarship like the Mississippi Excellence in Teaching Program, which provides full tuition and a rigorous curriculum for future teachers in core subjects. I will promote and work to expand loan forgiveness programs for young teachers to support them in their early lower-

income years. I will advocate for legislation to create a financial assistance program to provide grants to qualified teachers who are hired by and fulfill a commitment to work in an eligible school district where they are most needed.

- Improve our teacher preparation programs. We will invest in our professors, partner with education foundations, and increase teacher graduation standards.
- Institute mentoring and coaching programs to support early-career teachers and administrators.
- Provide high-quality professional development opportunities for teachers and administrators. Programs like the MC2 summer mathematics education training camp and the CORE coaching program for struggling schools have proven to be highly effective at raising teacher performance and student achievement.
- Train more New Mexicans to be teachers here at home. As we invest more in teacher salaries, we want these teaching opportunities to go to well-trained New Mexicans. I will pursue and promote programs designed to grow our own teachers and partner with the state universities to improve teacher preparation, recruitment, and retention, and work with schools to improve the pathway for EAs and other school staff to advance to the next level of teaching. We will implement programs like Aim2Teach in Arizona, a program aimed at identifying students who may want to teach and helping guide them into professional teaching programs. Aim2Teach holds events and works with students in areas with teacher shortages to help interested students navigate the sometimes-opaque pathway to becoming a teacher.
- As Governor, throughout my tenure, I will ask and listen to Education professionals about what they need. The new federal law Every Student Succeeds Act (ESSA) requires collaboration with stakeholders and I will honor this commitment to involve educators as we work to address these issues.

6. Limit School Testing and use qualitative data to track student and school achievement.

Testing provides a standardized way to assess achievement and monitor improvements in schools. However, testing is at best an incomplete indicator of student progress and academic achievement, yet it occupies an overly dominant role in classroom instruction and in New Mexico's system of rating its schools. PARCC testing counts for 90 percent of what grade elementary and middle school receive; for high schools, it counts for 75 percent of the grade. This means that administrators are forced to focus excessively on preparing students for the test and that teachers feel increased pressure from schools and administrators to perform. Our kids spend too much time testing and not enough time learning.

A better approach would be to use testing as it was intended – as a tool to help students learn. Test results and the data they yield can provide tremendous insight into what is working and what is failing. We need to develop a new approach that offers the kind of evidence that teachers can use to identify where students are struggling; to innovate in the classroom; and to help foster a student’s critical thinking abilities. Therefore, as governor, I will:

- Get rid of the PARCC test and work with stakeholders to determine the most appropriate and least intrusive test for New Mexico schools.
- Utilize statewide random sampling programs so that not every student needs to take tests. This decreases pressure on students and teachers, frees up time for instruction, and saves money that can be re-allocated to effective programs targeting student achievement. Controlling the randomization at the state level, not in the schools, will help reduce the risk of fraud.
- Provide more balance to other evaluation tools by implementing innovative alternative means of measuring achievement. With use of technology becoming more prevalent, it is easier to collect data on student performance in classroom and homework assignments to measure progress.
- Do away with the A-F grading system for schools.

7. Create a fair and balanced system of accountability.

High-quality school leaders and teachers improve student outcomes. I will reform school and teacher evaluations to focus more on holistic measures of achievement and progress and make evaluations part of a system that provides training to educators. This way, we will improve teacher quality. Evaluations should be more than an assessment; this should also be a tool to promote professional development and help educators support students.

New Mexico’s current system, which uses value-added modeling (VAM) to determine a teacher’s impact by using statistical models to predict what a student’s scores should be based on their previous test scores, isn’t working. States across the country are moving away from such methods because of the proven limitations in trying to predict a student’s performance based on any unique variable.

As Governor, I will work with teachers and principals to improve the evaluation system. We need to implement best practices that support school leaders and teachers.

The Aspen Institute has identified several strategies to improve teacher evaluations that we will carefully consider as we revamp our accountability system:

- Prioritize principal and evaluator training and certification with a focus on professional growth;
- Allow teachers and observers to collaborate on areas of focus;
- Support locally developed measures while pursuing improvements in their creation and use;
- Make sure all important aspects of teaching performance are valued in evaluations;
- Engage teachers in improving teacher evaluation systems; and
- Develop measures for testing the integrity of evaluation system design and implementation.

As Governor, I will work with the PED to set the standards of excellence. To meet these standards, school districts, working with their elected school board members and staff, will develop appropriate evaluation measures that lead to educator learning and growth, not attrition. We will work with local school districts to make sure standards are met. Our goal is to nurture and develop the best professional staff.

8. Engage Families and Communities as Substantive Partners.

Researchers have found that parental and family involvement is consistently associated with higher levels of student achievement. The magnitude of the effect of parental or family effort is substantial: schools would need to increase per-pupil spending by more than \$1,000 to achieve the same results that are gained with parental involvement. Research shows that the most effective forms of parent involvement are those that engage parents or other family members in working directly with their students on learning activities at home. Decades of research have found that family involvement can lead to higher grades, test scores, and graduation rates; better school attendance; increased motivation, better self-esteem; lower rates of suspension; decreased use of drugs and alcohol; and fewer instances of violent behavior.

In a study of 29 parent involvement programs, family participation in education was twice as predictive of students' academic success as family socioeconomic status. And the more that families are involved in schooling at multiple levels – as advocates, decision makers, fundraisers, volunteers and paraprofessionals, and as home teachers – the greater the positive impact on student achievement. We can look to best practices from programs in cities like Baltimore or Cincinnati for ways to improve. To better engage parents, I will work with school districts to:

- Expand the Community Schools model. This is an integration of services focused on academics, health and social services, youth and community development, and community engagement, which leads to improved student learning, stronger

families and healthier communities and has been successful in Albuquerque and Las Cruces. I will promote Community schools statewide, including by expanding the number of school-based health clinics as part of way to integrate family and community services into the school's mission.

- Work with school districts and parents to change the school culture and foster higher expectations for their children and their schools. Schools, principals, teachers, and students do better in communities with high expectations, while underperforming schools often suffer from entrenched cultures of low expectations. We must work to create a culture of high expectations and community involvement to reimagine our schools.
- Hire community school coordinators to work with principals to make the school a center for community engagement that supports student achievement.
- Develop parental involvement plans to ensure that parents and families are involved in helping students meet their potential.
- Bring parents, family schools and the local community into the process to develop and execute school improvement plans. By engaging the entire stakeholder community, schools, and the students, have the best chance of achieving the goals.

9: Make sure every student in public school has an equal opportunity to learn and get ahead.

New Mexico's strength is in its diversity, but to enjoy the benefits of that diversity, we must ensure that every student has the opportunity to get the best education possible. Currently, we are failing to meet that obligation – in fact, we are even being sued for failing to meet this obligation. Today, children with disabilities, low-income students, Native Americans, and English Language Learners all face challenges to achieving a quality education in our schools. As Governor, I will work to ensure that all of New Mexico's students have an equal opportunity at a high-quality education. This begins by fully funding education in every school district and reversing the draconian funding cuts made in our classrooms over the last eight years.

We will:

- Keep our commitment to strong Dual Language and English-language-learners (ELL) education. New Mexico's Spanish-speaking and Native American populations make our state one of the most diverse in the nation. New Mexico's legal structure supports this diversity by providing options for bilingual teaching. Today, 465 schools around the state offer bilingual education to more than 15 percent of New Mexico's students. Not only does Dual Language education help provide

opportunities for a diverse group of students, it also produces higher test scores and results than single-language programs. Quality dual language programs have been shown to improve outcomes not only in English, *but in all fields*.

- I will support maintaining all five models of Dual Language education, providing students the opportunities they deserve to learn or improve their native language while becoming proficient English users.
- Further, we should improve these programs by providing more teachers with dual language certification and professional development opportunities and strengthening the Bilingual Seal diploma program, which reflects a student's high level of proficiency in a second language.
- Train more teachers in ELL education to expand opportunity for kids across our state. Given the cultural significance and educational importance of dual language education, we must do better.
- Support meaningful opportunities in every school district for students with disabilities or learning disabilities. New Mexico needs to work across the board to increase opportunities for and improve the lives of New Mexicans with physical, developmental, or learning disabilities. This should include increased access to 1:1 aides who have a background in special education and more opportunities for team teaching. We must also reform of our testing and evaluation system to include a focus on treating special education students and teachers with the respect and resources they deserve rather than discouraging or devaluing them. Our special education needs to be empowering, not demeaning. In small districts where building a full special education infrastructure is more difficult, we will use technologies to better provide for students in need. For example, web-based tools can help children organize their thoughts, stay on-task and capture everything spoken in class.
- Support our most vulnerable populations by targeting their schools for improvement. As highlighted, the current teacher and school evaluations punish educators and schools that serve disadvantaged students. We need to prioritize, not punish, these schools and educators. We will develop plans that incentivize leading educators to take on these challenges, and make sure these schools are engaged with their communities, empowering disadvantaged families to become full participants in their kids' success.

10. Making certain that New Mexico American Indian populations are well-served by the state's public education system.

The current administration has failed to effectively serve New Mexico's approximately 35,000 American Indians enrolled in public schools. As governor, I will ensure that we respect and uphold the Indian Education Act by pursuing specific improvement plans for American Indian populations and fully participating in government-to-government consultation. Furthermore, I will support Tribal Sovereignty and ensure these communities are well served by recruiting and training more educators and growing Culturally Relevant Indigenous Education efforts statewide.

New Mexico does not do enough to support the nearly 35,000 American Indians in the state's public school system. Proficiency levels in reading, math, and science are lower than those for any other group. And graduation and attendance rates and college completion rates remain lower than those for all students.

At the same time, the current administration has failed to take the statutory requirements and spirit of the 2003 Indian Education Act to heart and Governor Martinez has even vetoed popular bipartisan bills that would require school districts to address the needs of American Indian students in New Mexico. We need leadership that will take the duties enumerated in the Indian Education Act to heart, support Tribal Sovereignty, and help put culturally relevant curricula and talented educators in schools serving American Indian students.

- Respect, uphold, and improve the Indian Education Act. In 2003 the New Mexico legislature passed the historic Indian Education Act with widespread bipartisan support. The act creates the Indian Education Division and the Indian Education Advisory Council to the PED and outlines a number of requirements for PED and districts to help close achievement gaps and provide American Indian students across New Mexico with the education they deserve. But the ambitious agenda provided for under this act has stalled under the current administration. The Governor has failed to show up to government to government meetings. The Indian Education Advisory Council has detailed a situation in which "very little effort has been made by the state and BIE school systems to address the dropout rate, the attendance problems, the lowest proficiencies scores, and other problems" and there remain no specific projects to address the achievement gap for American Indian students. The Governor has twice vetoed a bill that would require school districts to develop plans to address this gap.

As Governor, I will change this and be an active participant in government-to-government consultation. I will re-engage our tribes and pueblos and urban Indian populations across the state to ensure they have a voice in their kids' education. These relationships must be active and effective and include superintendents, tribal leaders, educators, and other stakeholders within the community. This will enable us to support Indigenous Language programs, curriculum development initiatives,

and key support services that students need.

- Support Tribal Sovereignty in education. New Mexico tribes are currently not provided the resources or support needed to build the educational capacity they deserve as sovereign nations to reach goals and milestones necessary to fuel Indigenous Education models of Excellence and Relevance.
 - The federal Elementary and Secondary Education Act (ESSA) allows tribes flexibility to seek waivers to develop and pilot Indigenous Language assessments. In Hawaii, students participating in a pilot language program created alternative assessments in their language and had opportunities to innovate. New Mexico's PED should provide Tribal governments and schools the support they need should they decide to seek these waivers.
 - Further, PED and the Indian Education Department must help provide real coordination between public, charter, BIE-run, and Tribal BIE grant schools so that curricula, support services, and data are focused on student success across all these skills regardless of where Native American students attend school. New Mexico has a role to play in holding BIE schools – which are often poorly managed – fully accountable for giving kids the education they deserve. Furthermore, New Mexico can play a role in building relevant community school models for Native American communities. And tribes who seek to run their own grant schools should have the technical support and resources necessary to run successful autonomous operations.
 - The Indian Education division should work with tribes and schools serving Indigenous communities to target federal and nonprofit grants available for building stronger and more innovative education systems serving these populations, and we must support the funding necessary to grow and sustain the Indian Education Act Fund, allowing IED to do its job.
 - Finally, we must ensure that federal Title VIII Impact Aid funds, intended for the support of Indian Education, are in fact used to support these students. Currently, impacted school districts only receive 25 percent of these funds, with the rest going to state funding. As we bring in more funds for public education overall, we will direct a greater share of these payments to the schools and districts for which they are intended.
- Recruit and train and support educators to serve tribal communities and students. The highest concentration of teaching vacancies is in northwestern New Mexico, where many American Indian students are served. There are several steps we must take to ensure that we train and retain teachers who are prepared to teach

Indigenous languages, culturally relevant curricula, and STEAM fields so students are supported culturally and prepared for college, careers, and leadership.

- Promote an effort to grow educators for Native American communities through opportunities such as the Indigenous Education Corps, working with our higher education partners, and building tribal teacher preparation efforts, which give young people in-school experience before they seek teaching credentials.
- Coordinate opportunities and build a systemic approach across the state with entities such as San Juan College, Diné College, CNM, UNM, NMSU and other higher education institutions to train and develop Native American teachers and ensure that training in Indigenous languages is available and sustained. Indigenous students need to be supported if they decide to pursue careers in education.
- Support tribes' ability to certify teachers and provide credentials in languages or other specialized subjects.
- Ensure access to STEAM-certified teachers and expand computer science curricula to all schools and increase access for Native American students.

11. Preparing every Student for Success in College or a Career

Unmanageable financial burden is only one reason why students don't succeed. Education is not a one-size-fits-all endeavor. Our diverse student population needs diverse options for pursuing post-secondary education goals. When students are unprepared academically or emotionally, unable to travel or relocate, or can't find a program that fits their interests or needs, they are less likely to be successful. If we're committed to increasing student success, we must be committed to addressing *all* of our students' needs. One way to make our education system as diverse as our students is to expand the options students are able to consider, and then to ensure that they are prepared to succeed.

We need to:

- Ensure that our students are prepared for post-secondary education. Nationally, 17 percent of new college and university students require remedial courses in math and English before they can begin college-level courses. With nearly 40 percent of New Mexico's new college and university students in need of remedial math or English classes, we're clearly doing something wrong. And the problem goes beyond just a lack of preparedness: students who require remedial classes are less likely to finish their certificate or degree program because they get discouraged or it increases the length of the program too much. In New Mexico, only 19 percent of post-secondary students who take

remedial classes graduate, compared to an average graduation rate of 41.7 percent. This method of post-secondary schools simply trying to get students caught up does not serve our students well.

With so many of our college-bound high school graduates falling short in core disciplines, there is clearly a disconnect between what's being taught in high schools and what is needed for post-secondary education. It's unfair to students and their families to be told upon graduating high school that they have learned what they need for college, only to find on the first day of college that they are already behind.

- I will convene a task force to align high school curricula with post-secondary requirements. This effort will include the Higher Education Department and Public Education Department, as well representatives from high schools, colleges, and universities, including students. This effort is part of my broader plan to improve education – K-12, K-20, K-for life– for all New Mexicans.
- Provide support and funding in the meantime for innovative programs that work to prevent the need for college remediation courses and make sure that new college and university students are successful. One promising program already in place in some New Mexico high schools is GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs. This federally-funded program works with students in grades 7 through 12 and first-year college students who graduate from GEAR UP programs. It is designed to eliminate the need for remediation work for those who proceed to college. The program focuses not only on strengthening students' academic skills, but on college preparation through site visits to post-secondary schools, help with college applications, and work with teachers to promote critical thinking skills. Results from this promising program are still being collected. Unfortunately, our grant for this program will be ending in 2019.
- Support the creation and development of advising and mentoring programs that work to help students successfully transition from high school to post-secondary education. Help with decision making, support, and experienced role models can all ensure that the transition from high school to post-secondary school is more successful. For example:
 - Early college programs help students think about career options that align with their interests and talents and identify local colleges and universities that could be a good fit.

- Near peer mentoring programs pair slightly older students who have successfully navigated the college admissions process with those still in high school. These programs give high school students more access to support than they can get from traditional school guidance counselors and can build empathetic and supportive relationships that help the younger student make their way successfully.
- Summer “nudging programs” that provide regular reminders over the summer to help students keep track of tasks related to applying and entering college. These personalized texts and emails gently remind students about upcoming deadlines for everything from financial aid forms to upcoming placement exams and help keep kids on track for college.

Furthermore, I will support the creation and development of advising and mentoring programs that work to help students successfully transition from high school to post-secondary education. Not every student will go to college and we need to prepare for those who don't to be successful in their careers. This means strong career and technical education programs. Once our students are prepared, we need to make sure that the career paths and educational opportunities they need are available to them. There can be stigma associated with going into the trades and vocational programs instead of chasing a more prestigious degree, but this is a myth that is harmful to our state and harmful to our students, and we need to work to overcome it.

Today's career and technical education programs (CTE) can include traditional vocational studies such as auto body and carpentry, and have grown into so much more. Courses of study may include business and finance; culinary and hospitality; health science; law and public safety; media and communications; and architecture and construction. Effective CTE programs teach skills that can be used to launch a profession right out of high school, but that are also flexible enough to transfer between fields and can be built on through continuing education throughout one's career. Such programs often partner with businesses to provide students with internships and authentic work opportunities and connect the technical fields with academic subjects such as English, history, science and math.

Let's be clear: this is not your parents' shop class. In robust CTE programs, woodworking classes teach students to read blueprints, make detailed drawings, and use the machinery found in today's woodworking industry. Automotive CTE pathways prepare students to work with the computerized equipment, electronics and advanced materials that are now standard, and cutting-edge technology such as fuel cells or electric car design.

We know post-secondary education is not one-size-fits-all. Although 70 percent of our high school graduates start off by going to college, only 41.7 percent of those in public four-year schools graduate within six years, and only 13.0 percent of those in our public two-year schools graduate within three-years.

And the high-school graduates *without* college degrees who are doing the best? They're the ones with the skills and training to land jobs not traditionally associated with advanced degrees - jobs in fields such as manufacturing, construction, mining, and agriculture, the same good-paying jobs our communities need filled if they are going to thrive and grow. As Governor, I am going to work with the Public Education Department and Higher Education Department to identify, reinvest, and develop robust CTE programs across the state.

Along with our students' need for diverse educational programs, they need more options when it comes to obtaining their education. We need to recognize that we are a large but sparsely populated state, and that despite the large number of post-secondary educational institutions out there, there will always be students who do not live near, nor are able or want to relocate to, schools that offer the programs they are interested in. That does not mean post-secondary education should be out of reach. On-line learning is a growing field that can be especially valuable to low-income and first-generation students who are more likely to fall behind in large, impersonal classrooms. To support remote learning, we need the broadband infrastructure that can deliver digital educational programming to every corner of the state. As Governor, I will prioritize making high-speed broadband access available at affordable prices to all New Mexicans, no matter where they live.

This 11-point plan is comprehensive and ambitious. It will take the combined efforts of educators, parents, students and civic leaders to make real positive change happen. I will include educator, student, parent and community voices when making decisions affecting New Mexico schools. It will be challenging and it will take time but I believe it can be done because I believe in the people of New Mexico. Our schools are the cornerstone of our communities. They are the foundation of our economy. If we prepare our children for the future, they will realize their dreams, participate fully in their communities as active, responsible citizens and help us all realize the dream of an economically vibrant New Mexico. I am ready to get to work as Governor to make that happen.