

# Education in New Mexico “Moving the Needle”

Prepared for the Coalition for Excellence in  
Science and Math Education

June 4, 2022



Dr. Kurt Steinhaus  
*Secretary of Education*  
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# My Story

## Student

Experiment and Create

Camp Counselor

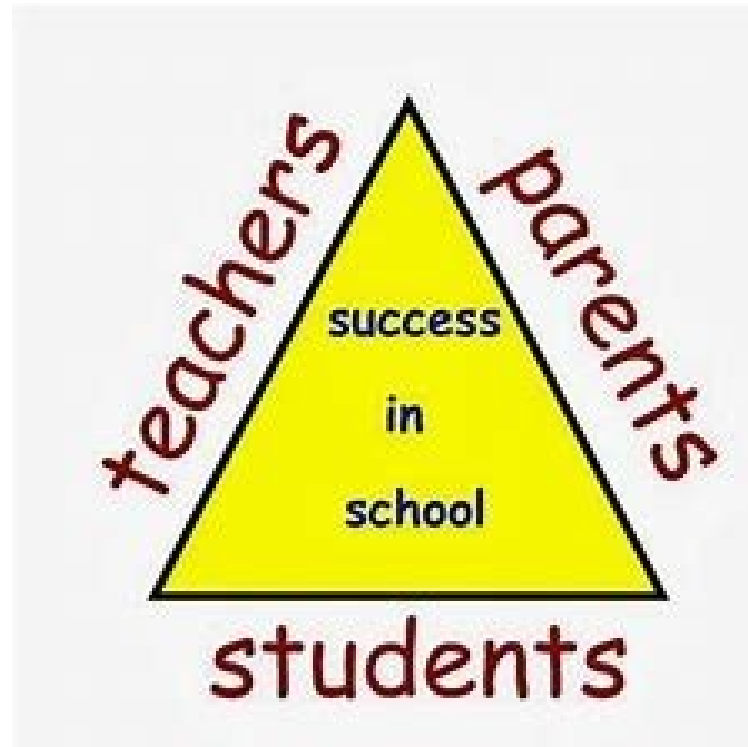
Undergrad

Master's in Music

Master's in Computer Science

Doctorate in Educational Leadership  
& Organizational Learning

## Parent



## Teacher

Music and computer science

State Department of Education

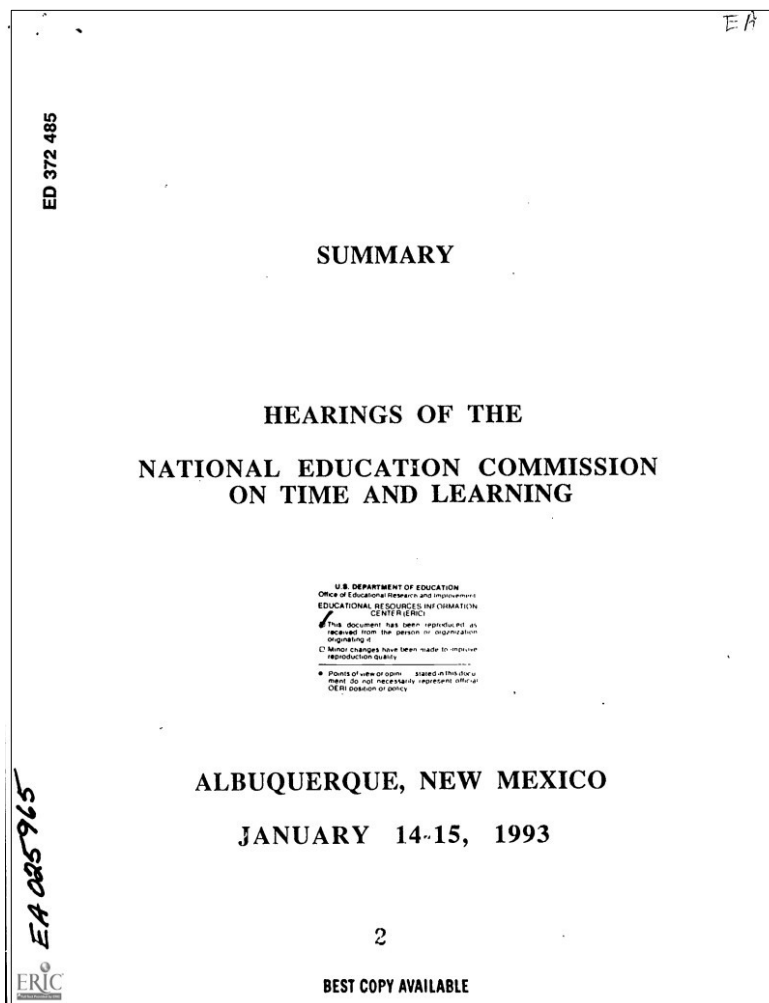
LANL

Governor's Education Policy Advisor,  
PreK Czar and Deputy Secretary

School Superintendent

Secretary of Education

# Time Warp: 1993



## TIME, LEARNING, AND TECHNOLOGY

Apart from the implications of educational technology for reform and professional development noted above, Commissioners were introduced by Kurt Steinhaus to the work of the New Mexico Educational Technology Planning Committee (ETPC). ETPC was established as a joint effort of the New Mexico State Board of Education and the Commission on Higher Education, and asked to find a strategy for using technology to improve education for all students.

From the outset, ETPC faced a number of challenges. In a predominantly rural state, how can isolated learners enjoy the same educational opportunities as those in urban areas, especially in upper-division courses such as advanced algebra, chemistry, and physics? How can New Mexico's limited educational resources best be leveraged through technology? How can students statewide gain access to New Mexico's exceptionally rich library and museum resources? How can the resources of New Mexico's two national laboratories (White Sands and Sandia) be tapped for educational advantage? How to prepare students to meet the demands of the technological and information age? In a phrase, Steinhaus reported, teachers and administrators are using a wide range of technologies to "work smarter," specifically to:

- improve the quality of student work across the board;
- make instruction and instructional environments more readily accessible to students with disabilities;
- use computers as tools to perform everyday tasks of learning—writing, using data banks, communicating, illustrating, and composing music;
- use a variety of software tools to conduct investigations, perform simulations, solve problems, and direct multi-media productions; and
- gather information literally from around to world for classroom use.

# Presentation Overview

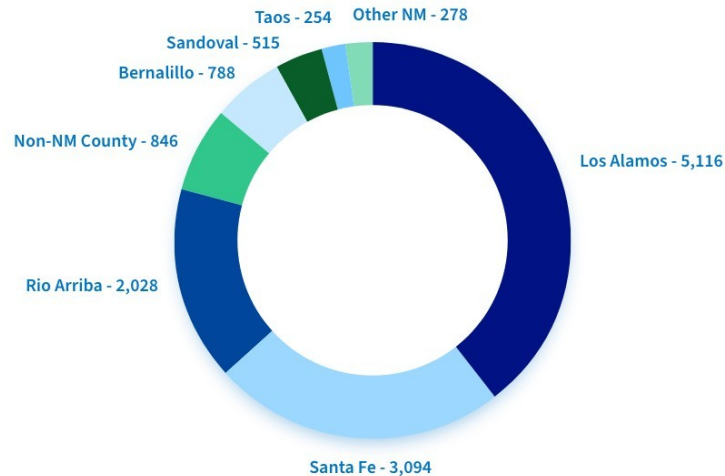
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- |                 |   |
|-----------------|---|
| <h2>Topics</h2> | 1. Importance of education partnerships |
|                 | 2. PED's strategic priorities           |
|                 | 3. 2022 Legislative recap               |
|                 | 4. Call to action                       |

# My Experience at LANL



**12,919**  
total employees



\*Not including contractors. Other NM: San Miguel, Eddy, Valencia, Dona Ana, Mora, McKinley, San Juan, Socorro, Torrance, Cibola, Lee, Sierra, Chaves, Colfax, Guadalupe, Luna, Otero, Lincoln



**40.2%**  
of Los Alamos employees are  
native New Mexicans



**30.2%**  
of our regular/term  
employees have at least one  
degree from a New Mexico  
college or university

# December 2020 Education/Workforce Convening

## Topics:

- Challenges
- Opportunities
- Partnership  
Recommendations

Sponsored by:





# Challenges Related to Workforce Needs

- Employers are struggling to identify enough qualified applicants to address their work force needs.
- Employee turnover is high.
- New Mexico employers are struggling to recruit candidates from other states.

*“Talented candidates love New Mexico until it gets to schools; either they don’t take the job in New Mexico [because of the schools], or they try the schools and then they leave.”*

*– Participant in December 2021 Education/Workforce Convening*

# Opportunities for Improvement

*“Students don’t even understand what kind of opportunities are out there. How do we get to them early? How do we turn a hypothetical career path into something real here in New Mexico?”*

*– Participant in December 2021 Education/Workforce Convening*

- Expose students to a diversity of career opportunities from an early age.
- Improve branding for skilled trades and technical careers that require less than a 4-year degree.
- Improve alignment between school curriculum and workforce needs.



# Partnerships Recommendations

- Build an infrastructure that can outlast the tenure of any individual.
- Create a unified vision with accountability for action.
- Identify and eliminate barriers to engagement.

*“Maybe there’s something we can create where it doesn’t matter who the next Secretary or Governor is; the only thing that matters is whether these things are working for our community. If we can come to that type of agreement, I’m down.”*

*– Participant in December 2021 Education/Workforce Convening*

# To Address These Concerns, We Must Work Together to Move the Needle



1. Improve school attendance
2. Increase student achievement
3. Graduate more students from high school, prepared for college, career, and civic life
4. Eliminate pervasive disparities among student subgroups



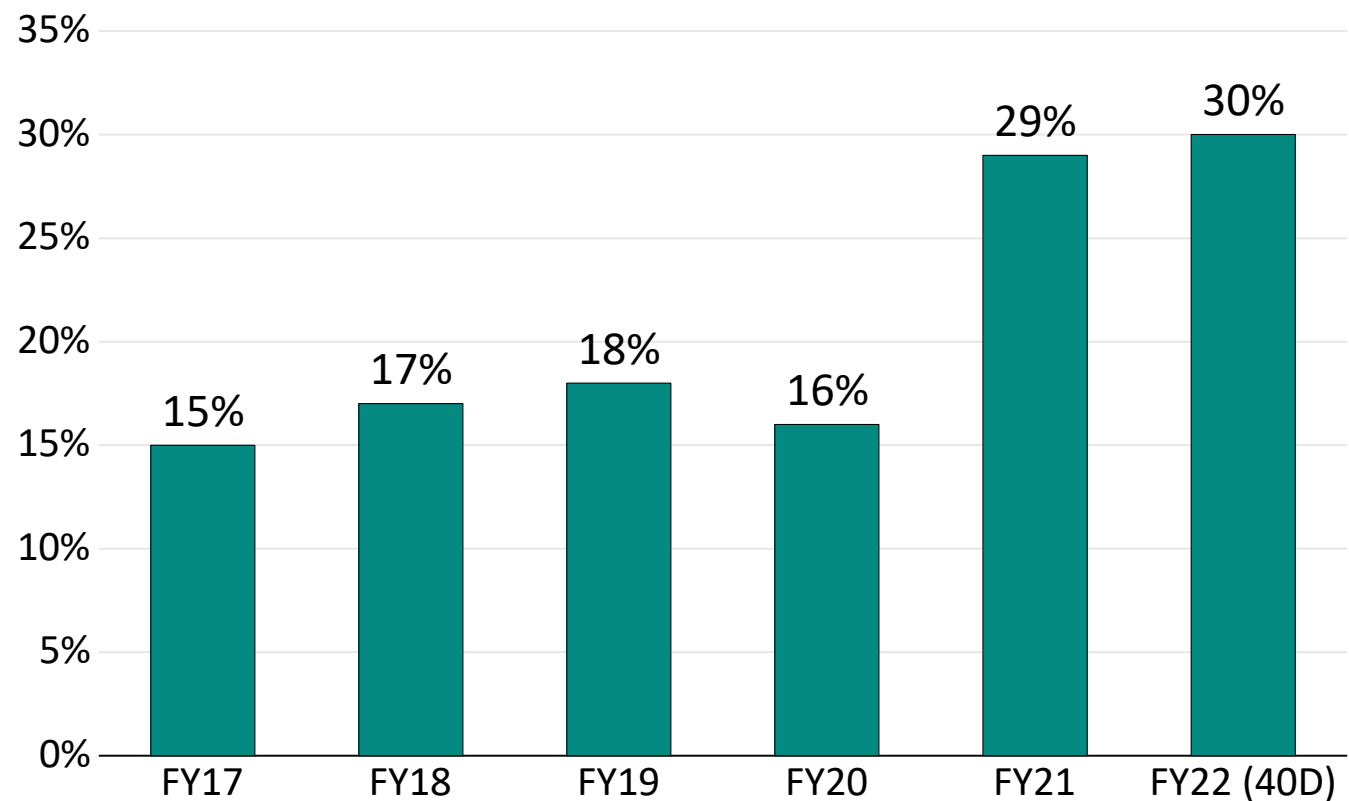
# Where Are We Now? Attendance

The chronic absenteeism rate nearly doubled during COVID-19.

In 2019, absenteeism exceeded the state average for Native American Students (26%) and Economically Disadvantaged Students (20%).

Note: Chronically absent means missing 10% or more of the school year for any reason, including both excused and un-excused absences

Percent of Students “Chronically Absent”



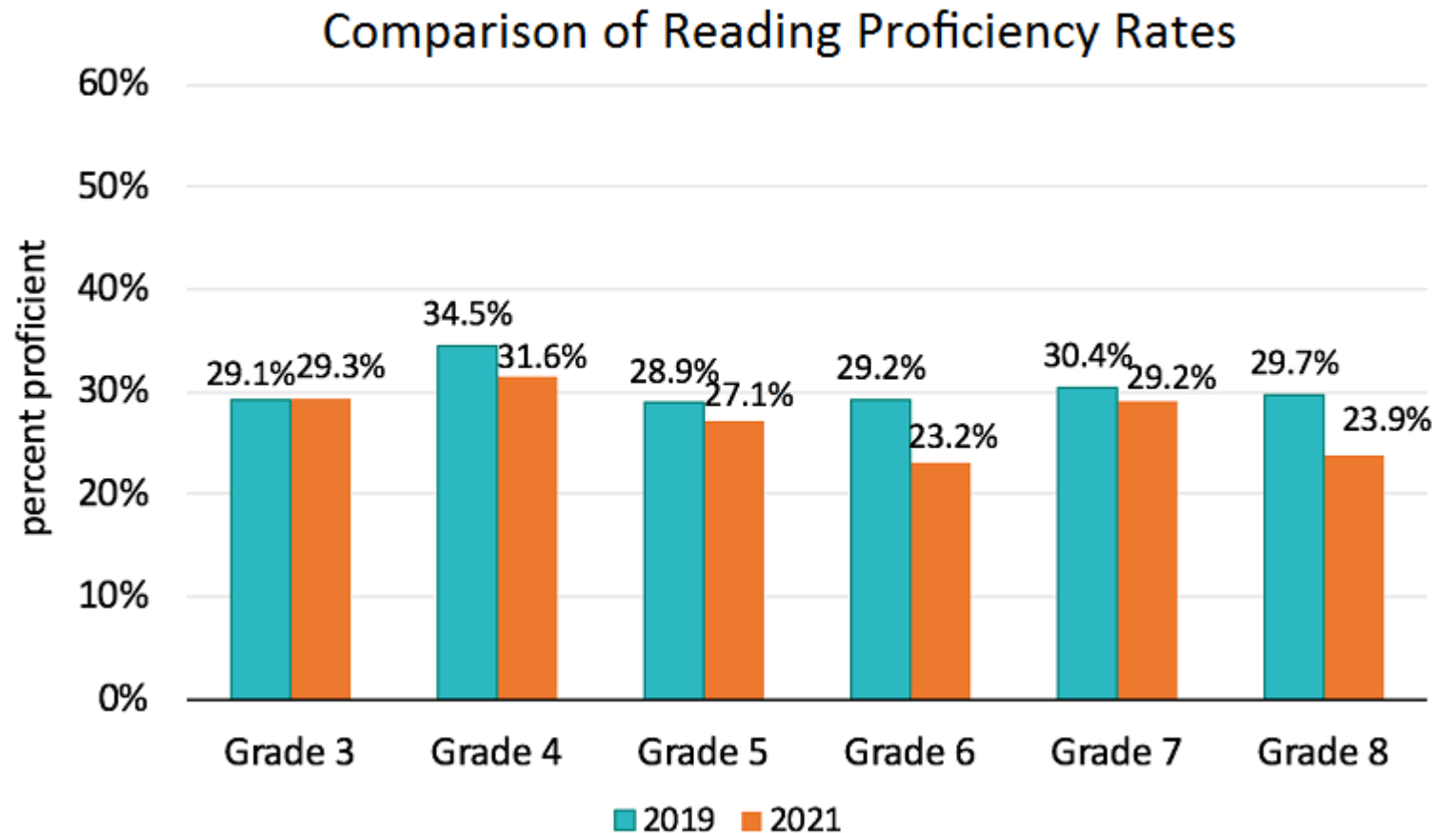
Source: PED

# Reading Achievement

## Reading:

The percent of students proficient in participating schools declined by 3 percentage points from 2019 to 2021.\*

\*Based upon an analysis of short-cycle assessment data from 19 school districts, not representative of the whole state



Source: Center for Assessment, New Mexico Interim Data Study, September 2021

# Math Achievement

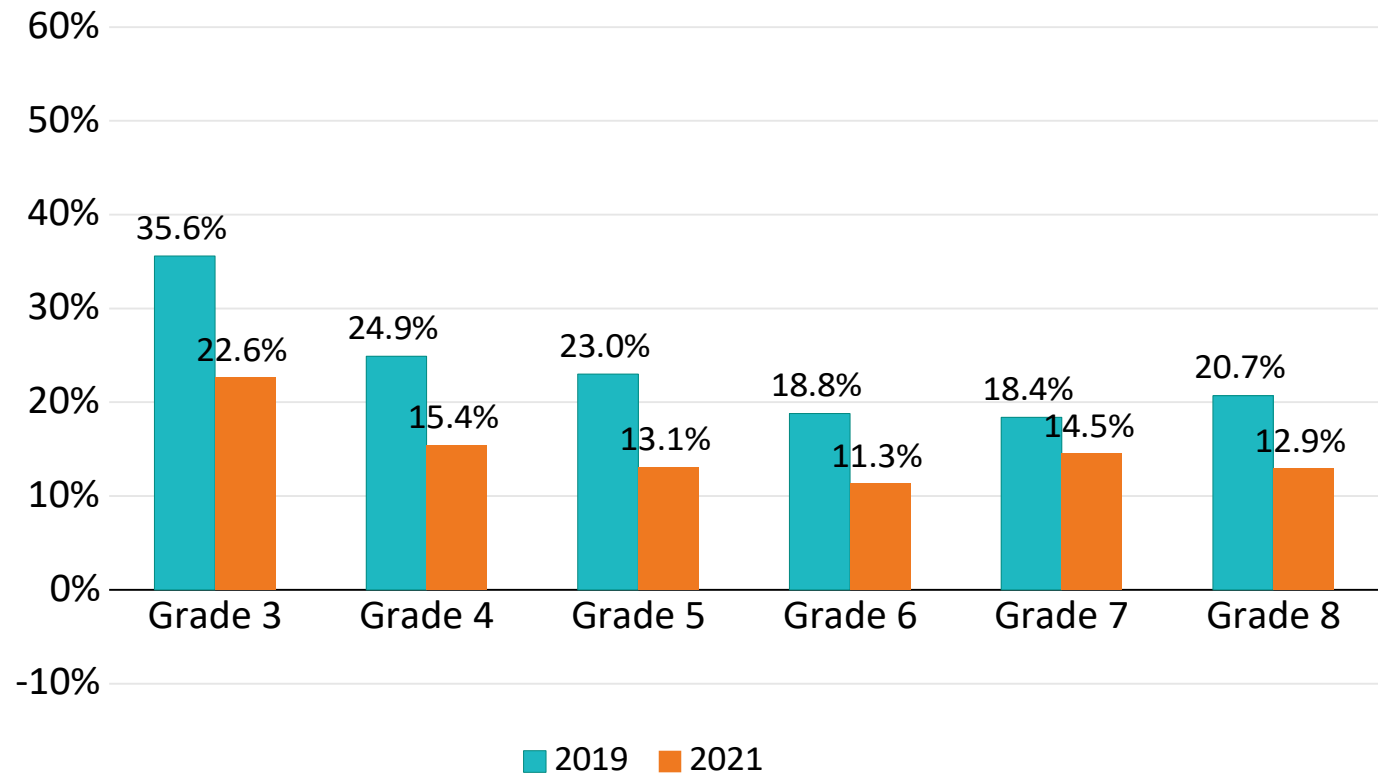
## Math:

The percent of students proficient in participating schools declined by 8.4 percentage points from 2019 to 2021.\*

\*Based upon an analysis of short-cycle assessment data from 19 school districts, not representative of the whole state

percent proficient

### Comparison of Mathematics Proficiency Rates

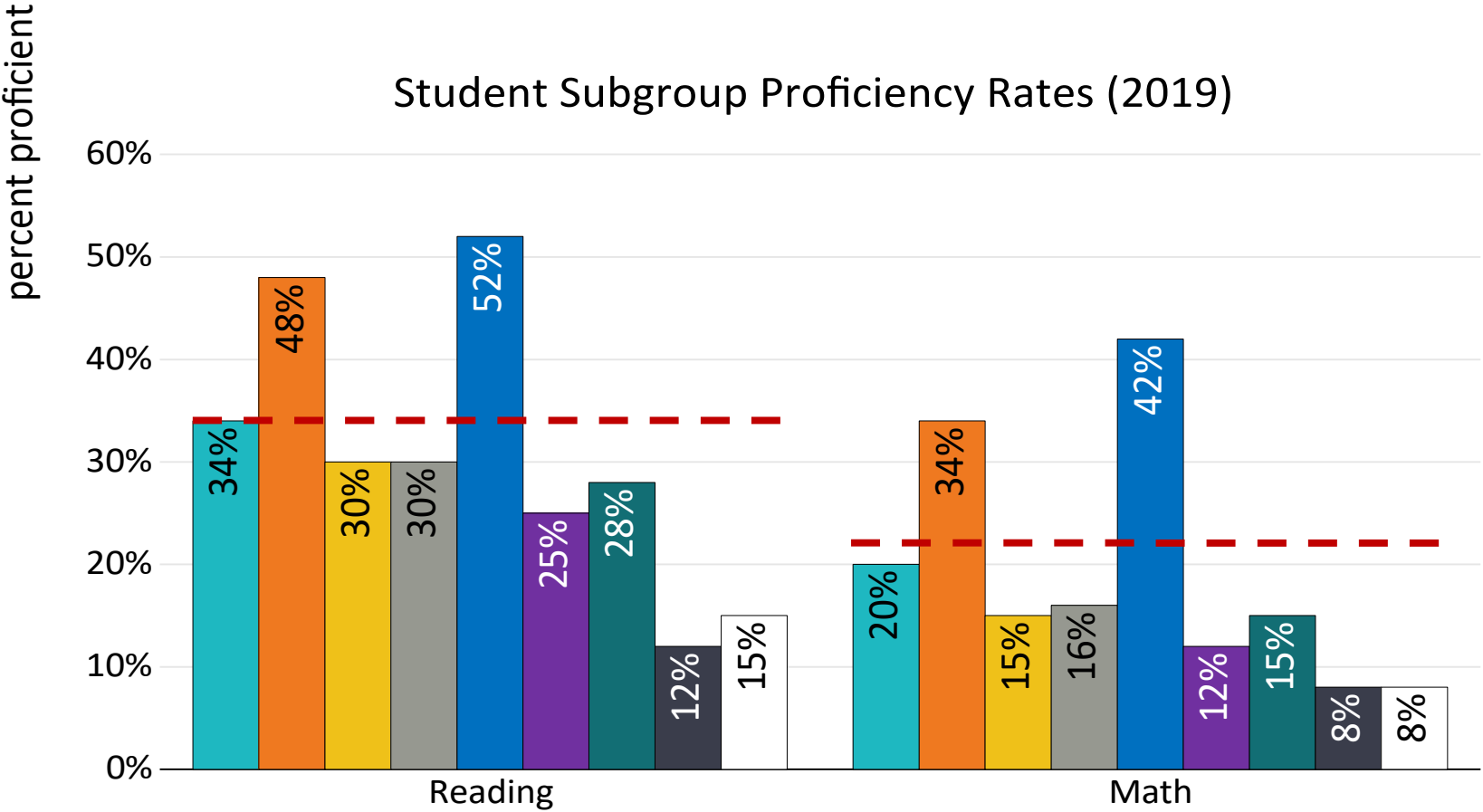


Source: Center for Assessment, New Mexico Interim Data Study, September 2021

# Achievement for All

Reading and Math proficiency is lowest among Native American students, economically disadvantaged students, and English learners compared to other peers.

- All Students
- Caucasian
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learners



Source: DEN



# Acting to Meet the Martinez/Yazzie Ruling

## Legislature

- **Fund** PreK, ELTP, K-5 Plus, reading interventions
- **Provide** instructional materials, technology, curricula, and transportation
- **Improve** teacher pay, preparation, certification, and working conditions
- **Close formula loopholes** and increase at-risk student funding



## Education Department

- Develop curriculum standards and **monitor student performance**
- Monitor and ensure schools budget funds toward evidence-based programs that **support at-risk students**
- Enforce provisions of the **Bilingual Multicultural, Indian Education and Hispanic Education Acts**



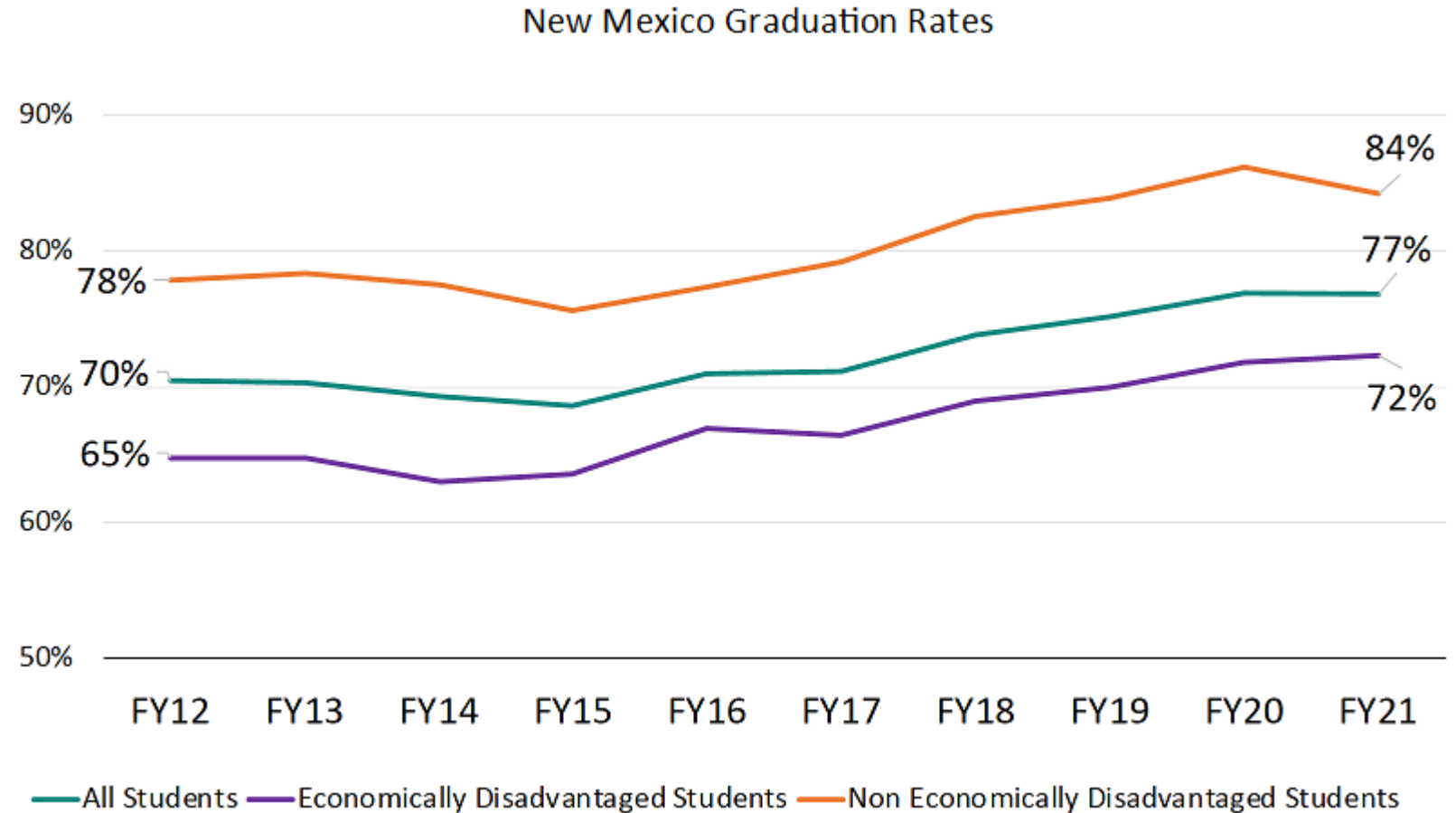
## Schools and Districts

- Expend funds for **evidence-based academic and social supports** for at-risk students
- Monitor student outcomes and provide interventions to **close achievement gaps**
- Implement **tribal consultation**, as appropriate
- Provide **professional development** and training for school employees

# Graduation

Over the last five years, graduation rates have been steadily increasing.

However, economically disadvantaged students are less likely to graduate than other peers.



# PED's Strategic Priorities

## Educator Ecosystem

- Educator Recruitment
- Educator Compensation
- Educator Career Ladders
- Supports for Educators and School Leaders

## Profiles and Pathways

- Graduate Profiles
- Graduation Requirements
- Experiential Learning (career-technical education, work-based learning, project-based learning)

## Support Structures

- Data and Cybersecurity
- Research and Evaluation
- Financial Oversight and Transparency
- Strategic Outreach

## Whole Child

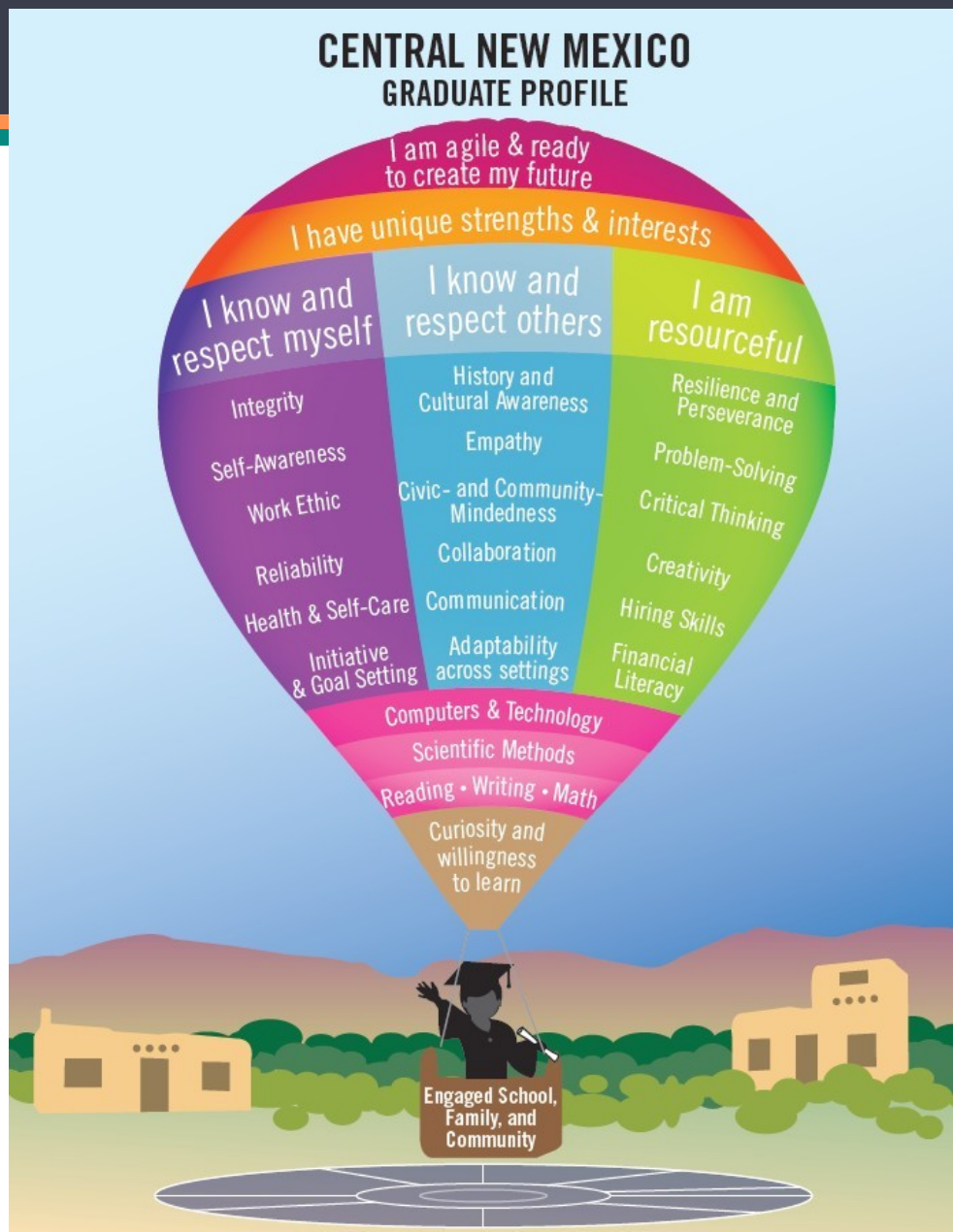
- Early Literacy
- Reading and Mathematics
- Special Education
- Fine Arts, PE, and Extracurriculars
- Implementation of Key Acts

## Supports and Opportunities

- Community Schools
- K-5 Plus and ELTP
- Closing the Digital Divide



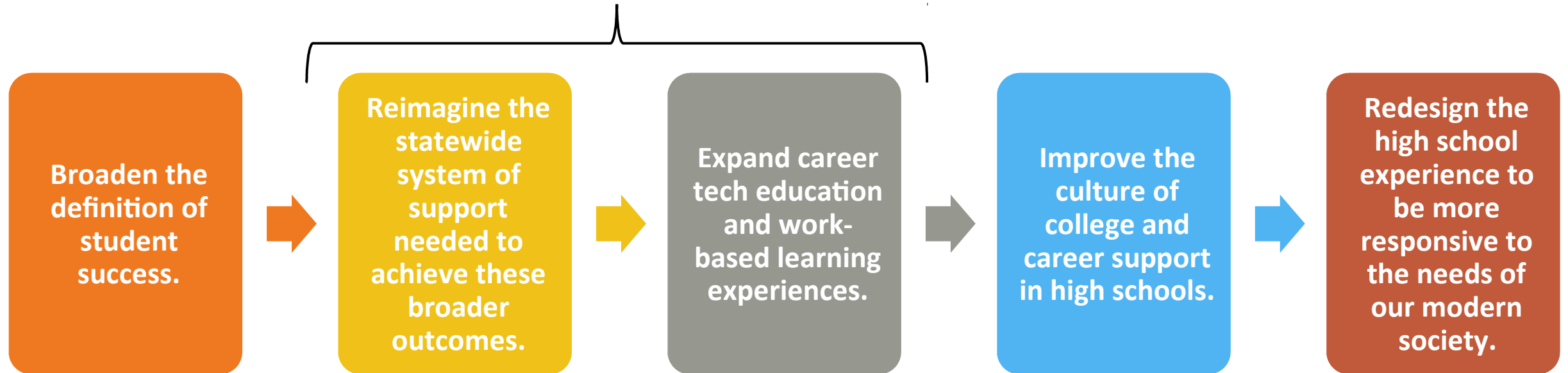
# Graduate Profiles Broaden the Definition of Student Success



Source:  
Mission: Graduate,  
United Way of  
Central New Mexico

# How Graduate Profiles Inform Our Graduation Goals

We need your partnership and support in the year ahead to support our education/workforce priorities.

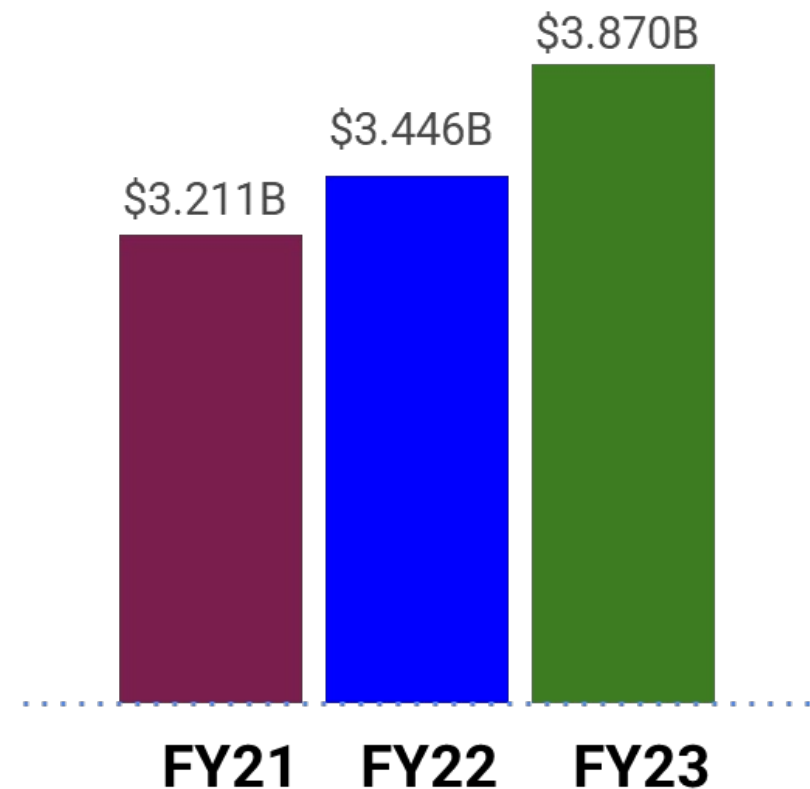


# Legislative Update: Public School Funding

- Public Education Funding

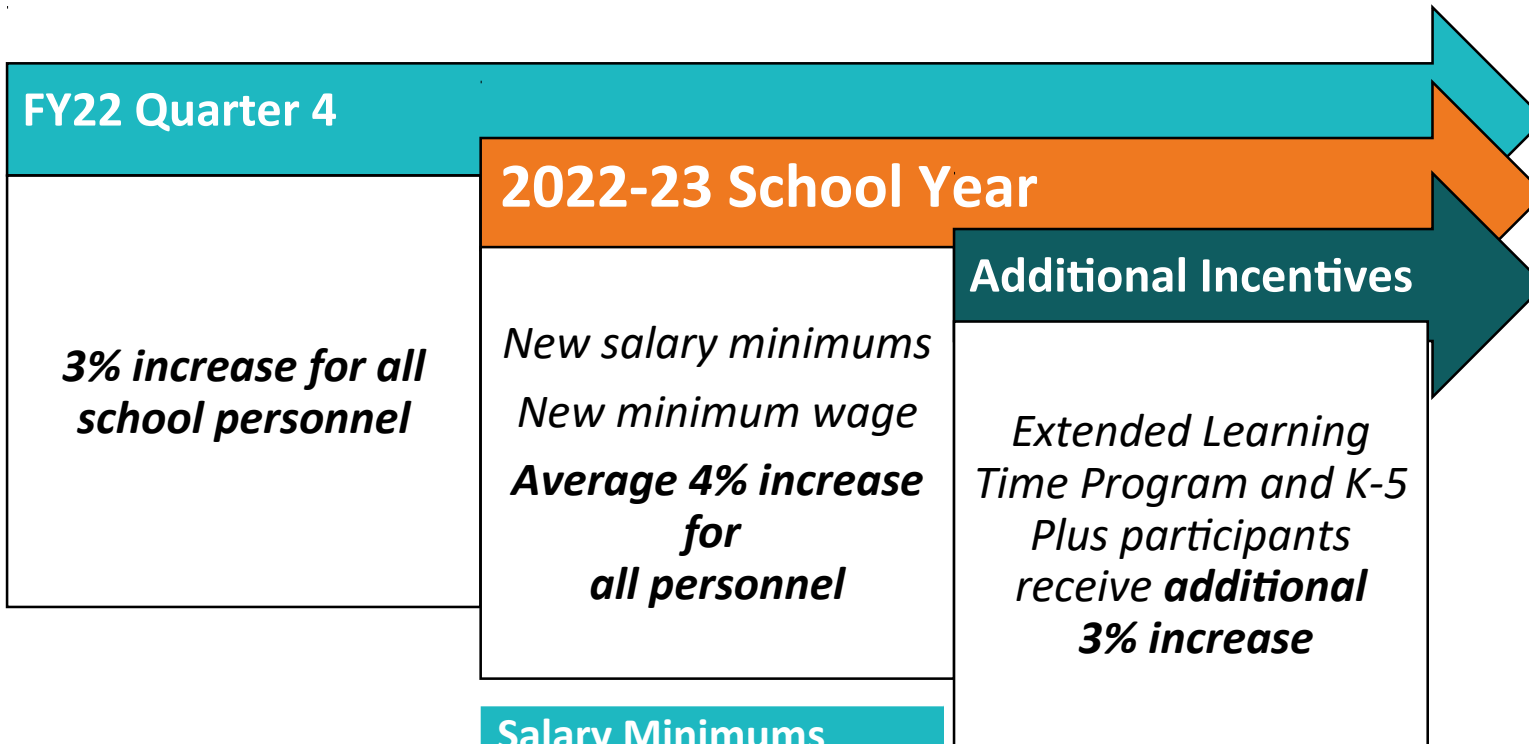
**\$3.87 Billion for 2022-23**

- Additional \$424.9 million, 12.3 percent
- Largest increases for:
  - School personnel compensation
  - Incentives for extended learning
  - Teacher preparation and professional development





# Summary of Compensation Increases



## Salary Minimums

Level 1	\$50,000
Level 2	\$60,000
Level 3	\$70,000

## Minimums for ELTP and K-5 Plus

Level 1	\$52,777, \$56,944
Level 2	\$63,333, \$68,333
Level 3	\$73,888, \$79,722

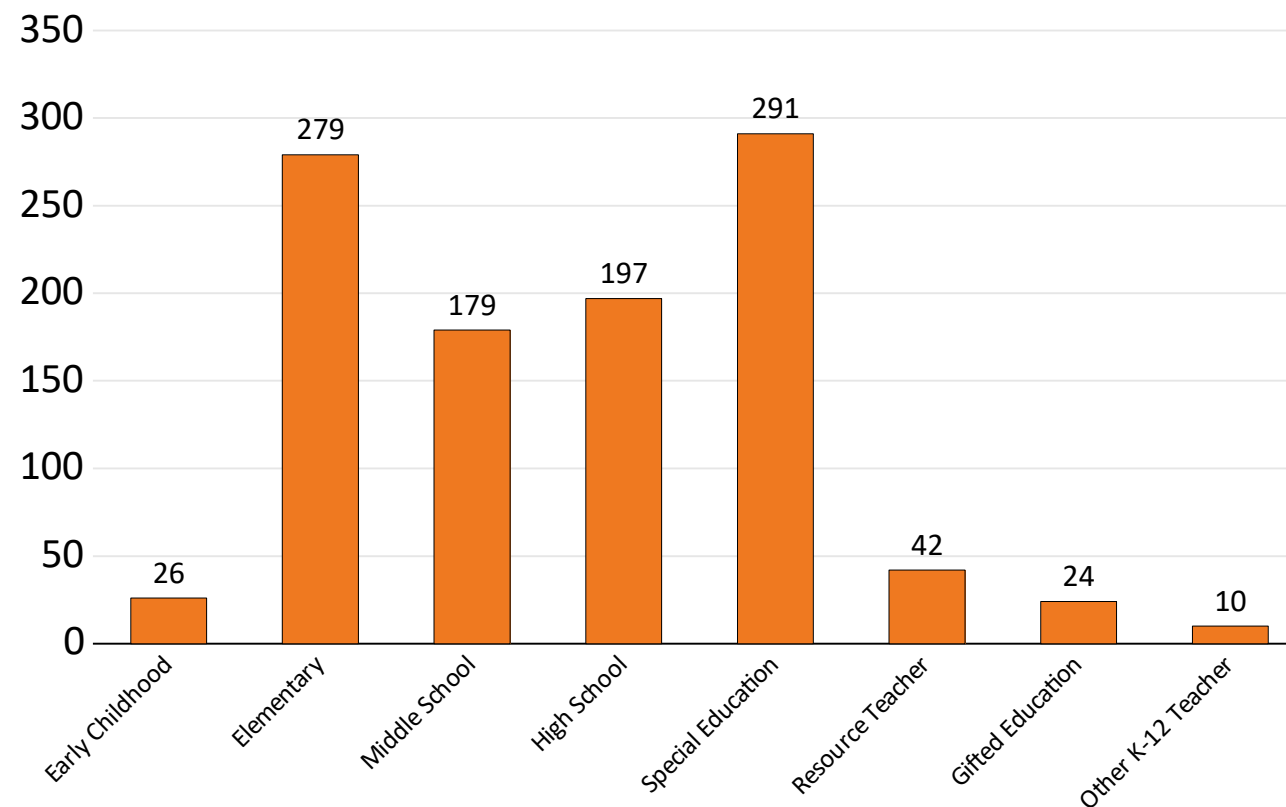
# Why Compensation Matters

New Mexico has over 1,000 vacant teaching positions, nearly double the 571 vacancies reported last year.

## Recent Progress

- Over 10,000 licensure applications received since January 2022
- Including over 1,700 initial teacher licenses
- Received over 400 dossier submissions since January

October 2021 Snapshot of Teacher Vacancies



Source: NMSU Southwest Outreach Academic Research Evaluation & Policy Center, October 2021

# Other Budget Highlights

The Legislature also appropriated...

- \$11.5 million for teacher training about the **science of reading**
- \$15 million for “**at-risk**” student interventions
- \$3 million to improve **science, mathematics, and early numeracy**
- \$10 million to increase access to **career technical education** and work-based experiential learning
- \$8 million for **community schools**
- \$10 million for IT staffing and **closing the digital divide**





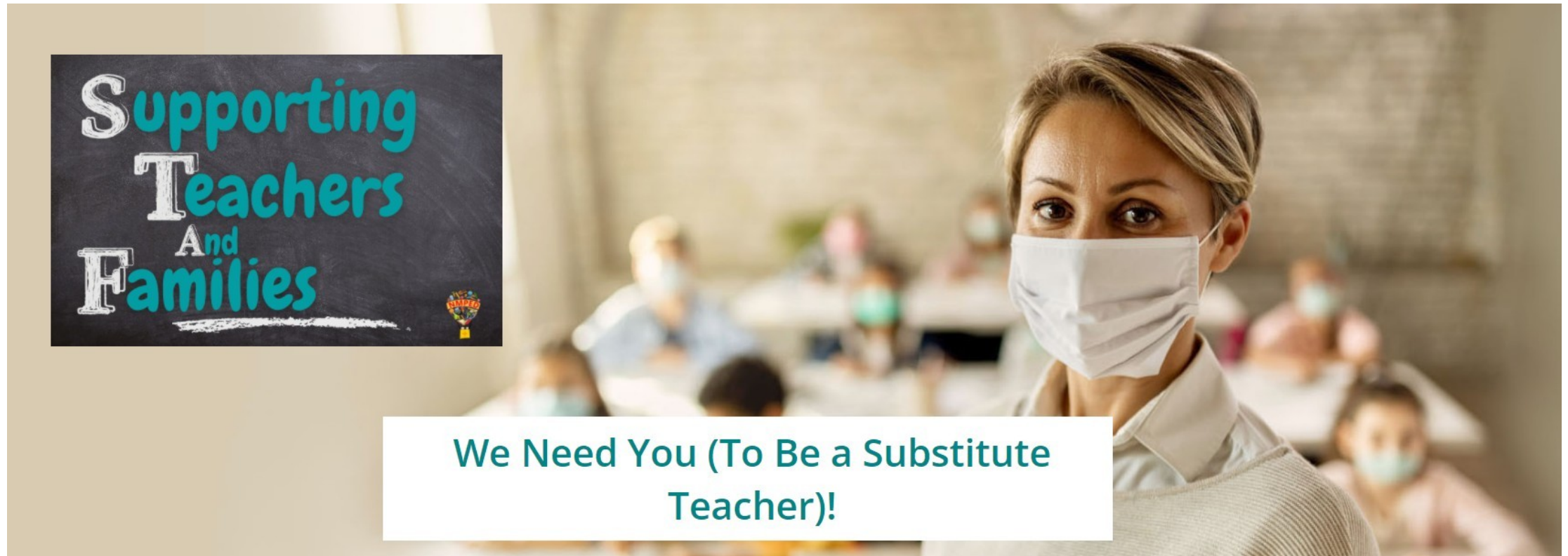
# Our Kids Need Your Support More Than Ever



Source:  
[https://www.sandia.gov/about/community/education\\_programs/index.html](https://www.sandia.gov/about/community/education_programs/index.html)



# Or Consider Becoming a Sub!



We Need You (To Be a Substitute Teacher)!

Learn more at: <https://webnew.ped.state.nm.us/we-need-you/>