
NEW MEXICO ESSA PLAN SUMMARY

Every Student Succeeds Act (ESSA): Delivering on College and Career Readiness and a Well-Rounded Education

ESSA, extending the scope of the *No Child Left Behind Act*, aligns College and Career Readiness with establishing and complementing an operating definition of a Well-Rounded Education for students that leads to higher statewide graduation rates along with immediate post-graduation access to better economic opportunities.

Career Technical Education and Dual Credit programs share the common trait of elevating student interest and engagement resulting in higher graduation rates than for non-CTE, non-DC students. New Mexico's ESSA Plan directs statewide activity towards the further integration of these programs into high school curricula.

A strategic overview of the major ESSA enhancements to New Mexico's P-12 system include the following: the refinement of school accountability measures, recognition of the primacy of quality educators to student success and PED commitment to educator development, and the engagement of all charter, district and statewide partners in directing transformation in struggling high schools.

CTE programs of study integrating dual credit coursework and representing the input of workforce partners is foundational to ESSA and WIOA strategy.

VISION AND GOALS

- ✓ NM's vision is aligned to the broader statewide goal of 66 percent of working-age New Mexicans earning a college degree or postsecondary credential by the year 2030.

TITLE I - ACCOUNTABILITY

- ✓ NM's existing College and Career Readiness indicator will be updated in 2018-19 to consider college enrollment and remediation and industry-recognized credential attainment. The state also plans to include "newly-developing indicators in CTE fields." Currently, the indicator measures participation and success in college and career readiness activities. The indicator will be weighted at 12 percent of the total score beginning in the 2018-19 school year.
- ✓ In the 2018-19 school year the accountability system will include a new measure of Student STEM Readiness that is based on science exam performance. It will be weighted at 5 percent of the total high school score.

TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

- ✓ NM plans to work with districts to use Title IV, Part A funds to adopt new technologies and expand access to STEM and other advanced coursework in rural schools. Specifically, the Public Education Department aims to use Title IV, Part A funds to facilitate professional learning communities for rural STEM teachers to share best practices for use of technology to support blended learning.

OTHER ELEMENTS OF NOTE

- ✓ NM intends to prioritize expanding access to college and career counselors, annual updating of students' academic and career plans, building counselor awareness of local and regional career opportunities, externships for teachers and counselors, and internship opportunities for students.
- ✓ NM plans to use the 3 percent discretionary reserve of Title I funding to incentivize expanding access to AP, dual credit and CTE courses.

3 Ways ESSA is Good News for Career and Technical Education

1. ESSA IS PROMOTING ACCOUNTABILITY AND IMPROVEMENT FOR SCHOOLS VIA CTE PROGRAMS OF STUDY

Through an update to the definition of college and career readiness, a greater emphasis has been placed upon industry-recognized credential attainment. The definition, now also considering college remediation and persistence as focus areas, prioritizes rigorous career and technical education programs and college completion goals statewide.

As an important component of school grading, charter schools and districts will necessarily prioritize the structured development of CTE programs of study. Resource and funding needs will be evaluated to strengthen existing programs and establish new programs based on industry input (aligning state goals to workforce demands) and based upon student interest.

The PED has committed to work to educate teacher and school leaders to ensure they understand the opportunities available to their students and provide quality professional development to ensure teaching to industry standards takes place. Also, the PED will continue to pursue initiatives that support districts in developing high quality programs of study that reflect the needs of the workforce community. (***New Mexico Rising***, pages 42, 67, 70, 74 & 117)

2. ESSA IS SUPPORTING EXCELLENT EDUCATORS

Research confirms, “When it comes to student performance... a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.”

(*School Leadership Interventions under the Every Student Succeeds Act: Evidence Review*. Rand Corporation, Santa Monica, California, 2016.)

Commensurate with this conclusion, professional development to make good teachers great is elevated as both a leadership priority and a training intervention. Leveraging initiatives that include “*Hard-to-Staff*” funding and “*Highly Qualified Teacher*” (HQT) flexibility approved by ED in 2015, New Mexico provides districts with the tools that will help them establish greater access to equitable instructional delivery. This readily translates to support of CTE programs of study in operations, and in development, to raise instructional quality and program resources. (***New Mexico Rising***, pages 93-94, 102, & 108)

3. ESSA IS PROVIDING SUPPORT AND IMPROVEMENT FOR SCHOOLS VIA TECHNICAL ASSISTANCE

PED will seek partners for high school transformation with the introduction of a differentiated approach of support to New Mexico LEAs and schools. This approach is designed to assist leaders in developing structures to support planning and implementation strategies, and enhance their capacity to implement, monitor, and sustain effective practices. It will further support alignment of funding and resource allocation aligned with organizational conditions necessary for turnaround success.

This will include the identification of ***Comprehensive Support and Improvement*** (CSI) schools. Once identified, schools will work directly with the *College and Career Readiness Bureau* as one of four potential interventions. This intervention will implement evidence-based, comprehensive reform addressing the structural issues that contribute to low graduation rates. These high schools would become preferential applicants to all New Mexico ***Graduates Now*** targeted investments.

Recognizing New Mexico’s CTE graduation rate of over 86 percent, CTE programs of study will figure prominently in solution-based developments at the school level. (***New Mexico Rising***, pages 86-87, & 117)

WIOA and CTE SUMMARY

- ✓ CTE needs to participate in the development of a state workforce plan.
- ✓ The state Perkins plan should incorporate Labor Market Information from the state and local workforce development boards.
- ✓ The state and local areas must develop career pathways; a combination of education, training, career counseling, and support services that align with the skill needs of industries.
- ✓ The Career Pathways should include education offered concurrently with and in the same context as workforce preparation and training for an occupation.
- ✓ Local workforce boards must engage employers to ensure that workforce investment activities meet the needs of businesses and to facilitate effective employer utilization of the local workforce development system.
- ✓ WIOA emphasizes work-based learning as an effective education and training strategy, particularly for youth.
- ✓ WIOA includes common performance measures for the six core programs* in WIOA. Training provider reports will provide performance and other valuable information for students and potential students.

*Six core programs. The core programs are: ♣ WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); ♣ Adult Education and Literacy Act programs administered by the Department of Education (DoED); ♣ Wagner-Peyser Act employment services administered by DOL; and ♣ Rehabilitation Act Title I programs administered by DoED.

WIOA also authorizes the Job Corps program, the YouthBuild program, Native American programs, and Migrant and Seasonal Farmworker programs, as well as evaluation and multistate projects.