TODAY’S STUDENTS, TOMORROW’S WORKFORCE:
A Town Hall on Higher Education

Final Report of the
34th Statewide New Mexico First Town Hall
April 20-22, 2006
Held in Santa Fe, NM

Lead Sponsors:
Public Education Department of New Mexico
Sandia National Labs
BHP Billiton
Intel
Hatton W. Sumners Foundation
Executive Summary

Today’s Students, Tomorrow’s Workforce: A Town Hall on Higher Education was convened by New Mexico First on April 20-22, 2006 in Santa Fe. This town hall brought together stakeholders in the areas of higher education and economic development from all parts of New Mexico.

In order to choose a topic for this town hall, New Mexico First commissioned a statewide citizen survey in June 2005. Results from this survey, combined with feedback from members, elected officials, and community leaders, identified higher education as a universal concern.

In March 2006, the town hall was publicly announced and background report was released. These background materials included scenarios developed with significant stakeholder input, which offered glimpses of potential New Mexico futures, depending on different policy decisions that could be made today. In addition to these scenarios, the background report included summaries of focus groups held by New Mexico First in the communities of Taos, Grants, and Tucumcari. The report also contained a detailed research appendix covering the current state of New Mexico’s post-secondary system, seen from a wide variety of viewpoints.

New Mexico First focuses on attaining balance between various stakeholder groups so that all necessary viewpoints are present in the discussion. To this end, full scholarships were offered to high school and college students as well as community members who indicated they needed financial support. Business representatives were actively recruited. Registrants could choose between acting as a participant (attending the full town hall and actively taking part in discussions) or simply observing.

Almost 200 people took part in the three-day event, with 122 active participants. These participants developed recommendations about what should be done to prepare New Mexicans to thrive in the 21st century economy. The central ideas in those recommendations follow:

Increasing Standards and Collaboration
• Raise P-20 academic standards so that New Mexico’s students can meet employers’ needs and compete in an increasingly demanding workplace.

Reforming NM’s Systems of Higher Education
• Promote a statewide system of governance and coordination of higher education.
• Coordinate efforts and eliminate duplication among government and community organizations involved in the educational system.

Linking Education to Economic Trends
• Establish a strategic plan enabling all of New Mexico’s students to develop a career-oriented path through the P-20 educational system that aligns with economic development priorities, if they choose.
• Use long-term labor force projections to encourage students to follow career pathways that meet projected labor needs and fill high-value future jobs.
• Implement a statewide work-based assessment (e.g., Workkeys)

Funding
• Change the higher education funding formula to place more emphasis on student performance.
• Increase financial aid for college students.
• Increase educator salaries.

Programs to Help Students
• Evaluate contributors and barriers to student success, using lessons learned to recommend new strategies and services.
• Create a statewide support network that links educational and economic development support for all communities, particularly rural ones.
• Strengthen programs that develop and support P-20 life and career-readiness skills.
• Conduct a major public awareness campaign on the value of education.
• Support multiple learning styles through faculty professional development.

Technology
• Establish a statewide high-speed digital network infrastructure to support learning and collaboration.

1 “P-20” is a term that denotes all levels of education, from preschool through graduate school. Town hall participants requested that this language be used to underscore the ultimate goal of enabling all students to go as far as they wish, realizing that for some students this might mean graduate school and for others it might mean trade school. Hopefully, it points toward lifelong learning for all. This term is used throughout this document.
These recommendations, presented in more depth later in the full report, will be taken up by an implementation team, composed of town hall participants and led by Garrey Carruthers, Dean of the College of Business at New Mexico State University and former governor of New Mexico, and Mike DeWitte, Chairman of the New Mexico Business Roundtable and senior manager at Sandia National Laboratories. This group will spend the next 12-18 months advancing the recommendations with policymakers, community leaders, and the public.

About New Mexico First
New Mexico First is a nonpartisan nonprofit organization that engages citizens in public policy. Co-founded in 1986 by U.S. Senators Pete Domenici and Jeff Bingaman, New Mexico First brings people together for two- and three-day town hall meetings. These town halls use a unique consensus-building process that enables participants to learn about a topic in depth, develop concrete policy recommendations addressing that topic, and then work with other New Mexicans to help implement those recommendations with policymakers. New Mexico First is entirely funded through donations, membership fees, town hall registrations, and contracts.
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Final Report of Town Hall 34

Introduction
In April 2006, New Mexico First convened its 34th statewide town hall. The topic was higher education and workforce development. This was perhaps the most well attended town hall in New Mexico First’s history, with participant registration reaching the maximum well before the deadline. It was made clear that many New Mexicans feel an urgent need to ensure the success of future generations and our statewide economy. Town hall speakers included Governor Bill Richardson, as well as Dr. Beverlee McClure and Dr. Veronica Garcia, the two current Cabinet Secretaries with oversight into the issue of education. Business and education sector leaders also spoke.

Participants traveled from throughout the state to attend. New Mexico First ensured a strong representation by convening focus groups in three rural communities and by offering scholarships. These activities generated interest in the town hall while providing specific focus to the unique needs of rural areas.2 Town hall participants included business leaders, education administrators, teachers, professors, community members, two former governors, and high school and college students. Given that the town hall’s recommendations would directly impact the lives of students, New Mexico First worked hard to ensure their participation. Scholarships covered registration, food, and lodging fees for the students, some of the rural community participants, and others whose financial circumstances would have precluded their ability to attend.

Background
When the town hall opened, the challenge given participants was as clear as it was difficult: achieve consensus on actionable recommendations that identify what needs to be done and who might do it. Speakers shared statistical trends that, if left unaddressed, would lead to a dismal future not only in New Mexico but also throughout the entire country. There is an already existing gap between the education necessary to succeed in today’s workforce and the skills and degrees currently achieved by students. This gap can be seen at all levels of the workplace, from doctoral-level research jobs at Sandia National Laboratories to the trades in the oil fields of Yates Petroleum.

The National Report Card on Higher Education (which looks at the full spectrum of post-secondary education, from job training certificates through graduate degrees) gave New Mexico an F for both Affordability and Preparation. While the state earned an A for Participation, it received a D for completion, indicating that New Mexico students enroll in college but do not finish. The report card said, “Despite substantial improvement over the past decade, relatively few students in New Mexico earn a certificate or degree in a timely manner.”3

Scenario Planning
In order to prevent the discussion from progressing solely along well-defined irresolvable differences of opinion, New Mexico First used an innovative approach: scenario planning. This proven approach used scenarios, written as short stories, to jumpstart dialogue and debate about issues – in different ways than participants might have done if viewing raw data alone. The scenarios were intended to stimulate participants’ imagination by showing future worlds that could exist. Combined with expert facilitation, discussing the scenarios led to useful recommendations about New Mexico’s education future. The scenarios were based on research, existing data, and stakeholder input.

Scenario planning has been used since the 1970s, when Royal Dutch Shell used it to successfully survive the oil crisis. Most famously, South Africa used scenario planning to depict a possible future without apartheid. Those leading the South African effort printed and distributed one million copies of the scenarios, enabling South Africans to envision and ultimately create what was then an unimaginable world.4

New Mexico First used the scenario process to engage citizens in the development of policy recommendations on higher education and the workforce.5 The report offered

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2 These dialogues were conducted in the format of a mini one-day New Mexico First Town Hall. They were convened in Gallup, Tucumcari, and Taos. Participants are listed in Appendix 5. Please refer to the New Mexico First Town Hall 34 background report for a synopsis of these community-based dialogues.


4 For more information on the scenario planning process, read The Art of the Long View by Peter Schwartz.

5 New Mexico First received significant amounts of advice and support from Jack Jekowski of Innovative Technology Partnerships, who is an expert in the scenario planning approach.
four scenarios written about a fictitious Farmington family in 2026. The parents were hard-working individuals who slowly built a successful restaurant. Though far from wealthy, they provided a warm, stable, and healthy home for their children, Victoria and Robert. Both parents were proud that their children had an opportunity that had eluded them – the ability to go to college.

Each of the four scenarios depicted a world resulting from differing amounts of resources and innovation:

- Scenario I utilized abundant innovation and financial resources.
- Scenario II devoted no new financial resources, but fundamentally restructured the educational system.
- Scenario III did not significantly change the current educational model, but devoted significantly more financial resources.
- Scenario IV proposed a future without any additional resources or restructuring.6

These scenarios were not intended to be comprehensive, accurate predictions of the future; any number of different stories could have been developed based on today’s statistics and what decisions New Mexicans might make. The scenarios were simply meant to stimulate imaginations and present options so that the most creative and grounded thinking could be brought to bear on the subject.

**Common Themes and Vision**

After extensive discussions, town hall participants came to consensus on their recommendations as one large group. Participants developed their initial ideas in small groups. The ideas were combined and refined until the full group agreed to all the recommendations.

Common themes began to emerge immediately including:

- Creating a statewide culture that promotes and supports lifelong learning, since every job requires continuous learning;
- Creating high standards and expectations that support colleges as they prepare competitive students;
- Using available and future technologies to provide statewide access to information, enriching students and teachers;
- Focusing on the pedagogy of teaching (e.g. learning outcomes for today’s children) by ensuring that teachers have professional development support so that they can respond to the diverse cultural and special needs of student learning;
- Ensuring that all students have access to and understand the resources available to support them in going to college while expanding programs to ensure that all students – regardless of family income – can receive post-secondary education;
- Creating alignment throughout the P-20 system and alliances between educational institutions and the business community to ensure that graduating students meet workforce needs;
- Providing mentorship for students at every level, engaging the community to support students staying in school.

From the emerging themes came a vision, providing a context for the recommendations developed by the group. Participants envisioned a fully-coordinated preschool through graduate school (P-20) educational system that engages and retains students, helping them gain the educations they need to meet the increasing demands upon workers. Participants felt that higher education must fulfill an increasingly important public obligation as the educational bridge to the workplace.

For educational institutions to best partner in this vision, town hall participants said, the K-12 educational system must coordinate seamlessly with the college and university system (including certification programs). Key components of this coordination include:

- uniform standards and expectations regarding quality and content of courses;
- easily transferable credits;
- coordinated missions; and
- communication throughout all educational institutions and between these institutions and their communities.

Visible and active support for education and lifelong learning must be ever-present, with this message coming from a collaborative community that includes students, parents, educators, and business professionals from all cultures within New Mexico.

Finally, participants specifically underscored the need for close collaboration between education and economic development initiatives. The need to understand patterns of possible economic growth was defined, so that related skills needed in the workforce are more concretely understood and can be used by both students and those who help them make their life choices.

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6 For the complete scenarios and additional statistics, please refer to a copy of the Background Report at: www.nmfirst.org
### Town Hall Recommendations

The following table summarizes the recommendations developed by the town hall participants. The recommendations have been edited to make them consistent in format and style. In some cases, very similar recommendations have been combined in this table. To view the original language developed during the actual town hall, see Appendix B on page 11. Please see the legend on page 9 for the acronyms used.

<table>
<thead>
<tr>
<th>#</th>
<th>Central Idea</th>
<th>Details</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>1</td>
<td>Increasing Standards and Collaboration</td>
<td>The standards should be developed jointly by HED, PED, and their schools. The standards should apply to high schools (ensuring college readiness), college degrees, and certification programs. They should draw on national and international benchmarks.</td>
<td>April 2007</td>
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<td>2</td>
<td>HED and PED should collaborate to establish one educational vision, measurable standards to achieve that vision, and a comprehensive database to track progress and enable the exchange of data.</td>
<td>The vision should call for all students to navigate a P-20 career path. It should also honor NM's diverse culture, connect to economic development, and involve stakeholders in its development. The standards should include learning outcomes and performance metrics. K-12 standards should align with higher education needs. HED should provide financial inducements, best practices, and ongoing assessments. It should also establish uniform criteria of transferable courses.</td>
<td>April 2007</td>
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<td>3</td>
<td>NM's educational system should use a P-20 approach that includes school and community-based programs.</td>
<td>School guidance counselor outreach and school programs (such as peer mentoring) should support all families but emphasize first generation and at-risk students. Community programs should attempt to reengage students who are no longer in school.</td>
<td>Dec 2007</td>
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<td>4</td>
<td>Establish and maintain a statewide education system.</td>
<td>Attention should be paid to 1) strong public awareness through ongoing conversations in order to raise awareness and support and 2) alignment with statewide economic development and workforce development priorities to increase the value of education in our society. A state constitutional amendment may be required.</td>
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### Reforming NM's Systems of Higher Education

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<td>5</td>
<td>Promote stakeholder discussions about a statewide system of governance and coordination of higher education.</td>
<td>The effort should be led by HED, the governor, and the legislature. The effort should involve stakeholders including workforce development and business people, and it may call for a state constitutional amendment.</td>
<td>2009</td>
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<td>6</td>
<td>Coordinate efforts and eliminate duplication among government and community organizations involved in the educational system.</td>
<td>All stakeholder organizations should take part in this process. Participants may include PED, HED, Dept of Labor, Dept of Corrections, Dept of Health/School-Based Health Centers, Children Youth and Families Department, Juvenile Probation and Parole, DVR, YDI, OWTD, SER, National Indian Youth Council, Job Corps, and others.</td>
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### Linking Education to Economic and Labor Trends

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<td>7</td>
<td>Establish a strategic plan enabling NM students to develop a career path through the P-20 educational system that aligns with economic development priorities, if they choose.</td>
<td>The planning process will include the governor, legislature, and tribes. The plan will be developed with input from a neutral board. These student paths will guide students toward whatever education they may need.</td>
<td>April 2007</td>
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<td>8</td>
<td>Use long-term labor force projections to encourage students to follow career pathways that will meet projected labor needs and fill high-value jobs of the future.</td>
<td>The Coordination Oversight Committee, tribal leadership, and funding agencies should take the lead in this effort, with shared data by private industry, the education sector, and the government. An industry/government task force should be established to research, fund, and implement apprenticeship and internship programs to provide the hard and soft skills businesses need.</td>
<td>April 2007 for task force component</td>
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<td>9</td>
<td>Implement a statewide work-based assessment (e.g., Workkeys)</td>
<td>The OWTD and PED should collaborate on this project, using the assessment to measure education and work readiness among high school and college students and guide educational work.</td>
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<td><strong>Funding</strong></td>
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| **10** | Change the higher education funding formula to place greater emphasis on student performance. | Two possible approaches:  
1) Develop a strategic investment plan that changes the higher education funding formula from a solely quantitative to a more qualitative model. The effort would be convened by the LESC, the LFC and the DFA. Those parties would invite representation from the Public School Funding Formula Task Force, the Higher Education Formula Task Force, Tribal Governments, and the business sector.  
2) In the short-term, state officials would change the funding formula from growth-based to performance-based. In the long-term, they would dedicate dollars to students (P-20), not institutions. Payment might occur at the end of the year, based on successful completion. | Start in July 2006  
| **11** | Increase financial aid for college students. | The HED should request funding from the legislature for merit, need, and non-need based aid to encourage students to finish degrees and certificates.  
| **12** | Increase educator salaries. | The legislature has already begun this work and should continue to implement increases in educator salaries so that the state can retain a quality educational workforce.  
| **Programs to Help Students** |  
| **13** | Evaluate contributors and barriers to student success, using lessons learned to recommend new strategies and services. | The evaluation should occur annually for three years. The research should be conducted by the OEA and the LESC, in collaboration with the PED and HED.  
| **14** | Create a statewide support network that links educational and economic development support for all communities, particularly rural ones. | This work may take place in physical locations (i.e., schools) or virtual locations (i.e., online), but all of them should involve collaborative, two-way learning, rather than one-way lecture.  
| **15** | Strengthen programs that develop and support P-20 life and career-readiness skills. | Programs might include goal-setting, decision-making, and alerts about available services. Efforts should target all students, emphasizing first generation and at-risk individuals.  
| **16** | The Governor, tribal leaders, and business leaders should conduct a major public awareness campaign on the value of education. | The planning process should include additional state leaders. The campaign should create a sense of urgency about the need for students to complete school. It should also feature students of all ages and the economic value of education.  
| **17** | Support multiple learning styles through faculty professional development. | HED should collaborate with P-20 faculty groups to identify and create a framework for teaching teachers to promote active learning. This collaboration should also establish accountability and assessment teams to determine effectiveness and level of innovation of subject-specific methods. | 2008 |
### Technology

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| 18 | Establish a statewide high-speed digital network infrastructure to support learning and collaboration. | Two approaches:  
1) The Governor should create a task force to plan, create, and activate a network infrastructure to support collaborative P-20 education, workforce development, and business and industry. The network should use best practices, including 2-way communication, decentralized technical and instructional resources, teaching and learning communities, and business and training development. The NM legislature should appropriate adequate funding each year for 10 years to: 1) design and build an interoperable distance learning infrastructure; 2) facilitate collaboration among higher education institutions and industry; 3) provide faculty development / training; and 4) develop appropriate courses at all educational levels.  
2) HED and PED, in cooperation with all appropriate state and educational institutions, should develop a plan to use technology to bridge the gap to provide optimal learning opportunities and to create a free reliable high-speed broadband network throughout New Mexico to expand access to educational resources and counter rising transportation and environmental concerns. This plan could include virtual college, cyber-schools, and online workforce development efforts. | |

### Glossary of Acronyms Used

- **DFA** = New Mexico Department of Finance & Administration
- **DVR** = New Mexico Division of Vocational Rehabilitation
- **HED** = New Mexico Higher Education Department
- **K-12** = schooling, kindergarten through high school graduation
- **LESC** = New Mexico Legislative Education Study Committee
- **LFC** = New Mexico Legislative Finance Committee
- **OEA** = New Mexico Office of Educational Accountability
- **OWTD** = New Mexico Office of Workforce Training & Development
- **P-20** = all formal schooling, preschool through graduate school
- **PED** = New Mexico Public Education Department
- **SER** = SER, Santa Fe Jobs for Progress (nonprofit)
- **YDI** = Youth Development, Inc. (nonprofit)

### Implementation of the Town Hall Recommendations

This New Mexico First town hall was not a destination, but rather was a launching point for statewide change. In order to ensure that these recommendations will be acted upon, New Mexico First identified Implementation Team leaders before the town hall began by asking two participants with leadership experience and influence to fill these roles. Former governor Gary Carruthers of New Mexico State University and Mike DeWitte of Sandia National Labs are heading up the implementation team, which is already 42 members strong. The implementation team is composed of participants who wanted to be involved in taking action on the recommendations that were so thoughtfully prepared during the three-day process.

During the town hall, Governor Carruthers aimed to see policy recommendations and appropriation requests ready for the 60-day legislative session in January 2007. For this goal to be met, significant legwork must be completed by October 2006. “This is not going to be a slow moving process,” promised Carruthers. Updates on the progress of the Implementation Team will be provided to the town hall participants.
Appendix A: Town Hall Sponsors

New Mexico First Sustaining Sponsors
First Community Bank
PNM
Sandia National Labs
New Mexico Mutual
Wells Fargo

Town Hall Lead Sponsors
Public Education Department of New Mexico
BHP Billiton
Sandia National Labs
Intel
Hatton W. Sumners Foundation

Additional Town Hall Sponsors
Higher Education Department of New Mexico
City of Santa Fe
New Mexico Department of Labor
Navajo Refining Company
Bohannan Huston
Big J Enterprises
New Mexico Bank and Trust
County of Santa Fe
Jaynes Corporation
Julian Garza, McDonald's Owner Operator

College and University Sponsors
New Mexico State University
University of New Mexico
San Juan College
Eastern New Mexico University
New Mexico Highlands University
Albuquerque TVI
Western New Mexico University

Community Scholarship Sponsors
Los Alamos National Labs
Modrall Sperling
BHP Billiton
San Juan Regional Medical Center
Arizona Public Service
Appendix B: Full Text of Recommendations

The following table contains the actual consensus language developed during the town hall. Each of these recommendations is summarized in the body of the report on page 7.

<table>
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<th>Policy Recommendation</th>
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<tr>
<td><strong>Recommendation 1</strong></td>
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<td>By April 2007, higher education and public education institutions should raise academic standards to enhance the value of the degree, diploma, or certificate and define success by assessing student progress and readiness, benchmarking against national and international standards, and evaluating how successfully the system meets and/or exceeds employer expectations through analysis of data to meet employer needs.</td>
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| **Recommendation 2a** |
| By April 2007, the Secretary of Higher Ed and the Secretary of Public Ed will develop a statewide vision and measurable goals for elementary and secondary education that will align with goals for higher education and will include the development of a comprehensive data system that will easily be able to exchange higher education and P-12 statewide data. |

| **Recommendation 2b** |
| The educational system shall establish standards, learning outcomes, performance metrics and an easily accessible, comprehensive statewide database to achieve the vision that all students shall successfully navigate a K-16+ career path. The New Mexico Higher Education Department and Public Education Department will develop standards to ensure the implementation of a NM vision that is inclusive, honors diverse cultures of NM, connects to economic development and involves all related stakeholders. |

| **Recommendation 2c** |
| By the end of 2007 HED and PED Articulation and Alignment task forces will align high school exit requirements and performance standards with college entrance requirements and performance standards. This alignment and articulation will ensure that high school students are college-ready. By statutory deadlines the Articulation Task Force will recommend that the Dept of Higher Education: 1) provide financial inducements and other support, best practices, and ongoing assessments, and 2) establish uniform criteria of transferable courses that meet competency standards across all institutions state-wide. |

| **Recommendation 3** |
| Utilize a P-16+ systematic approach: |
| • Led by qualified school guidance counselors and programs (i.e. school based peer-led mentorship programs) to inform, promote, and partner with available qualified community programs and services that support all students and families, emphasizing first generation and at-risk individuals; and |
| • Led by qualified community-based programs that partner with schools and specialize in services to reengage students in non-traditional educational strategies to successfully prepare, inform, and graduate students from post-secondary institutions. |

| **Recommendation 4** |
| By December 2007, the state will amend its constitution to establish and maintain a statewide education system with attention paid to 1) strong public awareness through ongoing conversations in order to raise awareness and support of the constituency and 2) alignment to statewide economic development and workforce development priorities to increase the value of education in our society. |

| **Recommendation 5** |
| Actively promote stakeholder discussion on statewide system of governance and coordination of HE |
| o Mandate change by constitutional amendment |
| o Promote coordination through increase staffing at HED and discussion forums at institutions with stakeholder including workforce development, business, legislators, etc. and discussions at legislature and regional forums on more restricted mission-oriented focus for 2 year institutions |
| o Department of Higher Ed. governor, legislature by 2009 |
Recommendation 6
The legislature/governor must commit itself to creating an educational redesign system, convened by HED and PED, where there is interdepartmental and community participation, based upon common educational responsibilities that strengthen community support systems, assess departmental strengths and weaknesses, and eliminate duplication (e.g., PED (Public Education Department), HED (Higher Education Department), DOL (Dept of Labor), DOC (Dept of Corrections), DOH/SBHC (Dept of Health/School-Based Health Centers), CYFD (Children, Youth, and Families Department), JPPO (Juvenile Probation and Parole), DVR (Division of Vocational Rehabilitation), YDI (Youth Development Incorporated), OWTD (Office of Workforce Training and Development), SER (Santa Fe Jobs for Progress), NIYC (National Indian Youth Council), Job Corps and others).

Recommendation 7
By April 1, 2007, the State of New Mexico, by declaration of the Governor and Legislature, and Tribes, shall establish a clear vision and strategic plan, with measurable goals for education in New Mexico. This vision will include the expectation that all students shall have the opportunity to successfully complete a P-20 career path that may align with economic development needs. The vision shall be developed and vetted with input from a neutral board.

Recommendation 8
By 2006, the Coordination Oversight Committee and tribal leadership and funding agencies will take the lead to prioritize economic development initiatives based on long term labor force projections that predict quantitative gaps in high value jobs expected to be in demand. This will be done to energize and motivate students to follow career pathways that meet projected needs. It will require the active participation and contributions of private industries. This should be accomplished using shared data among industry, education, and government. The workforce component should be activated through an industry/government task force which will within 2 years research, fund, and implement apprenticeship/internship programs to provide the soft and hard skills that business needs.

Recommendation 9
The Office of Workforce Development and PED should ensure broad adoption and use of a statewide work-based assessment (such as Workkeys) to measure education and work readiness among high school and college students and to guide educational work.

Recommendation 10a
Starting in July 2006, the LESC/LFC/DFA will convene a group composed of representation from the Public School Funding Formula Task Force, the Higher Education Formula Enhancement Task Force, Tribal Governments and the business sector to jointly write and implement a higher education strategic investment plan, to be updated annually. This plan would address the transformation of the higher education funding formula from a solely quantitative to a more qualitative model with suitable assessments, to effectively support a sustained, quality education system.

Recommendation 10b
The State Legislature, executive, and the higher education institutions, in the short-term, should change the higher education funding formula from growth-based to performance-based. In the long-term, they should dedicate dollars to students (from pre-K through college or career technical school), not institutions (with re-load) and/or paid at end of year, based on successful completion.

Recommendation 11
The HED should request funding from the legislature/governor for merit-based, need- and non-need based as an incentive to finish degrees.

Recommendation 12
The legislature should continue to emphasize its increasing educator salaries to attract and retain high quality educational workforce.

Recommendation 13
Starting in July 2006 and for the next 3 years, the OEA/LESC will evaluate contributors and barriers to student “success” to create and make recommendations for implementation of dynamic and effective strategies/structures/services that promotes student success and lifelong learning. How: collaborators with PED, HED, etc.
### Recommendation 14
HED & PED must develop policies and strategies to develop support for New Mexico communities with special emphasis on rural communities by using existing public school, higher education, on community learning centers to provide real time, collaborative learning environments (virtual and physical), high quality distance education offerings, and project-based, entrepreneurial internships with industry to enable all students to access education.

### Recommendation 15
Implement programs to strengthen K-16+ life and career-readiness skills (e.g. goal-setting, decision-making, making choices that help them achieve their goals). Alert students and families to available programs and services that support all students, emphasizing first generation and at-risk individuals.

### Recommendation 16
The governor, tribal leaders, and business leaders should involve a diverse representative group of New Mexico leaders to mount and fund a campaign to raise public awareness that creates a sense of urgency about the vision and value of higher education: for students of all ages to pursue and complete educations and for citizens to appreciate the economic value of education.

### Recommendation 17
HED makes faculty professional development part of institutional oversight for higher education to promote multiple learning styles. By FY08 – FY11 the collaboration of institutions of Higher Education and (new) public school teacher consortia will identify and create the framework for innovative and effective methodologies and strategies which promote active teaching and learning. The framework includes all populations of learners and draws upon current instructional research and publications. This collaboration will establish accountability and assessment teams which determine effectiveness and level of innovation of subject specific methods. The teams consist of faculty and teachers across the state (all 4 corners).

### Recommendation 18a
The Governor will create a task force to plan, create, and activate a statewide digital network infrastructure to support collaborative teaching and learning (among P-20), workforce development, and business and industry. This network will use best practices, including 2-way communication, decentralized technical and instructional resources, teaching and learning communities, and business and training development. This will require substantial funding. The NM legislature should appropriate adequate funding each year for 10 years to the NMHED to establish a more coordinated state-wide distance education initiative, to 1) design and build an interoperable distance learning infrastructure 2) facilitate collaboration among higher education institutions and industry, 3) provide faculty development / training and 4) develop appropriate courses at all educational levels. In consultation with the institutions of higher education, the NMHED, PED, OWT and other appropriate agencies will support an entity that will consolidate the NM virtual college, the various P-12 cyber school initiatives, career information and online workforce development efforts.

### Recommendation 18b
HED and PED, in cooperation with all appropriate state and educational institutions, shall develop a plan to use technology to bridge the gap to provide optimal learning opportunities and to create a free reliable high-speed broadband network throughout New Mexico to expand access to educational resources and counter rising transportation and environmental concerns. This plan may include virtual college, cyber-schools, and online workforce development efforts.
**Appendix C: Town Hall Committees and Speakers**

**Town Hall 34 Scenario Planning Group & Review Committee**  
**Dr. Daniel H. Lopez**, Chair

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>David Buchen</td>
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<td>Bill Garcia</td>
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<td>Dr. Bob Grassberger</td>
<td>Herb Mosher</td>
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<td>Dr. Alicia Chavez</td>
<td>John Jekowski</td>
<td>Dr. Carl Moore</td>
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<td>Terri Cole</td>
<td>Linda Kay Jones</td>
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<td>Dr. Bob Coppedge</td>
<td>Dr. Sul Kassieich</td>
<td>Suzanne Otter</td>
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<td>Dr. Everett Frost</td>
<td>Bill Knauf</td>
<td>Dr. Frank Renz</td>
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<td>Dr. Becky Rowley</td>
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<td>Jo Carter, staff</td>
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</table>

**Town Hall 34 Leadership Team**  
**Dr. Carl Moore**, Chair  
**Tony Trujillo**, Plenary Chair  
**Elizabeth Neustadter**, Master Recorder

<table>
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<th>Name</th>
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<td>Diane Albert</td>
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**Town Hall 34 Speakers & Presenters**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>The Honorable Bill Richardson, Governor of New Mexico</td>
<td>Dr. Peter White, Dean of University College, UNM</td>
</tr>
<tr>
<td>Dr. Beverlee McClure, Secretary, Higher Education Department</td>
<td>Terri Cole, President and CEO, Greater Albuquerque Chamber</td>
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<tr>
<td>Dr. Veronica Garcia, Secretary, Public Education Department</td>
<td>Mike DeWitte, Deputy Director, Sandia National Laboratories</td>
</tr>
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<td>Patrick Callan, Nat Center for Public Policy &amp; Higher Education</td>
<td>Dr. David A. Lepre, Exec Dir, Council of University Presidents</td>
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<tr>
<td>Dr. Steve Gamble, President, Eastern New Mexico University</td>
<td>David Coss, Mayor of the City of Santa Fe</td>
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<tr>
<td>Dr. Carol Spencer, President, San Juan College</td>
<td>Mark Lautman, Dir of Economic Development, Mesa del Sol</td>
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</table>

**Town Hall 34 Implementation Team**  
**Garrey Carruthers**, Co-Chair  
**Michael DeWitte**, Co-Chair

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<td>Lamont Yazzie</td>
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# Appendix D: Town Hall Registrants

## Town Hall Participants

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Toney Anaya</td>
<td>The Anaya Law Firm, PA</td>
<td>Santa Fe</td>
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<tr>
<td>Andres Apodaca</td>
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<td>Marvis Aragon, Jr.</td>
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<td>Carmen Gonzales</td>
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<td>Janette Gurule</td>
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<td>St. John’s College</td>
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<td>Pamela Herman</td>
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<td>Kathie Hiebert-Dodd</td>
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Sul Kassicieh
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Daniel Kemme
Dekker/Perich/Sabatini
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Farmington

Sharon King
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Tucumcari

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Albuquerque

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Portales

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APS – Four Corners Power Plant
FruitaLand

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Espanola

Dawn Lewis
San Juan College
Farmington

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Santa Fe

Samuel Lopez
Compa Industries, Inc.
Albuquerque

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Santa Fe

Bryan Madrid
Navajo Refining Company
Artesia

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Espanola

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Socorro

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New Mexico Mutual Group
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Las Cruces

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Retired
Cedar Crest

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Math Science Technology Partnership
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A. J. Perkins, CPA
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Sandia National Laboratories
Albuquerque

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Redford Associates
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Ricardo Redick
377 Air Base Wing
Albuquerque

Jennifer Redman
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Espanola

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New Mexico Tech
Socorro

Pauline Rindone
Legislative Education Study Committee
Santa Fe

Vincent Romero
Eight Northern Indian Pueblos Council
Espanola

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Albuquerque Job Corps Center
Albuquerque

Natalie Sanchez Campos
College Success Network of NM
Albuquerque

Abad Sandoval
Santa Fe Community College
Santa Fe

Lou Schreiber
Santa Fe Community College
Santa Fe

Paula Schrimsher
Intel Corporation
Rio Rancho

Marybeth Schubert
Public Works LLC
Santa Fe

Linda Sink
Albuquerque Public Schools
Albuquerque

Kimberly Sisneros
Eight Northern Indian Pueblos Council
Espanola

Gloria Skeet deCruz
University of New Mexico – Gallup
Gallup

Anne Stauffer
State Budget Division/DFA
Santa Fe

Kurt Steinhaus
Office of the Governor
Santa Fe

Nancy Stewart
Albuquerque TVI
Albuquerque

Kris Swedin
City of Santa Fe
Santa Fe
Final Report: April 2006 Higher Education Town Hall

Sandra Taylor-Sawyer  
CCC – Small Business Development  
Clovis

Norb Tencza  
Sandia National Labs  
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Susie Trujillo  
Gila Regional Medical Center  
Silver City

Virginia Trujillo  
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Lena Trujillo-Chavez  
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Gerilyn Tsosie  
BHP Billiton/New Mexico Coal  
Waterflow

Len Vohs  
Clovis City Commissioner  
Clovis

John Walker  
Dona Ana Branch Community College  
Las Cruces

Deborah Wildenstein  
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Peter Winograd  
Office of Education Accountability  
Santa Fe

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New Mexico Highlands University  
Las Vegas

Lamont Yazzie  
Dine College  
Tsaile

John Ziebarth  
Krell Institute  
Santa Fe

Town Hall Observers

Lawrence Alei  
Intel, Albuquerque

Ronnie Birdsong  
Eastern New Mexico University  
Portales

Deborah Boldt  
Con Alma Health Foundation, Santa Fe

Ellen Brown  
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Farmington

Laurence Brown  
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Ann Clark  
San Juan College, Farmington

Doug Clark  
Jaynes Corporation  
Albuquerque

Terri Cole  
Greater Albuquerque Chamber of Commerce  
Albuquerque

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Western New Mexico University  
Silver City

Jozi DeLeon  
NM Higher Education Department  
Santa Fe

Vinny Dolan  
Leadership Florida  
Tallahassee, FL

Bill Edwards  
W.P. Edwards Associates, Ltd.  
Albuquerque

Viola Florez  
University of New Mexico  
Albuquerque

Reese Fullerton  
Office of Workforce Training & Development  
Santa Fe

Julia Gabaldon  
Quality New Mexico  
Albuquerque

Bill Garcia  
New Mexico First Board  
Santa Fe

John Garcia  
University of New Mexico  
Albuquerque

Therese Graham  
Council of University Presidents  
Santa Fe

Miguel Hidalgo  
NM Higher Education Department  
Santa Fe

Marilyn Hill  
Department of Labor  
Albuquerque

Jack Jekowski  
Innovative Technology Partnerships  
Albuquerque

William Knauf  
Advanced Insights Group  
Albuquerque

Helen Maestas  
Office of Senator Jeff Bingaman  
Santa Fe

Margaret McNally  
Desert Academy  
Santa Fe

Raymond Monteleone  
Leadership Florida  
Tallahassee, FL

Lillian Montoya-Rael  
Los Alamos National Laboratory  
Los Alamos

Diane Moore  
SER-Jobs for Progress  
Santa Fe

Carl Oliver  
Sandia National Laboratories  
Albuquerque

Yvonne Ortiz  
La Puerta Originals  
Santa Fe

Thomasin Ortiz-Gallegos  
New Mexico Highlands University  
Las Vegas

Randy Pacheco  
San Juan College  
Farmington

Patricia Parkinson  
NM Public Education Department  
Santa Fe

Carolyn Patek  
Presbyterian Healthcare Services  
Albuquerque

Becky Rowley  
Clovis Community College  
Clovis

Jennifer Sanchez  
New Mexico Finance Authority  
Santa Fe

Donald Sawyer  
Marriage & Family Mediation  
Clovis

Noreen Scott  
Rio Rancho Economic Development  
Rio Rancho

Lynn Slade  
Modrall Sperling Law Firm  
Albuquerque

Kathryn Tijerina  
University of Phoenix  
Santa Fe

Michael Yudin  
Office of Senator Jeff Bingaman  
Washington, DC

New Mexico First, © 2006
Demographic Distribution of Participants
The 122 town hall participants were drawn from 33 different communities around New Mexico. The map and chart below show their distribution across the state.

Appendix E: Community Conversation Participants

The following people participated in New Mexico First’s Community Conversations program, a series of small town focus groups. The program ensured that the priorities of rural communities were reflected in the background report for the town hall.

Grants
Dr. Felicia Casados
Campus Executive Officer, NMSU
Victor Briseno
Grants High School Senior
Vickie Gonzales
Grants High School Senior
Stan Carlson
Biology Faculty Member, NMSU

Paul Garcia
Automotive Faculty Member, NMSU
Star Gonzales
Chamber of Commerce Director
Mac Juarez
Manager, Continental Divide Electric
Kenna Losito
Grants High School Senior

Randy Roberts
Business Owner
Susie Rhonderick
NMSU Student
Sandee Kosmo
Marketing Director, NMSU

Taos
Dr. Alicia F. Chavez
Executive Campus Director, UNM
Sunshine Duran
UNM Student
Shawn Duran
Director of Education, Taos Pueblo
Virginia Greeno
Business Owner

Judy Hofer
UNM Faculty Member
Ben Maddox
Business Manager
Ned Martinez
Taos High School Senior
Juliana Matz
Taos High School Teacher

Arturo Mondragon
UNM Student
Alex Ninneman
Taos High School Senior
Tom Trujillo
Taos High School Administrator
Barney Vorhees
UNM Faculty Member
Appendix F: New Mexico First Leadership

Executive Committee

Lynn Slade
Chair, Albuquerque

Noel Behne
Treasurer
Albuquerque

Barbara Brazil
President
Albuquerque

John Cordova
Public Relations Chair
Albuquerque

William “Bill” Garcia
Chair Elect
Santa Fe

Linda Kay Jones
At Large
Silver City

Robert Jung
Sec./Vice Chair District I
Albuquerque

William “Bill” Knauf
Immediate Past Chair
Albuquerque

Dr. Dan Lopez
Research Chair
Socorro

Jim Manatt
Vice Chair District II
Roswell

Susan McGuire
Implementation Chair
Cedar Crest

Lillian Montoya-Rael
Vice Chair District III
Los Alamos

Dr. Carl Moore
Leadership Chair
Santa Fe

Bob Rosebrough
At Large
Gallup

John Strand
At Large
Deming

Board Members

Brenda Brooks
Hobbs

Joel Carson
Artesia

Frank Chaves
Bernalillo

Curt “C.J.” Chavez
Albuquerque

Luci Davis
Farmington

Jack Fortner
Farmington

Joseph Gant
Carlsbad

Javier Gonzales
Santa Fe

Debbie Haines
Ruidoso

Jim Hinton
Albuquerque

Pam Horner
Artesia

Joseph Maestas
Santa Cruz

Michael Martin
Lordsburg

Sherman McCorkle
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