

# TOWN HALL FINAL REPORT



## 2018 STATEWIDE TOWN HALL **Strengthening Higher Education and Tomorrow's Workforce**

### CONVENER

New Mexico First

- April 10-11, 2018
- Marriott Pyramid, Albuquerque, N.M.



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# Contents

<b>Executive Summary</b> .....	<b>5</b>
Town Hall Process .....	5
Recommendations .....	5
Student Success Before and During College .....	5
Building the Workforce of Tomorrow.....	6
Education and Workforce Governance .....	6
<b>Introduction</b> .....	<b>7</b>
Purpose of the Town Hall .....	7
About New Mexico First .....	7
Who Attended? .....	7
Implementation.....	8
Town Hall Background Report.....	8
Extras.....	8
<b>Town Hall Process</b> .....	<b>9</b>
Step 1: Learn the Issues.....	9
Step 2: Explore Possibilities.....	9
Step 3: Develop Common Ground.....	9
Step 4: Advance Change.....	9
<b>Recommendations</b> .....	<b>10</b>
Student Success Before and During College.....	10
Recommendation 1: Improve the transition from high school to college.....	10
Recommendation 2: Get students off to a good start in college.....	11
Recommendation 3: Tangibly Support Students through to Completion .....	11
Building the Workforce of Tomorrow .....	12
Recommendation 4: Improve career-based education for students of all ages .....	12
Recommendation 5: Make New Mexico a worldwide leader in energy education and research.....	12
Recommendation 6: Meet the rapidly changing workforce needs of the energy sector .....	13
Recommendation 7: Grow New Mexico’s healthcare workforce.....	13
Recommendation 8: Advance a health workforce that is diverse and culturally competent .....	14
Recommendation 9: Create a highly qualified and diverse pool of K-12 teachers.....	15
Education and Workforce Governance .....	15
Recommendation 10: Improve collaboration between New Mexico's colleges and universities.....	15
Recommendation 11: Strengthen governance and ACCOUNTABILITY for colleges and universities .....	16
Recommendation 12: Advance a workforce training governance system .....	17
<b>Town Hall Implementation</b> .....	<b>18</b>

<b>Appendix A: Vision Statements .....</b>	<b>19</b>
<b>Appendix B: Levels of Support .....</b>	<b>20</b>
<b>Appendix C: Town Hall Leaders.....</b>	<b>21</b>
Town Hall Speakers .....	21
Town Hall Leadership Team .....	21
Background Report Reviewers .....	21
New Mexico First Staff .....	22
New Mexico First Board .....	23
<b>Appendix D: Registrants .....</b>	<b>24</b>
<b>Town Hall Sponsors.....</b>	<b>28</b>

## Executive Summary

What is the main purpose of higher education? New Mexicans generally agree that obtaining a credential or a degree through post-high school education will increase a person's earning potential across a lifetime. Since our state has among the highest poverty rates in the nation, helping more New Mexicans complete some level of post-high school education is an urgently needed remedy to low wages. While college can be an important time of self-discovery for many young people, plenty of students cannot afford to "explore" their way through higher education; they need smoothly paved pathways to better-paying employment that will encumber them with as little debt as possible. The roadmaps to academic and career success – with their unique starting points, routes, off-ramps and navigational systems – together created the subject of New Mexico First's April 10-11 town hall, *Strengthening Higher Education and Tomorrow's Workforce*.

### Town Hall Process

Prior to the town hall, all participants received [a background report](#) on the state's higher education and workforce development systems. It is available at [nmfirst.org](http://nmfirst.org).

The event opened with guest speakers, including a panel of experts who provided important context. Participants then divided into small groups, during which they assessed New Mexico's opportunities and barriers for effective higher education and workforce development policy. They prioritized those issues into recommendations. All participants reviewed and refined the work of the other groups.

*"The town hall format is critically important. If we want to get the best outcomes on any type of an issue, I think the best way to do that is to bring a diverse group of people together, to hear their perspectives, their expertise, their experiences."*

—Valerie Romero-Leggott, UNM Health Sciences Center

### Recommendations

#### STUDENT SUCCESS BEFORE AND DURING COLLEGE

New Mexico college students must start strong and finish strong – ready for careers of the future. To get there, many must overcome financial hurdles, meet family responsibilities, and hold down one or more jobs. Success is not easy, so town hall participants called for concrete reforms to help students make smart choices every step of the way. Young people must transition successfully from K-12 to higher education, and then students of all ages must receive top-notch college coursework and support that is right for their unique career goals. A combination of strategies – from authentic advising in high school, to courageous remediation reform, to reliable financial aid, to real-world internships to launch successful careers – can all create a pathway to college success. The full report that follows offers concrete strategies to advance the following goals:

- **Improve the transition from high school to college:** Provide adequate and sustainable resources to K-12 schools and community colleges to create rigorous, relevant, seamless advising, education and career pathways.
- **Launch the college experience with a sound start:** Support students' academic needs upon college enrollment, ensuring success for all entering students.
- **Tangibly support students through to completion:** Provide a range of supports including financial aid, behavioral health and information about future opportunities.

### **BUILDING THE WORKFORCE OF TOMORROW**

All employers are different, seeking to hire people with the specific mix of skills they need. And in New Mexico, some types of jobs are in greater demand than others. Town hall participants worried that too few New Mexicans make their educational decisions with workforce data in mind. This challenge is true for students, unemployed workers, or people who want to change careers. The town hall called for wholesale improvements in workforce alignment across all career pathways. Additionally, participants proposed targeted reforms for the high-need and high-opportunity fields of energy, healthcare and K-12 education. Goals include:

- **Improve career-based education for students of all ages:** Increase the number and quality of career-based learning opportunities.
- **Make New Mexico a global leader in energy education and research:** Integrate all energy sectors into a collaborative system to establish New Mexico as the worldwide leader in energy education and innovation.
- **Meet the rapidly changing workforce needs of New Mexico's energy sector:** Align education and training programs to meet energy sector workforce needs.
- **Grow New Mexico's healthcare workforce:** Ensure that New Mexico has a sufficient number of healthcare, behavioral health, dental health and elder care providers.
- **Ensure that the health workforce is highly diverse and culturally competent:** Increase access to, equity in, and support for healthcare education that reflect and support New Mexico's diverse population.
- **Create a highly qualified and diverse pool of K-12 teachers:** Expand and support the current and future teacher pipeline to reflect and honor the diversity of our state population.

### **EDUCATION AND WORKFORCE GOVERNANCE**

New Mexicans have placed considerable importance on accessibility to higher education for many decades. About 13 percent of the state's most recent budget has been earmarked for higher education, a comparatively larger portion more than that of other states. In return for such a large slice of the budget pie going to higher education, New Mexicans expect state colleges to be affordable and accessible. With 77 points of access, residents can avail themselves of higher education institutions widely dispersed across the state. We also run 21 Workforce Connection Centers, overseen by four regional boards. People at the town hall expressed worry about duplication of effort, effective coordination and smart use of limited funding. They wanted to boost efficiency, improve accountability, see all the entities operating well, and they were not opposed to developing new systems where needed. To that end, the town hall called on New Mexico to:

- **Improve collaboration between New Mexico's colleges and universities:** Incentivize collaboration among higher education institutions to improve access and equity, streamline pathways to completion, and minimize financial burdens.
- **Strengthen governance and accountability for colleges and universities:** Improve accountability and efficiency among higher education institutions by achieving the most effective governance systems.
- **Advance a workforce training governance system:** Advance a workforce training governance structure across public and private sectors to mobilize an agile, adaptable, and innovative system.

Each of the goals are expanded with concrete strategies in the following report.

# Introduction

## Purpose of the Town Hall

Throughout the state, there are examples of higher education institutions and industries successfully collaborating to train and educate students to meet today's and tomorrow's workforce needs. The healthcare and energy sectors are two of our state's most promising higher-paying industries. Hundreds of job vacancies exist in these sectors, but unfortunately New Mexico does not have enough qualified residents to fill the positions. At the same time, New Mexico is producing a high volume of college graduates in general, but not necessarily in the fields where we have jobs. Many of these graduates accept lower-paying jobs or they move out of state for better economic opportunities. Clearly, New Mexico can do more to align its employer needs and college pathways. Tension also remains between whether institutions should focus more on singular job-based training versus agiler transferable skills including critical thinking.

This town hall brought together higher education professionals, students, community members and policy leaders to consider how to make the promise of higher education a reality.

## About New Mexico First

A statewide public policy organization, **New Mexico First** engages people in critical issues facing their state and communities. The nonpartisan, nonprofit group produces comprehensive policy reports – primarily on natural resources, education, good government, health and the economy. These analyses inform policy discussions, legislative options and student learning. The backgrounders also provide the foundation for **New Mexico First's** unique town halls and forums that convene people to develop proposals to improve the state. The reports are available at [nmfirst.org](http://nmfirst.org).



Our state's two U.S. Senators – Tom Udall and Martin Heinrich – serve as **New Mexico First's** honorary co-chairs. The organization was co-founded in 1986 by retired U.S. Senator Jeff Bingaman and the late Senator Pete Domenici.

## Who Attended?

Attended by close to 200 people, the town hall brought together New Mexicans representing 20 counties and all seven regions of the state, including urban, rural and tribal communities. In terms of participants' day jobs, represented in the room were diverse stakeholder groups, such as students, education administrators, nonprofit and business professionals, officials from local, state, tribal and federal government. The diversity of backgrounds makes for richer deliberations, thus, better solutions, as well as opportunities to learn from one another.

## Implementation

The town hall recommendations will be advocated to federal, tribal, state, and local policymakers, as well as private-sector leaders by an implementation team comprised of volunteers. The team will be led by co-chairs Del Archuleta, CEO of Molzen Corbin and a former president of the New Mexico State University Board of Regents, and Randy Grissom, the principal architect of the state Small Business Development Center and the former president of Santa Fe Community College.

## Town Hall Background Report

The staff and board of **New Mexico First** believe that effective deliberations require a sound foundation in data, policy information, and the concerns surrounding the theme of each town hall. Prior to all our town halls, participants receive a comprehensive, nonpartisan research paper that sets the context overall, as well as for each area of the six discussion topics:

- Student success
  - High school preparation and community college
  - Four-year university and beyond
- Leadership, governance, and finance of the higher education system
- Workforce integration and alignment
- Healthcare workforce
- Energy workforce

With help from a statewide research committee, the report was designed to broaden the understanding of citizens and lawmakers about the challenges and opportunities facing New Mexico. It is available in the online library at [nmfirst.org](http://nmfirst.org).

## Extras

In the appendices that follow the report, readers will find additional resources of interest, including groups' visions for New Mexico a decade from now. Archived media of this event can be found on our Facebook, Twitter and LinkedIn pages, as well as on our website, [nmfirst.org](http://nmfirst.org). Our media partner New Mexico PBS has produced videos of our Day One plenary session and a compilation of interviews with town hall participants, who spoke about what they see as the challenges and opportunities for New Mexico through higher education and workforce development.

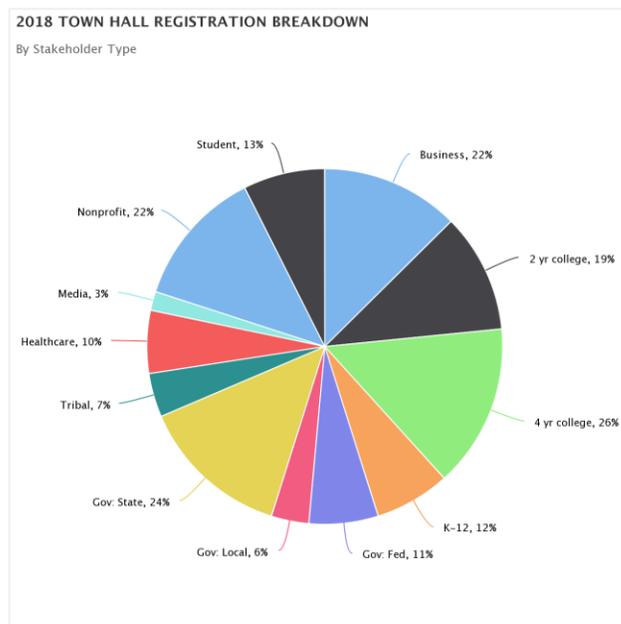


Figure 1: Higher Education Town Hall Registrants

## Town Hall Process

Using **New Mexico First's** proven consensus-building process, the two-day event asked participants to share their best ideas for making progress as a state on economic development. During the town hall, participants were divided into small groups to discuss policy options, and develop and refine recommendations for addressing the critical issues.

### Step 1: Learn the Issues

**Background report:** Review report before attending the town hall.

**Context setting and shared learning:** Listen to guest speakers..

### Step 2: Explore Possibilities

**Small group discussions:** Consider promising opportunities or crucial issues that need to be addressed.

### Step 3: Develop Common Ground

**Draft recommendations:** Write goals and strategies that will impact the state's future progress.

**Amend recommendations:** Refine recommendations for consideration by full group.

**Agree on final recommendations:** Reach consensus on final recommendations in the full group.

### Step 4: Advance Change

A final report is sent to all stakeholders, including community and business leaders, policymakers, media, and all town hall registrants. The Implementation Team will work to advance the recommendations agreed to by town hall participants.



## Recommendations

The following recommendations were developed by participants in small groups at the town hall. Then the entire town hall reviewed each other's work, offered refinements, and ultimately voted on their level of support for each recommendation. All of the following items achieved a high consensus threshold, receiving support from 85 percent of the town hall.



### Student Success Before and During College

New Mexico college students must start strong and finish stronger – ready for careers of the future. To get there, many must overcome financial hurdles, meet family responsibilities, and hold down one or more jobs. Success is not easy, therefore town hall participants called for concrete reforms to help students make smart choices every step of the way. Young people must transition successfully from K-12 to higher education, and then students of all ages must receive top-notch college coursework and support that is right for their unique career goals. A combination of strategies – from authentic advising in high school, to courageous remediation reform, to real-world internships to launch successful careers – can all create a pathway to college success.

#### RECOMMENDATION 1: IMPROVE THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

GOAL: Provide adequate and sustainable resources to K-12 schools and community colleges to create rigorous, relevant, seamless advising, education and career pathways.

##### STRATEGIES:

- a. Expand options for high school graduation requirements that include a rigorous, yet flexible, demonstration of skills based on each student's chosen pathway.
- b. Enhance community college admissions and transitions.
- c. Provide tuition-free Community College.
- d. Commission a diverse team of stakeholders to develop marketing, funding and implementation

*“What we need to be doing better, earlier, is helping young people think about the careers they find interesting and then doing more to help them understand the educational pathways that lead to those goals.”*

*—Angelo Gonzalez, Ph.D., Founding Executive Director, Mission: Graduate*

- strategies for advising, education and career pathways for students and their families, with emphasis on first-generation and low-income students.
- e. Establish a robust data collection and evaluation system, inclusive of existing systems, to track and share effectiveness measures and outcomes of the advising, education and career pathways.

### RECOMMENDATION 2: GET STUDENTS OFF TO A GOOD START IN COLLEGE

GOAL: Support students' academic needs upon college enrollment, ensuring success for all entering students.

#### STRATEGIES:

- a. At enrollment, task higher education institutions to identify student risk factors and needs using multiple methods of assessment and using available student data. Share information with students to make them agents in their own learning and empower and engage them to be active participants in their education.
- b. Train and support high school and college advisors to ensure students are aware of and utilize support programs, integrated with faculty, such as Learning Communities for newly enrolled students.
- c. Address enrollment needs of non-traditional students such as veterans, caregivers, distance learners, and transfer students.
- d. Replace remedial courses, where appropriate, with co-requisite model or other alternative strategies for remediation.
- e. Incentivize and support faculty/instructor development in instructional/pedagogical strategies (IBEST, e.g.), particularly those who teach introductory courses, to support all students.

*“Postsecondary education has got to develop a more holistic approach to student-supportive services ... we need to find those people in postsecondary education who can be a mentor of all things.”*

—Celina Bussey, Cabinet Secretary, N.M. Department of Workforce Solutions

### RECOMMENDATION 3: TANGIBLY SUPPORT STUDENTS THROUGH TO COMPLETION

GOAL: Provide tangible support – including financial aid, behavioral health and information about future opportunities – for students to complete their college programs/degrees and meet their goals.

#### STRATEGIES:

- a. Fund institutional research on program effectiveness and success of all students, including diverse and unique populations; use data from various sources, such as ENLACE or student veteran groups.<sup>1</sup>
- b. Deploy multiple strategies to build higher education institutions' capacity to improve students' completion time, such as incorporating dual-credit and credit transfer, degree pathways, better advisement, student support services including behavioral health, meta majors, course rotation and sequencing to accommodate full and part-time students.
- c. Expand practical, diverse learning opportunities in existing courses, via methods such as experiential learning, course-based undergraduate research experiences, and project-based learning to enhance the engagement of all students.

<sup>1</sup> ENLACE (ENgaging LATino Communities for Education) New Mexico is a five-region statewide network with programs to create an educational pathway for New Mexico's youth.

- d. Expand internal and external academic-related student employment opportunities for undergraduate and graduate students; examples include paid internships and assistantships.<sup>2</sup>
- e. Create and finance more need-based grants and scholarships (e.g., College Affordability Fund or tribal-targeted aid) for both credit and non-credit programs, as well as state loan forgiveness and “loan for service” programs.<sup>3</sup>

### Building the Workforce of Tomorrow

New Mexico employers need employees with specific types of skills, and some types of jobs are in greater demand than others. Repeatedly, town hall participants said that too few New Mexicans make their educational decisions with workforce data in mind. This challenge is true for students, unemployed workers, or people who want to change careers. The town hall called for wholesale improvements in workforce alignment across all career pathways. Additionally, the town hall proposed targeted reforms for the high-need and high-opportunity fields of energy, healthcare and K-12 education.

#### RECOMMENDATION 4: IMPROVE CAREER-BASED EDUCATION FOR STUDENTS OF ALL AGES

GOAL: Increase the number and quality of career-based learning opportunities. Advance this goal collaboratively with P-20+ students and families, public and private sector employers, and other organizations that support these opportunities.<sup>4</sup>

##### STRATEGIES:

- a. Create new opportunities for students by improving pathways to high-demand industries and occupations, using best practices.
- b. Invite and incentivize public and private employers to improve student engagement through internships, mentorships, leadership, apprenticeships, and teacher externships.
- c. Build the capacity of career counseling and advisement, to include employability (soft) skills and creation of strong partnerships among schools, community organizations, employers and families.<sup>5</sup>
- d. Define career readiness, and create a career-ready graduation pathway that is recognized by employers.
- e. Strengthen and support an interactive information resource, such as the Department of Workforce Solutions (DWS) career portal, that connects career counselors, admission personnel, postsecondary advisors and coaches, and families with information and supports peer-to-peer engagement.

#### RECOMMENDATION 5: MAKE NEW MEXICO A WORLDWIDE LEADER IN ENERGY EDUCATION AND RESEARCH

GOAL: Integrate all energy sectors into a collaborative system to make New Mexico the global leader for energy education and research innovation.

##### STRATEGIES:

- a. Promote collaboration between energy industry sectors and leverage existing research assets.
- b. Continue implementation of the New Mexico Energy Roadmap strategies.

<sup>2</sup> The authoring group noted that assistantships could potentially be awarded as an incentive for faculty mentors.

<sup>3</sup> Strategy moved from Recommendation 3 since it supports enrollment.

<sup>4</sup> Members of the town hall advanced the term “P20+”, which essentially means pre-school through graduate school. The P-20 concept extends the traditional K-12 education pathway to include at least pre-kindergarten, post-high school education and workforce participation. However, the focus of town hall’s implementation team will be higher education and workforce development.

<sup>5</sup> For strategies c and d, town hall participants pointed to the graduate profile characteristics offered by the Albuquerque-based collective impact organization, Mission: Graduate.

- c. Establish consortium of schools that offer energy programs with regional expertise coupled with statewide collaboration separate from the current funding formula. Credits from these programs should be transferable to four-year degrees.
- d. Integrate information technology expertise into the energy education strategy (cybersecurity, artificial intelligence, e.g.).
- e. Solicit industry partnerships, funding, and contributions, including from companies outside the state, to develop specialized programs developing those skills the industries need.

#### **RECOMMENDATION 6: MEET THE RAPIDLY CHANGING WORKFORCE NEEDS OF THE ENERGY SECTOR**

GOAL: Align education and training programs to meet energy sector workforce needs.

##### STRATEGIES:

- a. Partner with employers and entrepreneurs to determine workforce needs and necessary modifications to the curriculum.
- b. Create incentives for public and private investments and partnerships with higher education institutions to develop workforce training and research leading to high-paying jobs. For example, incentivize company participation in educational advisory boards.
- c. Establish diverse ways for energy employers to engage with students. This includes internships; mentoring; apprenticeships; scholarships; short, high intensity training, followed by an internship and ongoing mentoring; and cross-disciplinary entrepreneurship training.
- d. Develop institutional flexibility for agile curriculum changes to meet the rapidly changing energy sector needs. Change policies to allow for direct funding of non-credit programs. Allow non-credit hours to be transferred into credit programs.
- e. Develop responsive training programs specific to employment opportunities. The programs must be validated by employers and the educational institution, confirming they deliver the necessary skill sets.<sup>6</sup>

*“Everyone is sort of waking up to the idea that we need to look at areas in which we can exploit the field of energy ... It’s very good to come and hear different perspectives and see how they can be integrated to help us move forward.”*

*—Bobbie Williams, Founder and President, Strategic Action Forum*

#### **RECOMMENDATION 7: GROW NEW MEXICO’S HEALTHCARE WORKFORCE**

GOAL: Ensure that New Mexico has a sufficient number of healthcare, behavioral health, dental health and elder care providers who represent diverse backgrounds and have sufficient technological capacities and broadband networks to serve all communities. (Diversity includes race, ethnicity, sexual orientation, gender identity, geography, interdisciplinary training, cultures and linguistics reflective of New Mexico’s populations.)

##### STRATEGIES:

- a. Implement and fund statewide and regional healthcare systems partnerships. Expand collaboration between higher education institutions and Department of Workforce Solutions, regional workforce boards, and college campuses. Continue and expand workforce presence on campuses to serve as a link between colleges, workforce connection offices, and regional employers.

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<sup>6</sup> Digital badges may provide one tool for validation.

- b. Enhance and fund a unified statewide health career pathway system that leverages existing resources, systems and structures that are designed to include mentors that reflect our communities.
- c. Increase support and access to the New Mexico Workforce Connection system for healthcare workforce development, including maintenance and support of information about existing programs and opportunities related to healthcare education, careers, and potential funding sources for students.
- d. Increase funding for loan repayment and loan-for-service programs and amend regulation or statutes for rural health care tax law to include more healthcare disciplines.
- e. Support and fund innovative and creative models developing in New Mexico that address provider shortages, healthcare fragmentation, and siloed healthcare systems.<sup>7</sup>

**RECOMMENDATION 8: ADVANCE A HEALTH WORKFORCE THAT IS DIVERSE AND CULTURALLY COMPETENT**

GOAL: Increase access to, equity in, and support for healthcare education and workforce programs to reflect and support New Mexico's diverse population.

STRATEGIES:

- a. Require course work and licensing/certification training that includes learning outcomes and competencies addressing systemic inequities such as poverty, racism, and disparities in education and access to all types of health services. Acknowledge the vital importance of integrating the history, languages and cultures of New Mexico in this process.
- b. Create, enhance and develop a culturally and linguistically competent workforce adopting and enacting the provisions from vetoed SB 269 (2017)<sup>8</sup> and enforcing SB 600 (2007)<sup>9</sup> with regard to workforce training including English as a Second Language (ESL) for medical situations.
- c. Expand funding to Adult Education system to expand the use of Integrated Education and Training models into entry-level healthcare certificates as an onramp to healthcare career pathways for academically under prepared adults.<sup>10</sup>
- d. Train financial aid staff, advisors, and outreach/recruitment staff to access alternative financial resources for students including adults who lack a high school diploma or equivalency. Examples include Workforce

*“One of the things I want to see solved is having more minorities in the higher professions. Now that I’m at the (UNM) College of Pharmacy ... I want to see a more diverse population into the classes.”*

*— Fabiola Perez, student, UNM College of Pharmacy*

<sup>7</sup> Examples of potential models include the University of New Mexico's preferred criteria for equity and inclusion, community health worker certification, Project ECHO, or dental therapists. Systems that may need to overcome fragmentation include, but are not limited to, the Department of Veterans Affairs, Indian Health Services, private practitioners, Federally Qualified Health Centers (FQHC), Skill Up Network Pathway Acceleration for Technology and Healthcare (SUN PATH).

<sup>8</sup> Vetoed by Gov. Susana Martinez, the 2017 Senate Bill 269 would have required state agencies and entities receiving state funding to develop and implement policies to decrease institutional racism, defined as “actions that result in differential access to the goods, services and opportunities of society due to the existence of institutional programs, policies and practices that intentionally or unintentionally place certain racial and ethnic groups at a disadvantage in relation to other groups.”

<sup>9</sup> The 2007 Senate Bill 600 directed the creation of a task force, the members of which would be appointed by the secretary of the Higher Education Department, charged with designing cultural competence education requirements in certain health education programs offered by higher education institutions.

<sup>10</sup> Models include Integrated Basic Education and Skills Training (I-BEST) and medical ESL. Washington state's system provides a useful example.

Innovation and Opportunity Act (WIOA), Temporary Assistance for Needy Families (TANF), or demonstrating the “ability to benefit” to receive financial aid.<sup>11</sup>

- e. Expand training in all healthcare careers with emphasis on community health worker training, and create partnerships with state and federal entities, rural health VA and Indian Healthcare training.<sup>12</sup>
- f. Strategically grow our own, expand, and retain a permanent healthcare workforce to meet the needs of the state by increasing support for healthcare education to create a diverse and inclusive workforce that reflects New Mexico’s population.

#### **RECOMMENDATION 9: CREATE A HIGHLY QUALIFIED AND DIVERSE POOL OF K-12 TEACHERS**

GOAL: Expand and support the current and future teacher pipeline to reflect and honor the diversity of our state population.<sup>13</sup>

##### STRATEGIES:

- a. Recruit and retain high quality diverse teachers by creating incentives, launching a marketing campaign that values the profession, and implementing the recommendations of the New Mexico Educator Vacancy Report.
- b. Create a new teacher accountability system based on incentives and professional trust.
- c. Inventory, strengthen and expand the existing K-12 programs, such as Future Teachers of America, that help to identify and recruit students, inclusive of non-traditional diverse students, into the teaching profession.
- d. To meet on-site needs of dual credit courses and early college high schools, recruit, retain and support teachers to obtain K-12 licensure plus Higher Learning Commission-recognized post-secondary teaching credentials.
- e. Recognize teaching as a true profession by paying regionally competitive salaries and fully funding school programs and supplies. For example: create a pool of funds teachers can access for classroom supplies.

### **Education and Workforce Governance**

New Mexico is home to 29 public higher education institutions (HEIs) located throughout the state, serving approximately 133,830 students. We also run 21 Workforce Connection Centers, overseen by four regional boards. People at the town hall expressed worry about duplication of effort, effective coordination and smart use of limited funding. They wanted to boost efficiency, improve accountability, see all the entities operating well, and they were not opposed to developing new systems where needed.

#### **RECOMMENDATION 10: IMPROVE COLLABORATION BETWEEN NEW MEXICO'S COLLEGES AND UNIVERSITIES**

GOAL: Incentivize collaboration among higher education institutions to improve access and equity, streamline pathways to completion, and minimize financial burdens.

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<sup>11</sup> Federal regulations require students to demonstrate an “ability to benefit” (ATB) from post-secondary education before they can receive federal student aid. ATB typically refers to earning a high school diploma or equivalent and being enrolled in a degree-seeking program.

<sup>12</sup> The Office of Rural Health of the U.S. Department of Veterans Affairs (VA) is tasked with increasing access to care for veterans living in rural communities who rely on VA for health care.

<sup>13</sup> While the focus of the town hall was higher education and workforce, that issue of K-12 teachers was included in the scope because teacher preparation takes place at New Mexico’s colleges and universities.

## STRATEGIES:

- a. Encourage community engagement partnerships, especially K-12 and other community organizations through inter-agency state grants.
- b. Encourage, develop and fund collaborative delivery of non-duplicative programs and courses throughout the state.<sup>14</sup>
- c. Create a fund within HED to reward creative, innovative, non-redundant inter-institutional programs.
- d. Harmonize one-source, community-driven relevant data collection and ensure public access.
- e. Explore barriers to coordination and opportunities to incentivize collaboration in the funding formula.

*“We need to work on collaboration, we need to work on making sure that we get the most out of every dollar that we spend in higher ed in New Mexico. That’s going to require an effort amongst all of the institutions, to make sure that we collaborate in a way that is to the greatest advantage of New Mexicans, the students and everyone that is concerned – the people paying the bill.”*

*—Del Archuleta, CEO, Molzen Corbin*

#### **RECOMMENDATION 11: STRENGTHEN GOVERNANCE AND ACCOUNTABILITY FOR COLLEGES AND UNIVERSITIES**

GOAL: Improve accountability and efficiency among higher education institutions to better benefit students and communities by achieving the most effective higher education governance systems (i.e., regents, governing boards, presidents, deans).

## STRATEGIES:

- a. Review and update statutes and rules to identify and ensure clear governance responsibilities and accountability, reflect Higher Learning Commission (HLC) accreditation standards and best practices, eliminate obsolete practices and increase efficiency within HEIs.
- b. Institutionalize the practice of requiring colleges to report graduates and employers survey findings to the state Higher Education Department (HED) and require HED to make results public and use as a basis for decision-making.<sup>15</sup>
- c. Transparently define goals and accountability standards to meet statewide attainment goals, metrics, and equity-based benchmarks for HEIs to include fiscal responsibility, retention rates, completion rates and career success.
- d. Mandate best practices in proper selection, training, development, and accountability in proper roles and responsibilities for regents and governing boards.
- e. Fund and provide statutory authority for HED to achieve HEI accountability through creating greater incentives and implementing penalties.

<sup>14</sup> Examples include centers of excellence or NMSU’s 2+2 online bachelor’s degrees that couples two years of online community college with two years of online university coursework.

<sup>15</sup> The Kirkpatrick Training Evaluation Model offers a useful example. It is comprised of four levels: reaction, learning, behavior and results.

**RECOMMENDATION 12: ADVANCE A WORKFORCE TRAINING GOVERNANCE SYSTEM**

GOAL: Support an effective structure of collaborative governance for integrated workforce training. Deploy public and private sectors to mobilize an agile, adaptable, and innovative P-20+ system to achieve a shared vision of success.

## STRATEGIES:

- a. Form a diverse coalition to lead a planning process and implement the following strategies.<sup>16</sup>
- b. Conduct asset mapping, landscape analysis and national best practice research to align higher education with workforce needs.
- c. Build a comprehensive statewide strategic business plan that engages diverse stakeholders, considers existing plans, sets targets, defines impact and provides a framework for policymakers.<sup>17</sup>
- d. Identify options for government agencies to work more effectively together, such as task force, work group, new government agency, council, etc., with clear goals and accountability measures.
- e. Create incentives to spark and sustain collaboration between industry sectors and education stakeholders to meet workforce needs.

*“As an economic developer in New Mexico, I need a ready, skilled workforce, an available workforce that is visible to an employer coming to the area ... and know that they’re employable, not 18 years from now, but tomorrow.”*

*—Davin Lopez, President and CEO, Mesilla Valley Economic Development Alliance*

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<sup>16</sup> The coalition should include a wide array of interests including rural, tribal, funders, workforce, K-12, business, higher education, workforce solutions, adult education and others.

<sup>17</sup> The existing “Business Plan for Early Childhood in New Mexico” may provide a useful example. The draft plan was published in spring 2018 by the New Mexico Early Childhood Funders Group (nmecfg.org).

## Town Hall Implementation

Conducting a town hall with hundreds of New Mexicans is a lot of work, but change-making only begins *after* the recommendations are agreed upon. The recommendations will not sit on a shelf. **New Mexico First** will organize an implementation team to advance the town hall's priorities. Implementation efforts often run for 12-18 months. The process will be co-chaired by Del Archuleta and Randy Grissom. They will lead the effort to advance the recommendations with government leaders at the federal, tribal, state and local levels, as well as private-sector leaders.



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**Del Archuleta** will serve as town hall implementation co-chair, helping to advance the recommendations developed at the event. A native New Mexican who is well known as one of the state's most committed and impactful public servants, Mr. Archuleta is particularly recognized for his advancement of education reform. He is a civil engineer and has been the CEO of Molzen Corbin for over 30 years, a large and respected engineering and architectural firm. Mr. Archuleta is also a former member of the NMSU Board of Regents (appointed by Governor Gary Johnson), where he served two terms as board president. Mr. Archuleta later chaired the New Mexico K-12 Board of Education (appointed by Governor Bill Richardson), and subsequently served on the state's Board of Finance (appointed by Governor Susana Martinez).

His mix of experiences as an employer, advocate and trusted leader by members of both parties makes Mr. Archuleta a strong implementation co-chair for the 2018 town hall.



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Retired Santa Fe Community College President, **Randy Grissom**, will also co-chair the implementation process from the 2018 town hall. The well-known champion for education and workforce development joined SFCC in its inaugural year of 1983. Soon thereafter, he wrote the successful proposal to create the New Mexico Small Business Development Center. Mr. Grissom left SFCC in 1994 to work in management positions in private industry including Vice President of Finance for Maui Land & Pineapple Company, Inc.

In 2008, Grissom once again returned to his roots at SFCC campus, this time to start green technology and workforce programs as Dean of Economic and Workforce Development. He held various positions until being appointed college president in 2014. His academic background includes bachelor's and master's degrees in business from Texas Christian University in Fort Worth, Texas.

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## Appendix A: Vision Statements

Each discussion group was asked to craft an aspirational vision statement, addressing the following question: *Imagine it is the year 2028 and New Mexico has benefited from a decade of brilliant higher education and workforce policies? What might the headlines read, based on the group's assigned topic?*

DISCUSSION GROUP	VISION STATEMENT
Student Success: High School Preparedness and Community College	Through K-12 and postsecondary improvements, incorporating experiential and relevant learning, New Mexico leads the nation in high school and postsecondary enrollment and graduation rates, resulting in increased college and career readiness and living wages.
Student Success: Four-year College and Beyond	Nationally recognized for meeting academic, financial, and emotional needs, New Mexico colleges and universities comprehensively support and serve all students, from pre-enrollment services through graduation, to achieve fulfilling lives as well as sustaining and successful careers in New Mexico.
Energy Workforce	Through its energy-focused educational programs and through employer collaboration, New Mexico leads the nation in technical expertise to advance far-reaching, environmentally responsible, efficient innovations in energy systems, which promote job retention, job creation and entrepreneurship.
Workforce Alignment and Integration	New Mexico leads the country in mobilizing an agile, adaptable and innovative P-20+ system that creates pathways for all residents to pursue meaningful employment, drive innovation opportunities, and advance economically by meeting the current and future needs of business, industry and community.
Healthcare Workforce	Through transformative alignment of healthcare education, training and workforce strategies, New Mexico's highly skilled healthcare workforce meets statewide needs and reflects New Mexico's diverse communities achieving the best health outcomes.
Governance	Through the collaborative retooling of governance, statewide K-20 articulation, and efficient use of financial resources, New Mexico higher education leads the nation in equity, value and quality, resulting in a workforce that is innovative, reliable and prepared.

## Appendix B: Levels of Support

Recommendations are listed by the level of “total support” by town hall participants.

Rec #	Goal	Highly Support	Moderately Support	Do not support	TOTAL SUPPORT
Rec 10	GOAL: Incentivize collaboration among higher education institutions to improve access and equity, streamline pathways to completion, and minimize financial burdens.	67%	32%	1%	99%
Rec 2	GOAL: Support students’ academic needs upon college enrollment, ensuring success for all entering students.	69%	29%	2%	98%
Rec 4	GOAL: Increase the number and quality of career-based learning opportunities. Advance this goal collaboratively with P-20+ students and families, public and private-sector employers, and other organizations that support these opportunities.	67%	31%	2%	98%
Rec 3	GOAL: Provide tangible support – including financial aid, behavioral health, and information about future opportunities – for students to complete college and meet their goals.	74%	23%	3%	97%
Rec 12	GOAL: Support an effective structure of collaborative governance for integrated workforce training. Deploy public and private sectors to mobilize an agile, adaptable and innovative P-20+ system to achieve a shared vision of success.	76%	19%	5%	95%
Rec 11	GOAL: Improve accountability and efficiency among higher education institutions to better benefit students and communities by achieving the most effective higher education governance systems (i.e., regents, governing boards, presidents, deans).	66%	27%	7%	93%
Rec 6	GOAL: Align education and training programs to meet energy sector workforce needs.	63%	30%	7%	93%
Rec 8	GOAL: Increase access to, equity in, and support for healthcare education and workforce programs to reflect and support New Mexico’s diverse population.	64%	28%	8%	92%
Rec 5	GOAL: Integrate all energy sectors into a collaborative system to make New Mexico the global leader for energy education and research innovation.	62%	29%	9%	91%
Rec 9	GOAL: Expand and support the current and future teacher pipeline to reflect and honor the diversity of our state population.	63%	27%	10%	90%
Rec 1	GOAL: Provide adequate and sustainable resources to K-12 schools and community colleges to create rigorous, relevant, seamless advising, education and career pathways.	51%	39%	10%	90%
Rec 7	GOAL: Ensure that New Mexico has a sufficient number of healthcare, behavioral health, dental health and elder care providers who represent diverse backgrounds and have sufficient technological capacities and broadband networks to serve all communities. (Diversity includes race, ethnicity, sexual orientation, gender identify, geography, interdisciplinary training, cultures, and linguistics reflective of New Mexico’s populations.)	56%	30%	14%	86%

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