



Teach Plus New Mexico:

---

# Our Strategic Vision for Student Success

2024



## Teach Plus New Mexico: My Story and Our Work

*I was the first in my family to break the cycle of poverty. Education was the driver that enabled me to become more than my circumstances.*



I was the first in my family to graduate from high school, with honors, graduate from college, and earn a master's degree in education administration. My son has now made it a tradition for future generations in our family; he too has graduated from high school with honors and is now a student at New Mexico State University.

My own experience is testament to the fact that education is the driver that leads to economic mobility. To improve circumstances for all our children, we must center education as a pathway to a better quality of life, better wages, and a better future.

### What the data shows:

Despite many interventions, economic mobility in New Mexico is lagging compared to other states. In 2023, New Mexico invested over \$10.1 billion of state and federal funds in income support programs – \$2.6 billion more than in 2019. Despite this investment, poverty levels remain stubbornly high at around 18 percent. In 2022, New Mexico had the highest poverty rate in the nation at 17.6 percent, and since at least 2000, New Mexico has persistently ranked as one of the poorest states in the country. **Until more New Mexico students attain credentials and degrees and develop skills for in-demand occupations, this number is unlikely to move.**

In 2022, about 9.3 percent of New Mexicans with some college and 4.3 percent of those with a bachelor's degree or higher were living below the poverty line. By contrast, the poverty level of those without a high school diploma was 25.2 percent in 2021. Even if a student doesn't complete college, they are still less likely to live in poverty, while access to high-quality educational options raises the likelihood that they will earn a livable wage.

To understand what has worked well and what needs improving across New Mexico's education system, I spent a year engaged in deep, strategic inquiry, digging through data and collaborating with and learning from our community, including students, parents, educators, and education policy stakeholders.

Leveraging this research and stories from our communities, I have developed goals that will help ensure students have access to the fundamentals that are required for many higher-paying careers. These focus areas and our 10-year goal are directly connected to what students need in order to start on a path to improved economic mobility. With a specific focus on students who are economically disadvantaged—understanding that if we improve systems for them, all students will benefit—we aim to decrease the opportunity gap between this group and all New Mexico graduates, ensuring access to educational opportunities that will help break the cycle of poverty for generations to come.



### Areas of Focus:

Through my own lived experiences and research as an educator, advocate, school board member, and parent, and through collaboration with others, I have identified four focus areas for advancing K-12 and postsecondary opportunities for New Mexico's students.

1. **Measure What Matters:** Align New Mexico's data systems to the goals outlined in the New Mexico Public Education Department's (NMPED) strategic plan and other states goals, ensuring that these systems provide accurate and timely information to inform stakeholders and decision makers.
2. **Give More Students Access to High-Quality Schools:** Grow enrollment at high-performing schools and replicate effective, innovative best practices that help to improve teaching and learning at more schools across the state.
3. **Invest in Those Most Proximate to Students:** Align policies, supports, and funding to ensure that teachers and local decision makers are well informed, prepared, and continuously supported to improve student outcomes.
4. **Increase Access to Liveable Wage Careers:** Give more first-generation college students the opportunity to pursue careers that require college by broadening access to career exploration and more scholarships, including New Mexico's Opportunity Scholarship.

In the following pages, I give an overview of the current barriers and opportunities to student economic mobility in New Mexico, as well as do a deeper dive into our focus areas: data and accountability, access to high-quality schools, support for educators and leaders, and knowledge and skill development for students in order to have access to quality options after graduation.

We can't expect our children to do better if they don't know better. Instead of being limited by their experiences, I believe students must have access to aspirations beyond any barriers in front of them and a clear understanding of what it takes to achieve those aspirations. As Executive Director of Teach Plus New Mexico, I am focused on advancing my vision for true economic mobility—through college and career success—for all our children, so that more students are able to break the cycle of poverty for families like mine.

**Will you join me?**

*Hope Morales*

Hope Morales,  
Teach Plus New Mexico Executive Director



## Setting the Context: New Mexico's Education Ecosystem

### **New Mexico Students, Staff, and Leadership:**

**Students:** New Mexico's public schools serve a diverse population of approximately 320,000 students, reflecting the rich cultural and ethnic tapestry of the state. Around 63 percent of students identify as Hispanic, followed by 21.2 percent Caucasian, 10.3 percent Native American, and 1.7 percent Black students. The state is also home to a significant population of English Language Learners (17.6 percent), representing a wide array of linguistic and cultural backgrounds. Additionally, about three out of four (74 percent) students qualify for free and reduced lunch, highlighting the socioeconomic challenges many families face. This demographic diversity, combined with economic needs, results in both challenges and opportunities for New Mexico's education system as it strives to meet the needs of its students equitably.

**Staff:** In New Mexico, the teacher workforce reflects a diverse demographic and a range of licensure levels. According to the New Mexico Public Education Department (NMPED), approximately 56 percent of teachers identify as Hispanic, aligning with the state's overall demographic composition. However, other racial and ethnic groups, such as Native American, African American, and Asian teachers, remain underrepresented. In terms of licensure, teachers in New Mexico are categorized into three levels: Level 1 (entry-level), Level 2 (intermediate), and Level 3 (advanced). Recent data shows that 35 percent of New Mexico's teachers hold a Level 1 license, 45 percent are at Level 2, and about 20 percent have achieved the highest Level 3 licensure. This tiered licensure system incentivizes professional growth and higher qualifications, but the state still faces challenges in filling vacancies, particularly in rural and underserved areas. Moreover, New Mexico has been addressing the issue of teacher shortages; for example, [paid teacher residencies](#) have been highly successful, as 33 percent of newly licensed teachers are residency graduates.

**Elected School Board Members:** School board members in New Mexico play a vital role in overseeing district operations, setting education policies, and approving budgets. However, many board members face challenges due to limited training and experience in critical areas like financial management and educational data interpretation. In 2022-2023, compliance with state-level training requirements revealed gaps, as about 30 percent of board members statewide did not meet the training mandate, and some districts had multiple board members who did not attend any sessions. Despite the mandatory training, there are no penalties for non-compliance, and since 2018, districts have not publicly disclosed board members who failed to complete their training. (Note: I served on the Roswell School Board from 2019-2023, including as President of the Board from 2020-2023.)

**District Superintendents:** Superintendent turnover and experience levels in New Mexico's school districts have significantly disrupted district stability and continuity in leadership. According to NMPED and Legislative Education Study Committee (LESC) reports, New Mexico's school districts experience a relatively high rate of superintendent turnover compared to national averages. In 2022, about 27 percent of school districts saw changes in their superintendents. Many districts are led by superintendents with fewer years of experience in the role, particularly in rural areas. Data from the LESG report indicates that a significant number of superintendents have fewer than five years of experience, which poses challenges in decision-making and long-term planning.



**The Yazzie/Martinez Lawsuit:** In 2014, New Mexico’s families and education advocates filed a lawsuit, officially known as *Yazzie v. State of New Mexico* and *Martinez v. State of New Mexico*, accusing the state of failing to provide an adequate education for all students, as required by the New Mexico Constitution. The plaintiffs argued that the state’s education system was underfunded and inequitable, disproportionately disadvantaged Native American students, English language learners (ELL), students from low-income families, and students with disabilities. These groups have been historically underserved, resulting in lower graduation rates and poorer academic outcomes for them compared to other students.

In 2018, the court ruled in favor of the plaintiffs, with Judge Sarah Singleton finding that the state was not providing sufficient resources to meet the needs of its most vulnerable students, violating their constitutional right to an adequate and equitable education. The ruling mandated the state to take action to address funding shortfalls, improve instructional quality, and implement culturally responsive curriculum, particularly for Native American students.

Since the Yazzie/Martinez rulings, New Mexico has made efforts to respond to the court’s order, including increasing funding for education, expanding early childhood education programs, and addressing teacher shortages. However, progress has been criticized as slow, and advocacy groups continue to push for full compliance with the court’s decision.

In 2023, ongoing discussions and debates continued around the implementation of the ruling, particularly in ensuring sufficient funding reaches underserved communities and that the reforms have a tangible impact on educational outcomes. Education advocates have expressed the need for more aggressive changes to meet the deadlines set by the court and ensure long-term improvements to the state’s education system.

**Student NAEP Results:** New Mexico’s most recent results on the National Assessment of Educational Progress (NAEP) reveal a significant need for improvement, especially in math and reading proficiency. In 2023, only 21 percent of New Mexico’s fourth graders were proficient in reading, and just 19 percent in math. For eighth graders, the proficiency rates were even lower, with only 18 percent meeting reading proficiency and 13 percent reaching math proficiency. This places New Mexico last among U.S. states in all four categories (fourth and eighth-grade reading and math). The state’s results are at historic lows, with math and reading scores showing the lowest proficiency levels in over a decade.

**High School Graduation Rates:** New Mexico graduation rates have historically been below the national average, reflecting challenges such as high poverty rates, a large proportion of English language learners, and gaps in resources. In recent years, New Mexico’s four-year high school graduation rate has hovered around 77 percent, with significant disparities among student subgroups. Native American students, English language learners, and students with disabilities generally graduate at lower rates compared to other groups.



## Access and Opportunities

**Expanding Access to Early Childhood Education:** In recent years, New Mexico has made significant strides in expanding access to early childhood education. In 2020, voters approved a constitutional amendment to increase funding for early childhood programs by tapping into the state's Permanent Land Grant Fund. This move, along with other state initiatives, helped establish the Early Childhood Education and Care Department (ECECD) in 2020, which centralizes efforts to provide universal access to Pre-K and other early learning opportunities.

**Public School Choice:** New Mexico offers a variety of school choice options to meet diverse student needs, including traditional public schools, charter schools, magnet schools, and schools serving nontraditional students such as online and alternative schools. Charter schools in New Mexico have gained popularity for their flexibility and innovative teaching methods, with several ranking among the top-performing schools. For instance, the Albuquerque Collegiate Charter School, a public charter school that was also recognized as a [2024 Teach Plus Innovative school](#), consistently ranks as one of the highest-performing schools in the state for academic outcomes among various student groups. In addition to public charters, schools serving nontraditional students, such as the New Mexico School for the Arts and other alternative learning environments, provide specialized programs tailored to specific student interests and needs. These schools cater to students who may face barriers in traditional education settings, ensuring that all students have access to a high-quality education that aligns with their unique circumstances and aspirations.

**Opportunity Scholarship:** Established in 2020, the Opportunity Scholarship covers tuition and required fees for *eligible* New Mexico residents pursuing career training certificates, associate degrees, and bachelor's degrees at New Mexico public colleges and universities. Students must graduate from high school or receive a high school equivalency credential (HSE) and enroll as a college student prior to receiving the scholarship. Since its inception, thousands of New Mexico's students have benefitted from the program, contributing to increased college enrollment and workforce development in the state.

**High-Paying Careers that are In Demand:** In New Mexico, the highest-paying and most in-demand jobs are often in industries such as healthcare, energy, technology, and skilled trades. Key high-paying positions include:

- **Medical professionals:** Physicians, surgeons, and dentists are among the top earners, with median salaries ranging from \$200,000 to over \$250,000 annually. These positions typically require advanced degrees, such as a Doctor of Medicine (MD) or Doctor of Dental Surgery (DDS), along with extensive training and certification.
- **Energy sector jobs:** Engineers, particularly petroleum engineers, are highly sought after in New Mexico due to the state's strong oil and gas industry. These roles often require a bachelor's degree in engineering, with petroleum engineers earning an average salary of \$130,000 to \$150,000.
- **Information technology (IT):** Software developers, network administrators, and data scientists are increasingly in demand, with salaries ranging from \$80,000 to \$120,000. Most positions require at least a bachelor's degree in computer science or a related field.



Skilled trades: Electricians, plumbers, and welders are also highly in demand, with salaries ranging from \$50,000 to \$70,000. While a four-year degree is not necessary, these careers require vocational training, apprenticeships, and state licensing.

The demand for professionals in these sectors is driven by the state's growing healthcare needs, energy production, and technology development, offering promising career opportunities for individuals with the right qualifications.

## Teach Plus New Mexico's Vision for Student Success:

Taking into account New Mexico's history, current gaps, and unique opportunities for student success, Teach Plus's **long-term goal** is:

### + IMPROVE ECONOMIC MOBILITY+

**What we know:** The New Mexico Legislative Finance Committee highlighted that poverty rates are impacted by labor force participation and wages earned, both of which are directly aligned to educational attainment and postsecondary readiness/success rates.

**New Mexico's labor force participation:** Labor force participation in New Mexico remains low, with only 57.4 percent of the population [working as of October 2023](#), lower than the U.S. labor force participation rate of 62.7 percent. For the state to have the labor force participation rate equivalent to that at the national level, the state would need over 116,000 more adults in the workforce. And in order to compete for and land the jobs that we need people in the most, New Mexico students need opportunities to earn the degrees, credentials, and skills necessary for them to succeed.

#### IN TEN YEARS, WE AIM TO:

Break cycles of poverty by strategically working to improve struggling educational systems and replicating effective systems to increase student outcomes and lower the state poverty rate by 10 percent from 17.3 to 15.6 percent.

*Historical NM Poverty Rates Percentiles:*  
2022: 17.3; 2021: 17.7; 2020: 16.8; 2019: 17.5

*National Poverty Rate Average Percentiles:*  
2022: 11.5; 2021: 11.6; 2020: 11.4; 2019: 10.5

**What we know:** High school [graduates earn more](#) than high school dropouts, with the difference in earnings increasing over time. On average, high school graduates earn around \$6,465 more annually than high school dropouts (who earn around \$21,428 on average). Completing post-secondary education drives earning potential even higher. The median earnings for a New Mexican with a bachelor's degree are [59 percent higher](#) than someone with only a high school diploma.



To make our vision of improved economic mobility a reality, we will prioritize the following:

## MEASURE WHAT MATTERS

According to the [Data Quality Campaign](#), education data includes information about individuals, groups, and entire populations that can be used to support them throughout their education and workforce journeys. Data is an essential component of the larger educational system that allows stakeholders to better understand current systems and outcomes. Robust data helps support improved decision making, early intervention, personalized learning, student engagement, and accountability.

- 1. Redefine college and career readiness and update metrics to ensure they are rigorous and more accurately connected to students' postsecondary success.** The college and career readiness data metric is often the highest-scoring metric on NMVistas, the state's K-12 data dashboard; most New Mexico high schools post an average of 97 percent. The metric likely leaves the average New Mexico resident to assume a level of readiness among graduates, yet the average college retention rate for New Mexico universities in 2021-2022 was 59 percent and the state poverty rate remained higher than the national average. While there is an effort at the state level to improve the K-12 [data dashboard](#), there remains a need to ensure accurate data collection and connect data collection, sharing, and reporting among various state agencies.
- 2. Ensure that alternative high schools that serve non-traditional students are evaluated on metrics that are accurate and lead to students thriving in these environments.** Alternative high schools serve students who have had their education disrupted somehow (e.g. expulsion, dropping out, involvement with the criminal justice system) or for whom the traditional school setting just does not meet their needs well. These schools serve an important function and they should be measured and held accountable with metrics that better reflect their programs and objectives for the non-traditional students they serve. Although many alternative schools support students with fewer credits and additional needs (thus requiring more flexibility), currently the same measuring system for school quality is used for these schools as for traditional high schools. Alternative high schools are often designated in the lowest category of the state's school rating model, which determines how much state support schools get, because most of their students do not graduate in the expected four years. Even though these schools have developed systems that ensure many of their students are graduating after accessing additional time and resources, they are not validated for their success.

## GIVE MORE STUDENTS ACCESS TO HIGH QUALITY SCHOOLS

According to [Close the Gap Foundation](#), "Quality education is one of the 17 sustainable development goals (SDGs) established by the United Nations in 2015." The foundation argues that quality education is a key driver of economic growth and development. Education enables individuals to acquire the skills and knowledge needed to participate in the workforce, start their own businesses, and contribute to the economy. It also helps to reduce poverty by improving job opportunities and increasing incomes.





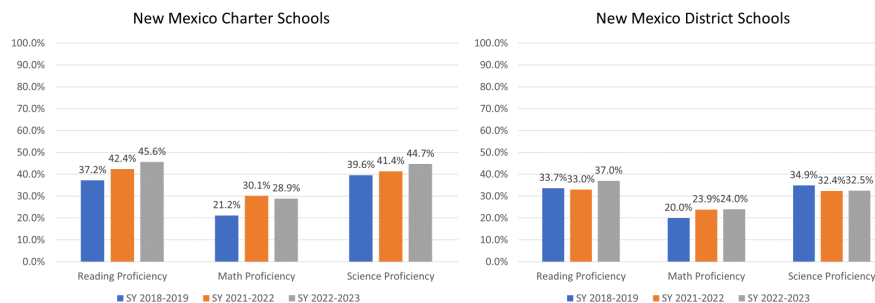
- 1. Identify top-performing schools that provide targeted strategies to support economically disadvantaged students and replicate those strategies in more schools across the state.** New Mexico has an updated data system, NMVistas, that uses specific factors to measure and provide a school designation, or performance level, for public schools, which examines in detail the strategies, programs, and systems used at high performing schools. However, there is no organized state-level effort that helps to amplify schools and strategies that are more effective in an effort to expand their practices across more schools.
- 2. Close the gap in graduation rates between economically disadvantaged and non-disadvantaged students.** The state should ensure there is a strategic focus on economically disadvantaged students and nontraditional students to earn a high school diploma and have the opportunity to access higher education and in-demand careers.

**The poverty rate for those without a high school diploma was 25.2 percent in 2021 compared to 9.3 percent with some college, and only 4.3 percent for people with a bachelor's degree or higher.**

<u>New Mexico</u>	<u>Nationally</u>
<p>2023: Economically disadvantaged students graduation <a href="#">rate</a>: 69.7%</p> <p>2022: Economically disadvantaged students graduation <a href="#">rate</a>: 66%</p> <p>2023: Average graduation rate: 76.7%</p> <p>2022: Average graduation rate: 76%</p>	<p>2022: Economically disadvantaged students graduation <a href="#">rate</a>: 81%</p> <p>2020: Economically disadvantaged students graduation <a href="#">rate</a>: 81%</p> <p>2022: Average graduation rate: 87%</p> <p>2020: Average graduation rate: 87%</p>

- 3. Increase student access to and enrollment in high-quality charter schools that are *outperforming* traditional public schools.** New Mexico data indicates that students who are attending charter schools are outperforming students at traditional public schools. Expansion of schools with proven records of success or exemplary charter applications will give more students access to high-quality education.

Proficiency at New Mexico’s District and Charter Schools in SY 2018-2019, 2021-2022 & 2022-2023





- 4. Increase student attendance and engagement across K-12 grades to align with the national average.** New Mexico has faced persistent student absenteeism issues. In the 2022-2023 school year, nearly 40 percent of students were considered chronically absent, meaning they missed at least 10 percent of school days. Although this reflects a slight decrease from the previous year, absenteeism remains a significant barrier to student achievement. Factors contributing to these high rates include economic hardship, with economically disadvantaged students showing higher absenteeism, alongside specific challenges faced by Native American, English Learner, and special needs students. Efforts under the Attendance for Success Act, which was passed in 2019, include tiered intervention programs that aim to reduce chronic absenteeism by implementing targeted attendance strategies.

**What we know:** Students are unenrolled from their schools after 10 unexcused absences. There is no requirement to ensure schools are informing students and families about options to re-engage and find other options that are more suitable for their needs. We believe schools and districts should inform students who have been “unenrolled” of their options to re-enroll in the same school and provide them with information about alternative schools, charter schools, and other local supports such as General Education Development (GED) classes and Job Corps centers.

## INVEST IN THOSE MOST PROXIMATE TO STUDENTS:

Perhaps our most critical focus areas rely on people: their talents, their connections, and their collective efforts to support students and their learning. *When the adults in children’s lives do better, the children do better.* [Research repeatedly shows](#) that in school, teachers are the most influential factor influencing student achievement. Schools are governed by school district boards, and where there’s a lack of vision and focus at the board level, schools struggle. And finally, at home, families are the caretakers of students who set the conditions for success and know their children best. They are the primary connection between schools and the rest of a student’s community, and as such, are invaluable resources to educators.



- 1. Ensure underserved students are taught by teachers who are certified in math and other high-vacancy areas.** According to the NMPED, in June 2022, there were 7,392 certified math teachers and 2,206 non-certified math teachers. In June 2023, there were 6,746 certified math teachers and 1,999 non-certified math teachers. If we assume an average class size of 25 students, this would mean approximately 50,000 students taught by non-certified math teachers, increasing the likelihood that students who attend college will need remedial math.
- 2. Ensure local school boards are effective, as demonstrated by their commitment to their district strategic plan and participation in high-quality meetings focused on student outcomes.** With Teach Plus teacher leaders’ advocacy, New Mexico’s legislature passed Senate Bill 137, which raises the training requirements for board members, establishes restrictions around hiring and firing superintendents too soon after taking office, and other accountability measures for school boards. Under the bill, which went into effect July 1, 2024, school board members in their first year of their term must complete 10 hours of training, covering topics including budgeting and public school finance, education laws, and other protocols affecting school boards and best governance practices. The bill comes as a result of the September 2023 Legislative Education



Study Committee (LESC) brief, [School Accountability: The Role of Governance in School Improvement](#), which highlights the training hours completed by board members as tracked by the 2022-2023 New Mexico School Board Association (NMSBA). The brief reported that 337 members had completed training requirements, while 100 had not. Of those 100, 48 attended no training at all.

- 3. Engage and involve families in the students' educational journey.** Family engagement in schools can positively impact student outcomes, regardless of family income or background. [Research](#) has shown that parent involvement leads to positive benefits for students, parents, and schools, including improved academic performance and improved parent-teacher relationships. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades during their academic career.

## INCREASE ACCESS TO LIVEABLE WAGE CAREERS

According to the National Center for Education Statistics (NCES) report, [The Condition of Education 2020](#), postsecondary educational activities are strongly correlated with long-term life outcomes. For 25- to 34-year-olds who work full time, higher educational attainment is connected to higher median earnings. This pattern has remained consistent from 2000 through 2018. In 2018, the median earnings of 25- to 34-year-olds with a master's or higher degree (\$65,000) were 19 percent higher than the earnings of those with a bachelor's degree (\$54,700), and the median earnings of those with a bachelor's degree were 57 percent higher than the earnings of high school completers (\$34,900).

- 1. Ensure high school students have access to high-quality career pathways that connect to high-demand, higher-wage, in-state careers.** A [new report](#) from the CTE Research Network finds that students who participated in CTE programs in high school were more likely to be employed after high school than similar classmates who did not participate in CTE. While the research indicates those who take CTE courses in high school are also more likely to be employed after high school than those who did not, it also indicates that CTE course-takers had similar earnings as those who did not take CTE. It is imperative that as CTE courses and programs expand, there is an intentionality and alignment with careers that are in high demand and lead to a liveable wage.



- 2. Ensure more first-generation students have the opportunity to attend college through the “[automatic acceptance](#)” law that guarantees admission to New Mexico universities.** New Mexico residents have the opportunity to attend any state university and have tuition paid with the help of the Opportunity Scholarship, which gives access to all students and especially underserved students. Developing a system for those who qualify based on certain criteria, like transcripts and Scholastic Aptitude Test (SAT) scores, would put more students, specifically first-generation college students, on a path to college and a high-earning career.



## LEVERAGING TEACH PLUS PROGRAMS TO MAKE STUDENT SUCCESS A REALITY

Teacher leadership is essential in schools because it empowers teachers to lead positive changes and improve student outcomes. Teachers who act as leaders take on roles beyond their regular duties, impacting students and systems beyond the walls of their classrooms. This leadership helps create a collaborative environment where teachers can use the experience of their students and themselves, conduct research, and learn from others to support each other, and address school and state level challenges. Teacher leaders also play a critical role in promoting social justice and ensuring inclusive, culturally responsive teaching, which benefits all students and strengthens the school community overall.

To address the focus areas outlined in the report, we will facilitate learning, partnerships, and advocacy efforts by convening some of New Mexico's best teachers to act as catalysts for change by:

- developing meaningful recommendations that are aimed at improving gaps identified in the report;
- replicating innovative systems in their classrooms and schools; and
- engaging with various educational leaders to share their perspectives and build partnerships

A recent Teach Plus New Mexico flash poll of more than 220 teachers found that educators' ability to impact student achievement, build relationships with colleagues, and access opportunities for autonomy and leadership are the strongest reasons for their staying in the classroom.





### **Innovation in Education Work and Programming:**

We believe that innovation is one of the key drivers in education. Launched in 2022, Teach Plus’s innovation work focuses on identifying and amplifying the strategies and practices that help our students grow and succeed.

Through this work, we have highlighted 17 schools so far whose innovations are breaking barriers for New Mexico’s students. In 2024, we focused on innovations in teaching early literacy and math, supporting underserved students groups, and increasing high school graduation rates that are paving the way for excellence in our system.

### **[Read our 2024 report, \*Growing Outcomes Through Innovation: Cultivating New Mexico’s Student Success Statewide.\*](#)**

We believe that if we identify high-quality systems in schools and support the replication of these systems, then more students will have access to high-quality learning, improving their outcomes, opportunities, and economic mobility. Launched in 2024, Teach Plus’s Innovative Change Agents program recruited teacher leaders to identify a problem of practice at their own schools and partner with the innovative schools to develop and implement an action plan aimed at improving outcomes for students. The Change Agents will have access to school site visits, expert speakers, and training that will be focused on supporting teacher leaders to work on goals related to:

- Early literacy and math
- Improving systems to improve high school graduation rates
- Targeted systems of support for underserved students

### **Teach Plus Policy Fellowship:**

We believe that if we bring our best educators to the table when making system changes focused on student outcomes, then our students will have access to the opportunities they need and deserve. Teach Plus develops and trains some of New Mexico’s most effective educators in policy, advocacy, research, and communications in order to raise their voice and advocate for solutions that improve access and outcomes for students. With eight cohorts of Policy Fellows and more than 141 fellows and alumni of our programs, Teach Plus has deep expertise working with teacher leaders to develop and help implement solutions that change New Mexico’s education system for the better, in alignment with our vision for student success.



The current cohort of Policy Fellows will prioritize strategies focused on the following issues:

- Improving student attendance
- Updating the College Career Readiness (CCR) metrics and aligned support
- Targeted supports for improving math outcomes



### **Teach Plus Network:**

We believe that if we inform, engage, and activate teacher leaders across our state, then we can move closer to achieving our vision of student success. The Teach Plus Network, which includes almost 900 teachers across New Mexico, aims to inform, engage, and activate the teachers in our state. Network members receive timely educational updates via monthly newsletters and have the opportunity to share their perspective via Teach Plus research projects and participate in virtual and in-person learning and leadership opportunities.

## **CONCLUSION**

As we seek to increase postsecondary opportunities aimed at long-term success through increased economic mobility, we believe that all of us who are part of the education system in New Mexico should focus on student opportunities to receive high-quality education and postsecondary success that leads to economic mobility. It is through our shared commitment towards targeted improvements that more students will have access to their dreams.