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SOAR : STEM Outreach Alliance Research Lab

2017 New Mexico Educator Vacancy Report

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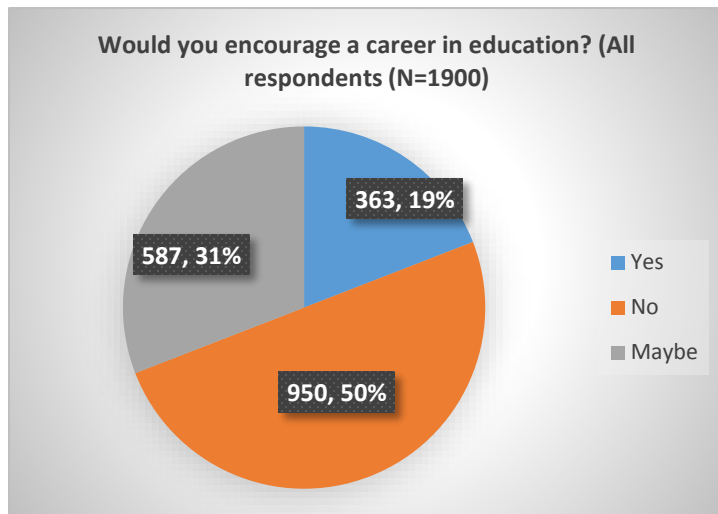
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Introduction

Education Pipeline in New Mexico

On November 1, 2016, The Albuquerque Journal published the article, “New Mexico 2nd-Highest in Teacher Turnover.” In the article, Burgess (2016) provided a table that showed New Mexico with the second highest teacher turnover rate in the country at 23.2%, 9% higher than the national average of 14.2%. Other areas of concern listed in the table were the starting salary (NM ranked 41st), collegiality (NM ranked 50th), and testing-related job insecurity (NM ranked 6th).

Image 1: Education as a career



In addition to the turnover concerns, a survey that was administered to educators in New Mexico in the spring of 2017 as part of the NMSU College of Education Reorganization effort found that **50% of the 1900 respondents answered “No” when asked if they would encourage a career in education, and only 19% answered “Yes.”**

According to the New Mexico’s Workforce 2016 report, Education Services is projected to be the second fastest growing industry from 2012-2022 with an increase of 23.8%. (Bussey, C. et al, 2016). The same report ranked various jobs using a STAR rating system where a 5-STAR occupation is both High-demand (top 10% in projected openings) and Top-wage (education wage and high wage), a 4 STAR occupation is either High-demand and High-wage (greater than the median wage) or In-demand (top 25% in projected openings) and Top-wage, and a 3 STAR occupation is either High-demand and Education-wage (median wage greater than occupations requiring same level of education) or In-demand and High- wage. **Of the ten 5-STAR occupations listed, five of them were education careers.** Table 1, created with data extracted from the STAR Occupations table (Bussey, C. et al. 2016 pg. 53), projects 1150 annual openings for teachers, counselors and administrators annually from 2012 to 2022. According to the 2016 New Mexico Educator Vacancy Report, only about half of these openings were filled last year because there were still 595 openings reported in these areas three months after the school year started (Trujillo, 2016). This trend, coupled with the decreased enrollment in Teacher Education Programs at colleges and universities (Skandera, H. and Damron, B., 2015) makes the need to infuse the teacher pipeline with qualified individuals critical. In fact the need for teachers in New Mexico is an economic development issue that needs to be addressed to ensure a quality education for the nearly 340,000 public school students in New Mexico (NMPED, 2017).

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Table 1: New Mexico STAR Occupations 2016

New Mexico's STAR Occupations 2016			
STAR Rating	Career	Annual Openings	Annual Wage
5	Elementary School Teacher	440	49,000
5	Middle School Teacher	180	47,130
5	Secondary School Teacher	270	49,200
5	Kindergarten Teacher	80	44,850
4	Elem/Secondary Education Administrators	60	75,590
4	Edu/Voc Counselors	70	48,540
3	K-Elem Special Ed. Teachers	50	48,340

Bussey, C. et al, 2016

Educator Vacancy Report History

Prior to 2015 data regarding the magnitude of the shortage were unavailable. In December of 2015, The Alliance for the Advancement of Teaching and Learning at NMSU released the first report about teacher vacancies. The second annual report, published in November of 2016, took a more in depth look at the educator shortage in New Mexico. In the 2016 report, Administration and Ancillary vacancies were added and data was provided about the number of graduates from the New Mexico Teacher Education Programs. Including this information was provided a clearer picture of the educator shortage as it currently exists. These reports were modeled after the Minnesota Department of Education (MDE) Teacher Supply and Demand Report required by Minnesota Statute 127A.05, Subdivision 6. This statute requires the MDE to produce a comprehensive report every two years regarding the status of teacher supply and demand for the state of Minnesota. The only requirement for reporting on the status of teacher supply and demand in New Mexico that the research team is aware of is the New Mexico Educator Accountability Reporting System (EARS) Report which used to be produced annually by the New Mexico Public Education Department (PED) and the New Mexico Higher Education Department (HED). The EARS Report included information regarding enrollment and graduation from Teacher Education Programs, but did not include information about educator vacancies, teacher turnover, pending retirements or other factors that impact teacher supply and demand in New Mexico. The last EARS Report was published in December 2015. (<http://nnmc.edu/wp-content/uploads/2016/08/Exhibit-6.4.2.a-EARS-15-Report-Final-Draft-10-21-15.pdf>)

Outline of Current Report

Similar to the report published in 2016, this document includes a description of the methodology, statewide and regional data for educator vacancies by grade level and discipline, a summary of the completion rates for the Teacher Education programs, and three sectors of additional information: 1) The number of educational assistant vacancies, 2) a section highlighting the number of classrooms being staffed by teachers with an alternative license or long-term substitute teachers, and 3) a section about “Grow Your Own” teacher programs that have been established in New Mexico.

The purpose of this report is to provide superintendents, deans and policy makers with information relevant to the teacher pipeline issues we face in New Mexico.

Methodology

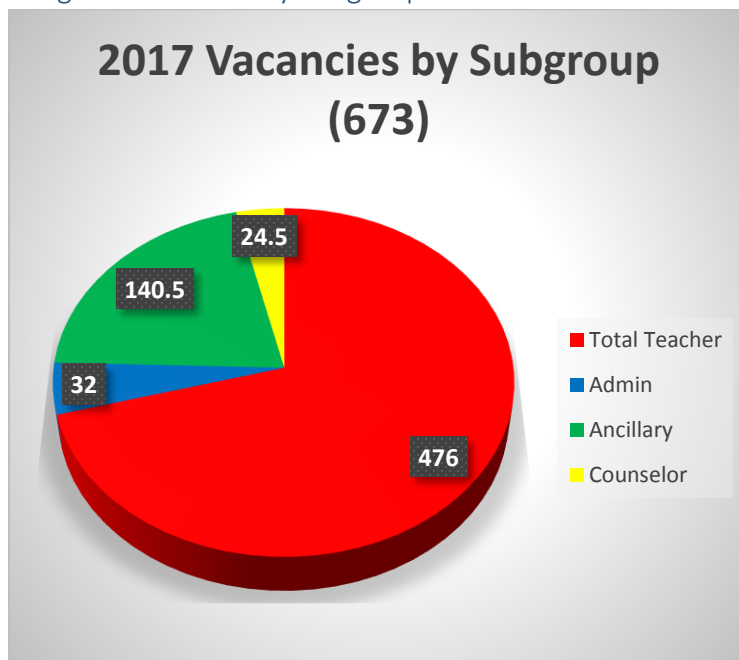
In the past, a survey was administered to each superintendent asking for vacancy data. This year the information was primarily collected using the New Mexico Regional Education Applicant Placement (NMREAP) website. For the school districts that do not use the NMREAP site, the data was collected from the individual school websites. If there were additional questions or clarifications, the research assistants contacted the school districts directly. In order to collect the number of alternatively licensed teachers or long-term substitutes, an online survey was sent out in October 2017 through the New Mexico School Superintendents' Association (NMSSA) and 80 of the 89 school districts responded to the survey. Of the nine districts that did not respond, one has a student enrollment between 12,000 and 15,000, one has an enrollment between 1,000 and 2,000 and the other districts have less than 500 students. The total number of students in these districts represents less than 5% of the total public school student population in the state.

A comprehensive database was created to include all vacancies and job postings. Although this information changes as people are hired, the data provided in this report represent verified openings as of October 20, 2017. *Please note, these data DO NOT INCLUDE state charter schools or private schools. The data represent the 89 school districts defined by PED plus the Bureau of Indian Education Schools located in New Mexico.*

In order to gather information regarding the Teacher Education Programs (TEPs) in New Mexico, the research team used the 2015 Educator Accountability Reporting System (EARS) Report which includes data from 2009-2010 to 2013-2014. A request for the 2014-2015 data was sent to the 14 institutions of higher education that have TEP programs last year. The data for 2015-2017 data was acquired from a limited number of institutions after a request was made through the Deans and Directors Council. If additional data is provided, the report will be amended accordingly.

Total Education Vacancies in New Mexico

Image 2: Vacancies by Subgroup



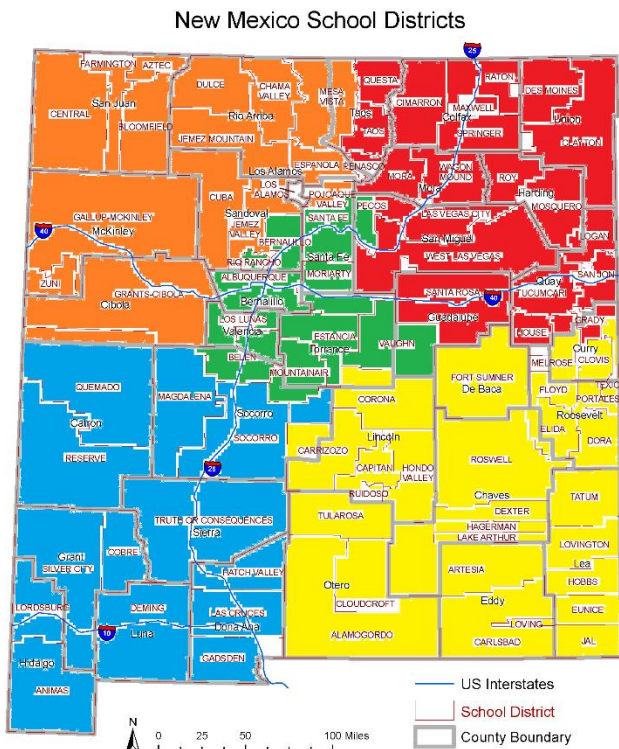
There are currently **673** educator vacancies in New Mexico. This number includes openings for certified teachers, counselors, administrators, and ancillary service providers such as speech pathologists, social workers, and other therapists. Image 2 shows the breakdown of the positions by subgroup. The 158 Educational Assistant vacancies are not included in this graph so that the data can be compared to previous years. ***Last year there were 595 total vacancies and 443 teacher vacancies. A 13% increase overall and a 7% increase for teachers.***

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Vacancies by Region

If we look at New Mexico in terms of regions, the data show a clearer picture of where the needs are. Image 3 provides a map of the regions and Table 2 provides a list of the districts by region.

Image 3: Map of Defined Regions



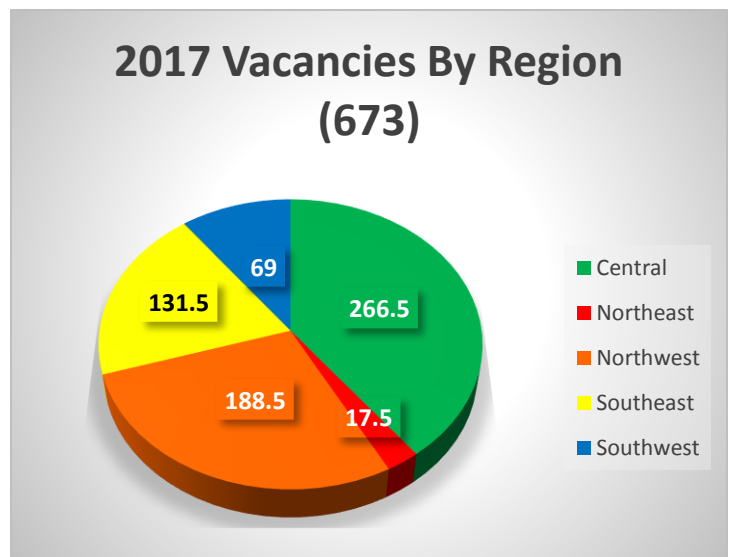
Prepared by: Bureau of Business & Economic Research, University of New Mexico, May 2008.
Source: U.S. Census Bureau, TIGER/Line files, Census 2000.

Table 2: List of Districts divided by Region

Districts by Region	
Central (11)	Albuquerque, Belen, Bernalillo, Estancia, Los Lunas, Moriarty, Mountainair, Pecos, Rio Rancho, Santa Fe, Vaughn
Southwest (13)	Animas, Cobre, Deming, Gadsden, Hatch Valley, Las Cruces, Lordsburg, Magdalena, Quemado, Reserve, Silver, Socorro, Truth or Consequences
Northwest (16)	Aztec, BIE, Bloomfield, Central, Chama, Cuba, Dulce, Espanola, Farmington, Gallup-McKinley, Grants-Cibola, Jemez Mountain, Jemez Valley, Los Alamos, Mesa Vista, Pojoaque, Zuni
Southeast (28)	Alamogordo, Artesia, Capitan, Carlsbad, Carrizozo, Cloudcroft, Clovis, Corona, Dexter, Dora, Elida, Eunice, Floyd, Fort Sumner, Hagerman, Hobbs, Hondo Valley, Jal, Lake Arthur, Loving, Lovington, Melrose, Portales, Roswell, Ruidoso, Tatum, Texico, Tularosa
Northeast (21)	Cimarron, Clayton, Des Moines, Grady, House, Las Vegas, Logan, Maxwell, Mora, Mosquero, Penasco, Questa, Raton, Roy, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas

Image 4: Vacancies by Region

The central region has the majority of the openings in the state, however it also includes four districts with large enrollments (Albuquerque, Rio Rancho, Santa Fe and Los Lunas). The small number of openings in the Northeast is consistent with the fact that the majority of the districts in this region have small student populations. Compared to last year, the Central, Northwest and Southwest showed very little change. **There was a 36% increase in the Southeast and a 32% increase in the Northwest compared to 2016.**



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The four graphs below demonstrate that the vacancy patterns are relatively consistent in terms of region for teacher, administrator, and ancillary vacancies. The only exception is for the counselors.

Image 5: Teacher Vacancies by Region

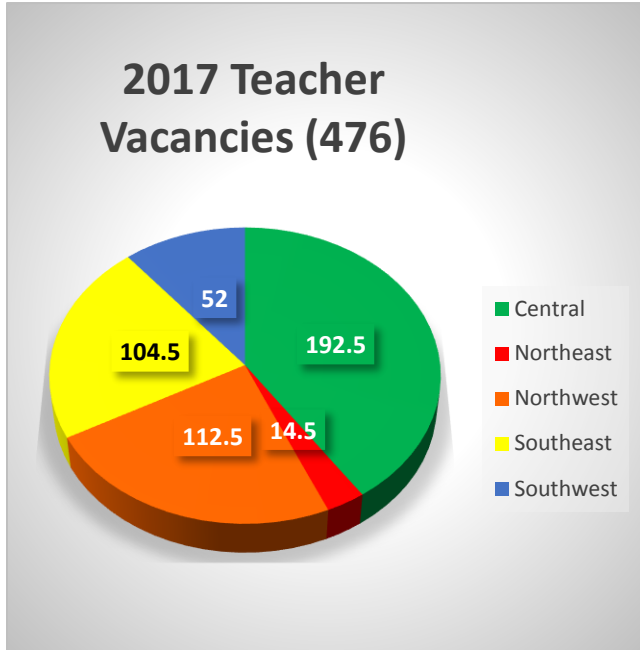


Image 6: Administrative Vacancies by Region

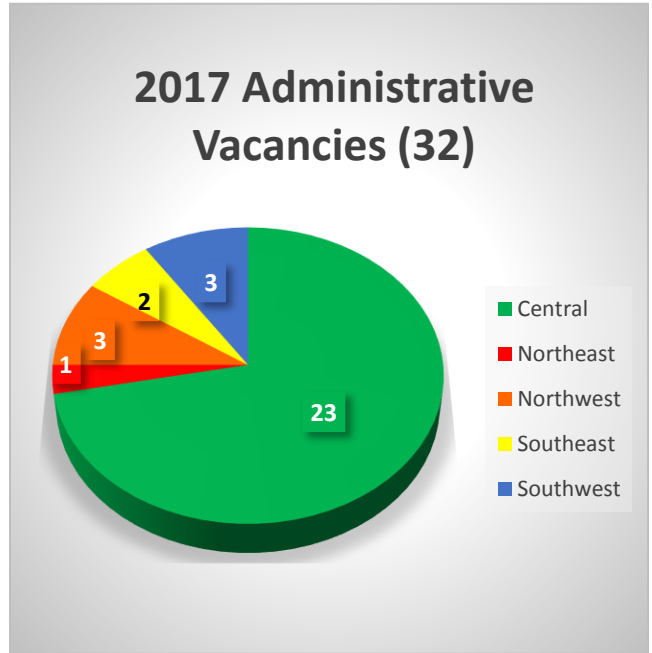


Image 7: Ancillary Vacancies by Region

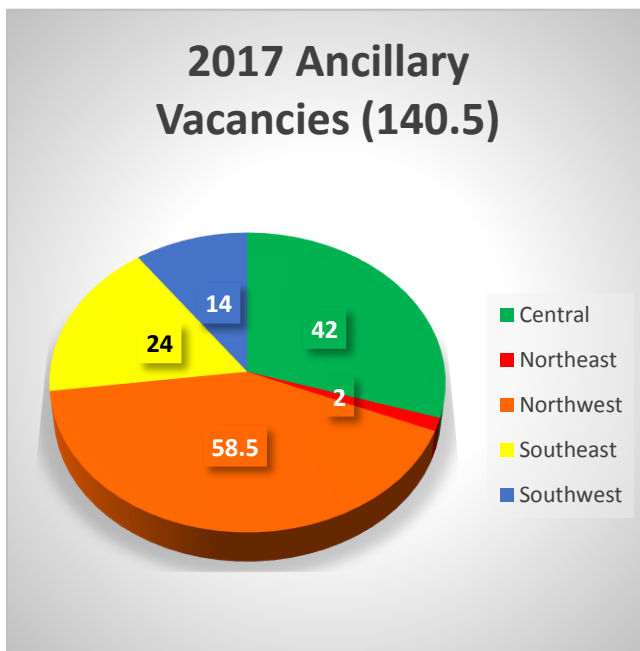
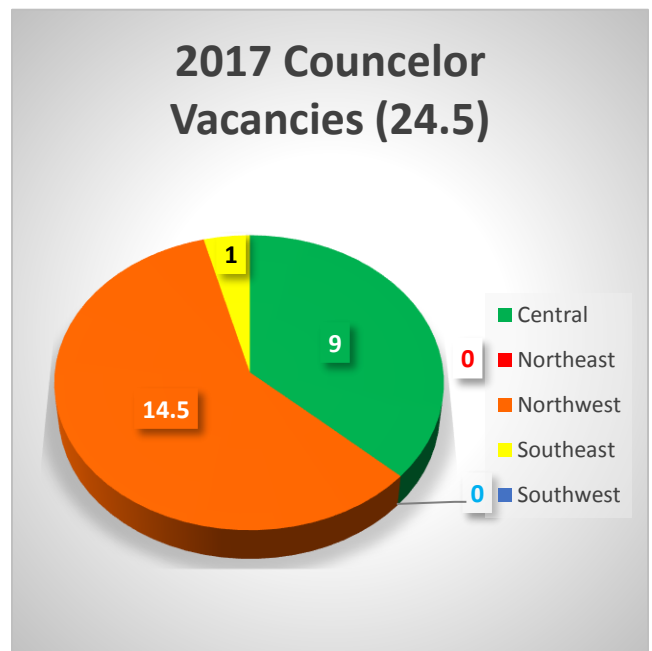


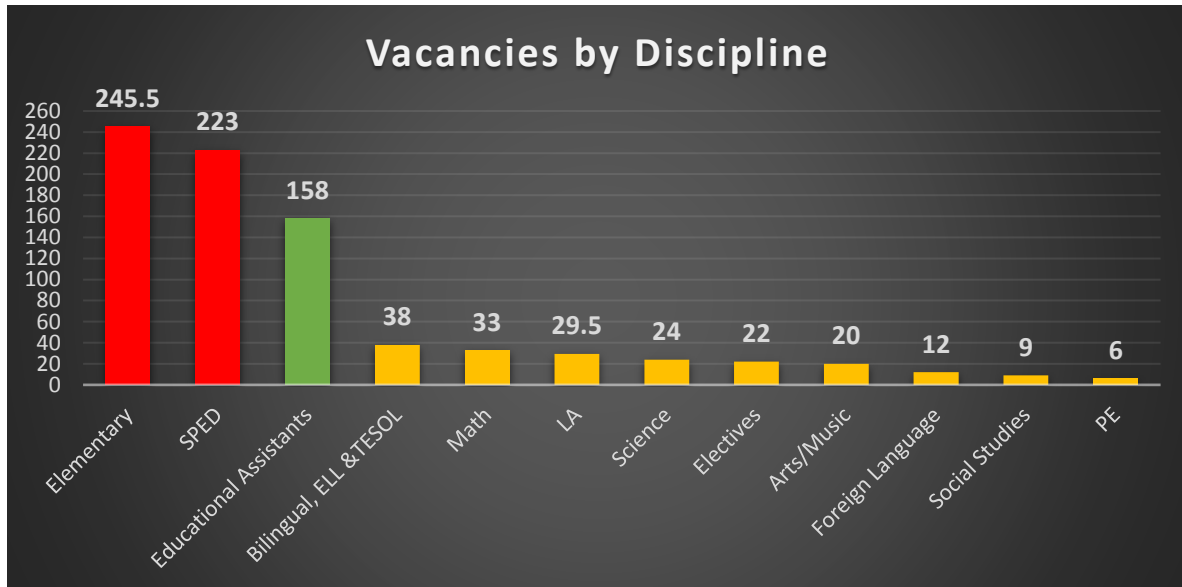
Image 8: Counselor Vacancies by Region



Teacher Vacancies by Discipline

It is also important to determine what types of teaching positions are available in New Mexico. In an effort to capture these data, the vacancies were divided into various subject areas and by grade level.

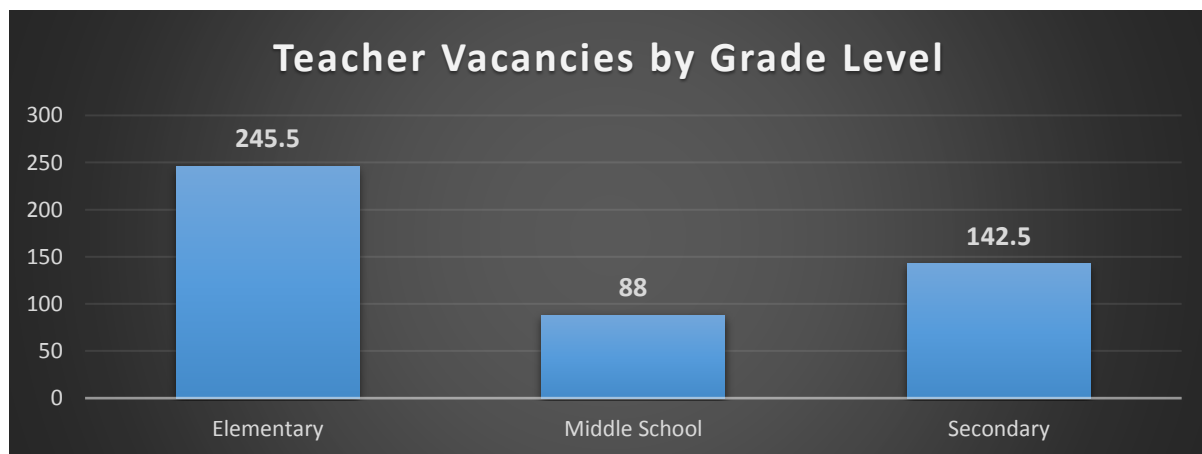
Image 9: Teacher Vacancies by Discipline



Things to consider for Vacancies by Discipline Data

1. **Duplicate Counts:** Please note that some positions are listed in two different categories. For example, a bilingual elementary school opening is listed both in bilingual and elementary.
2. **Bilingual, ELL & TESOL:** There was an effort to identify bilingual, ELL or TESOL positions, but if the advertisement did not specify these requirements, it was not included.
3. **Electives:** The electives category includes FACS teachers, computer teachers or other electives that did not specifically fall under arts, music or foreign languages.
4. **Educational Assistants:** The educational assistant vacancies are not included in the 672 total vacancies. Adding these additional 158 postings to the 476 teacher vacancies, brings the total number of classroom level vacancies to 634 and the total number of educator vacancies to 830.

Image 10: Teacher Vacancies by Grade Level



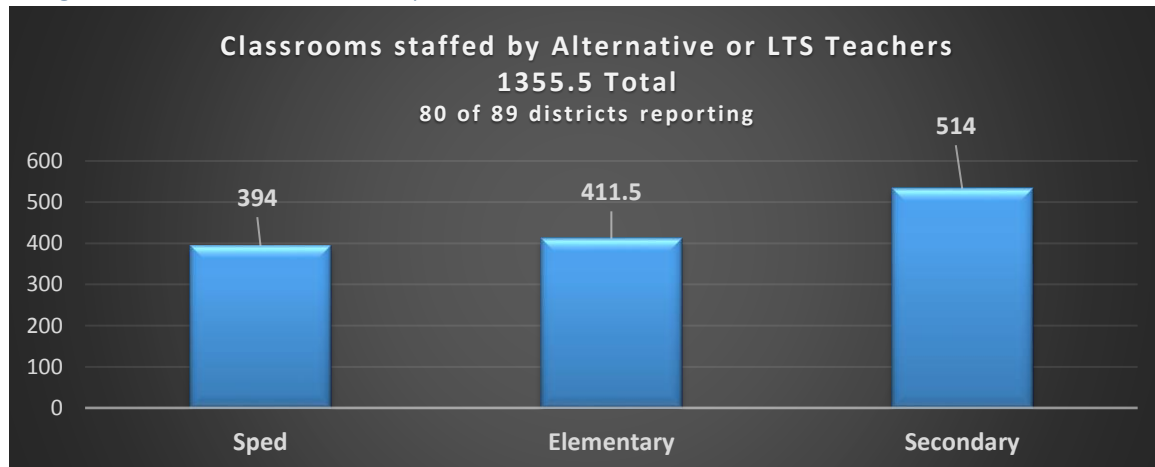
Important Observations regarding Teacher Vacancies:

1. The current school vacancies represent the number of positions that could not be filled during the regular hiring season between April and August, which means that 476 classrooms in New Mexico are being taught by long-term substitutes and not certified teachers. Assuming the average elementary classroom to have 20 students and the average caseload for middle or high school teachers to be 100 students. This results in approximately **23,050 middle school or high school students are being taught by at least one long-term substitute and 4,910 elementary students are being taught by a long-term substitute.** Which represents approximately 8% of the students (*assuming the total enrollment for 2017-2018 is similar to the total enrollment of 338,307 2016-2017*)
2. **The majority of the school vacancies in New Mexico are in the central region.**
3. **Special education teachers account for 223 or 46% of all teacher openings, up from 35% last year.** When factoring in the ancillary service providers, who usually work with special education students, the number of vacancies that serve the special education students in the schools account for **363.5 out of the 678 or 54% of the posted vacancies in New Mexico.**

Alternative Licensure:

Superintendents and human resource managers were asked to respond to a survey that asked the following questions. 1) How many classrooms are currently staffed with teachers who have an alternative license or a long-term substitute in Special Education, Elementary School, Middle School or High School? 2) If possible, please list the subjects for middle school and high school. 3) What is the total number of alternatively licensed teachers in your district? 80 of the 89 school districts responded to the survey. The results are provided below.

Image 11: Classrooms staffed by Alternative or LTS Teachers



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The data were also disaggregated by region and subject area to show a clearer picture of the types of classrooms currently being staffed by teachers who either hold an alternative license (alternative) or are serving as long-term substitutes (LTS). Please note that **Sec Other** includes middle school or high school classrooms where the administrator did not indicate the specific subject area. Image 12 provides a breakdown by region and classroom type. Images 13-17 provide a breakdown of subject area by region.

Image 12: Classrooms Staffed by Alternative and LTS Teachers by Region

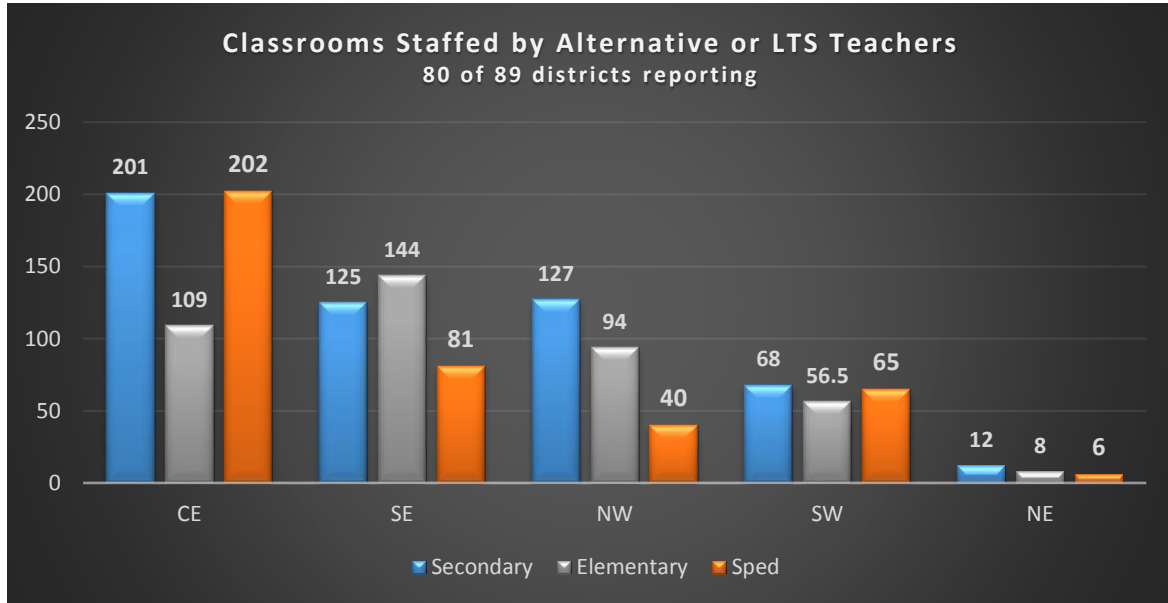


Image 13: Northwest Region-Alternative and LTS

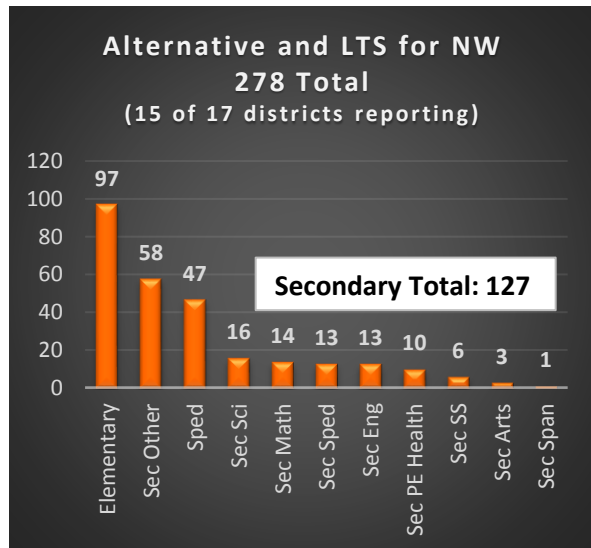
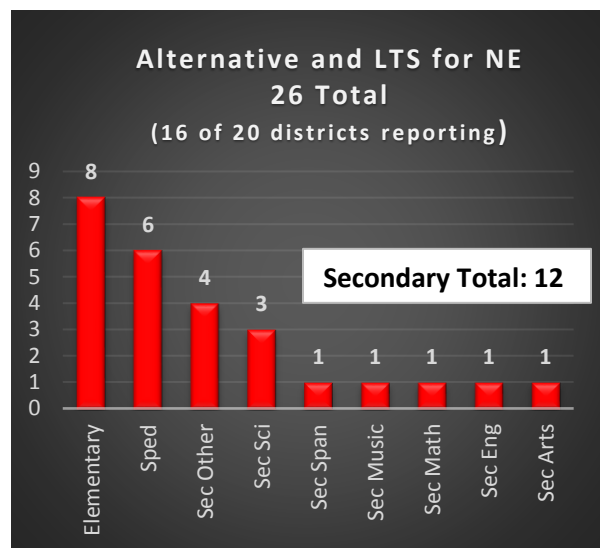


Image 14: Northeast Region-Alternative and LTS



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Image 15: Southwest Region-Alternative and LTS

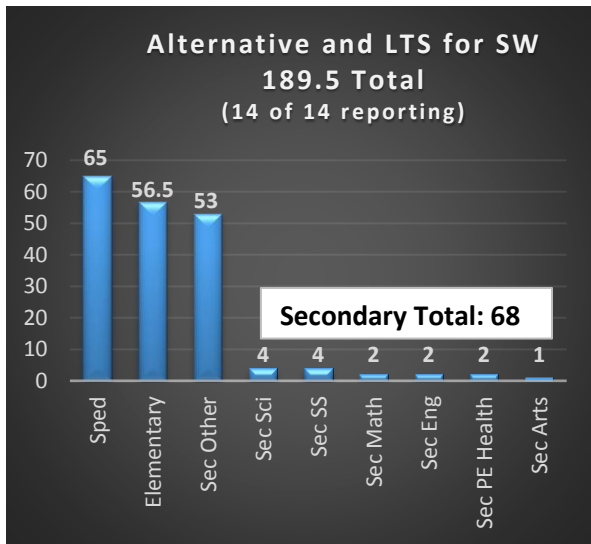


Image 16: Southeast Region-Alternative and LTS

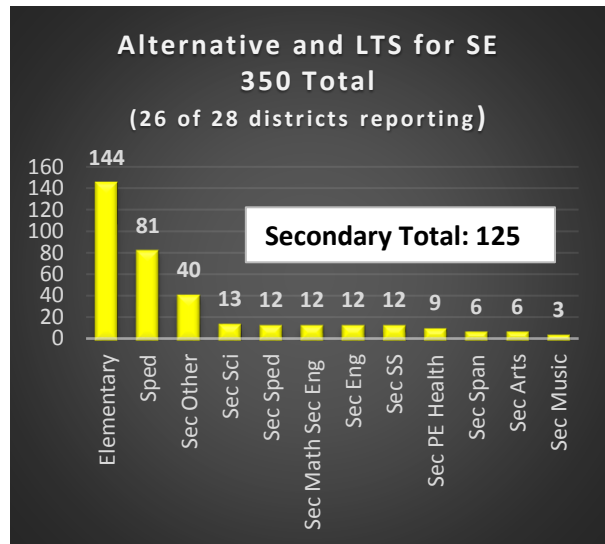
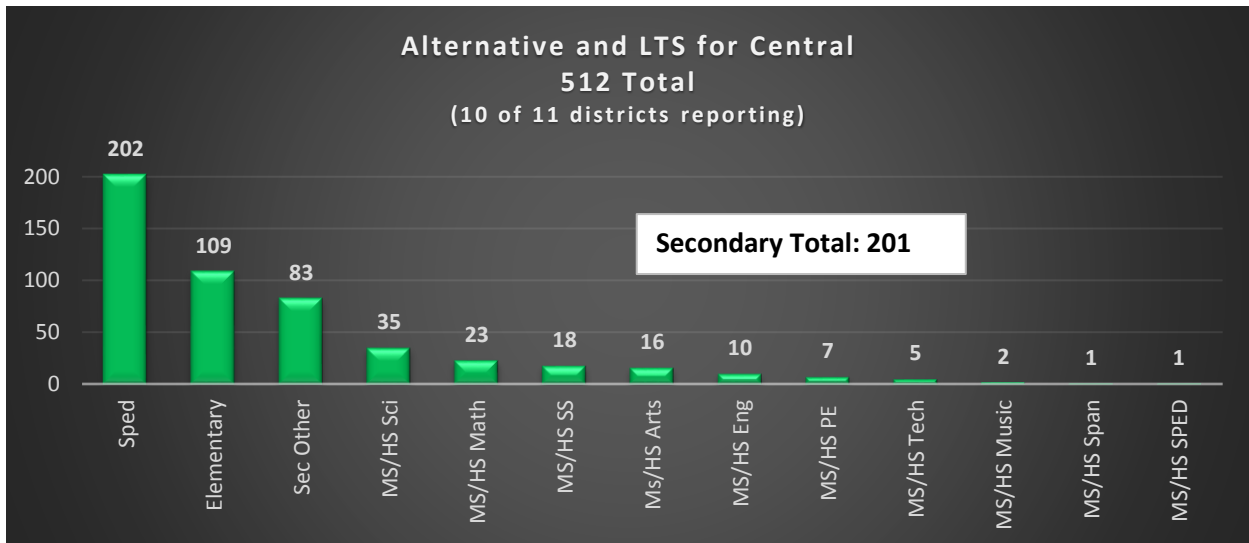


Image 17: Central Region-Alternative and LTS



The number of classrooms staffed by teachers with an alternative license or a long-term substitute vary by region, grade level and subject area. These data mirror the variation in vacancies reported by region, with the NE region having the least openings and the fewest classrooms staffed with alternatively licensed teachers or long-term substitutes and the Central region having the greatest need.

Assuming an average class load of 20 for elementary, 30 for SPED and 100 for secondary, that calculates to 8,230 elementary students, 11,820 special education students and 51,400 middle or high school students being taught by at least one teacher with an alternative license or a long-term substitute.

According to the data, approximately 71,000 students in New Mexico are currently being taught by a teacher with an alternative license or a long-term substitute teacher.

Image 18: Alternative and Long-term Substitutes by Subject in Middle School and High School

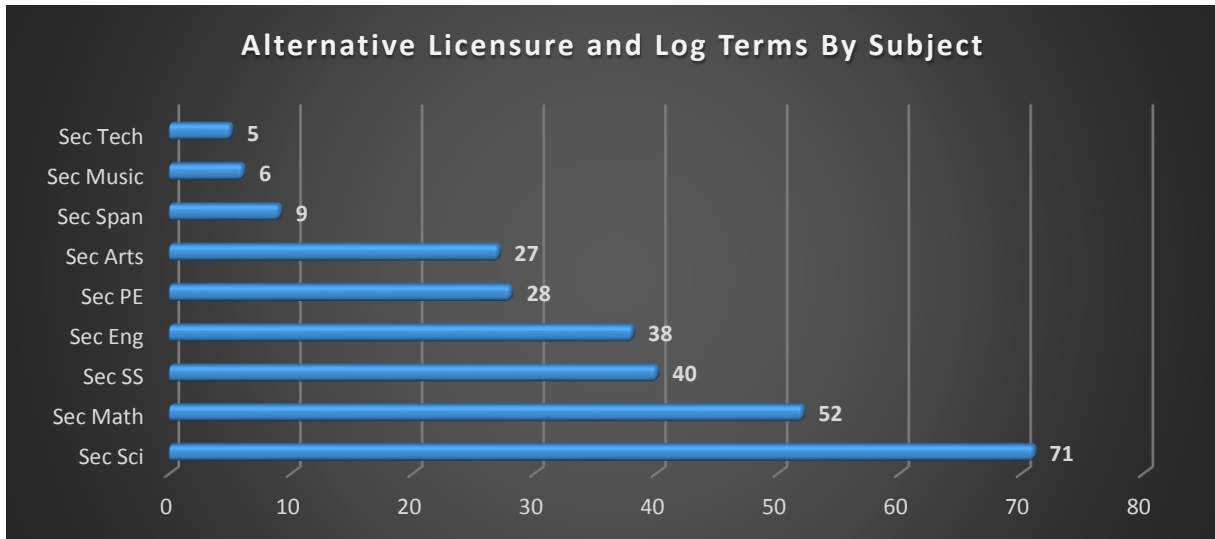


Image 18 clearly shows that there are more alternatively licensed teachers in science and math. **However there are 238 additional classrooms where the district did not report the subject area.** If the subject distribution of these 238 teachers is similar to the reported data, there are approximately 132 middle or high school science classrooms, 97 math classrooms, 74 social studies classrooms, and 70 English classrooms in New Mexico staffed by a teacher with an alternative license or a long-term substitute. If it is assumed that the average class load for a middle school or high school teacher is 100 students.

If we extrapolate this data, it is possible that:

- 13,200 students have a science teacher with an alternative license or a long-term substitute,
- 9,700 students have a math teacher with an alternative license or a long-term substitute, and
- 7,000 students have a social studies or English teacher with an alternative license or a long-term substitute.

Picture from Higher Education

Summary of data from 2010 to 2015

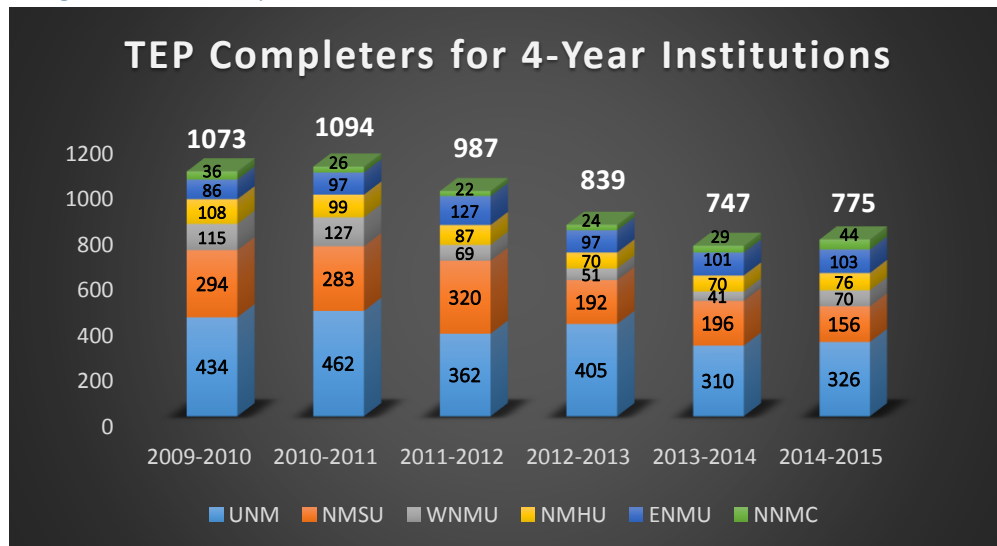
The data reported in this section was taken primarily from the 2015 New Mexico Accountability Reporting System (EARS) Report. Data from 2015 to 2017 was collected by researchers.

Table 3: Teacher Education Programs (TEPs) in New Mexico

4 Year Institutions	2 Year Institutions	Private Institutions
Eastern New Mexico University (ENMU) New Mexico Highlands University (NMHU) New Mexico State University (NMSU) * Northern New Mexico College (NNMC) University of New Mexico (UNM) * Western New Mexico University (WNMU)	Central New Mexico CC (CNM) New Mexico Junior College (NMJC) San Juan Community College (SJCC) Santa Fe Community College (SFCC)	University of Phoenix (UPHX) University of The Southwest (USW) Wayland Baptist University (WBU)
*Research universities		

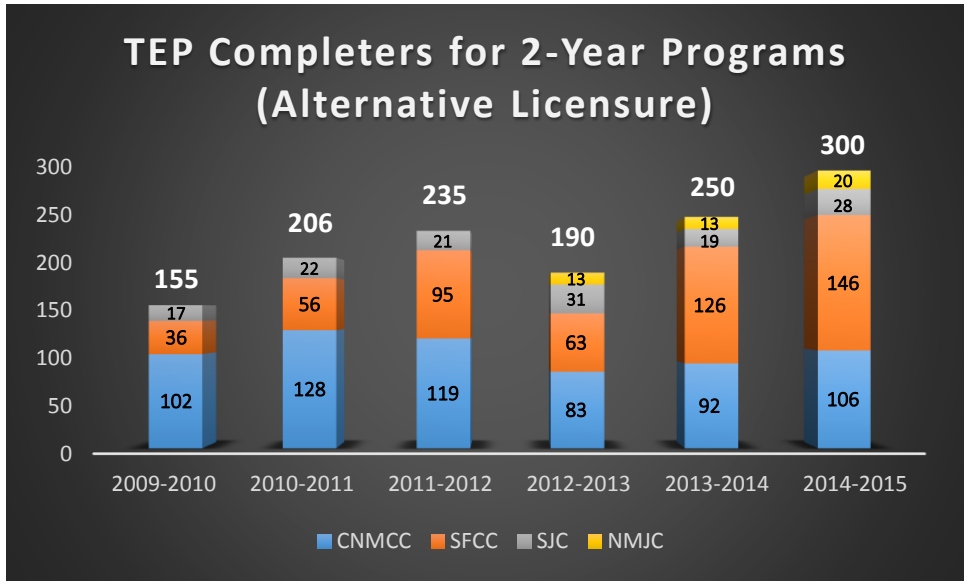
The 4-Year Institutions of Higher Education (IHE) offer various types of Teacher Education Programs (TEPs), including traditional undergraduate programs, graduate certification programs, and alternative licensure programs. The 2-Year institutions only offer alternative licensure programs to individuals who already have a bachelor’s degree. The private institutions offer traditional programs, graduate programs and alternative programs. The series of images below provide trends for completers from 2009 to 2015.

Image 19: TEP Completers at 4-Year Institutions from 2009-2010 to 2014-2015



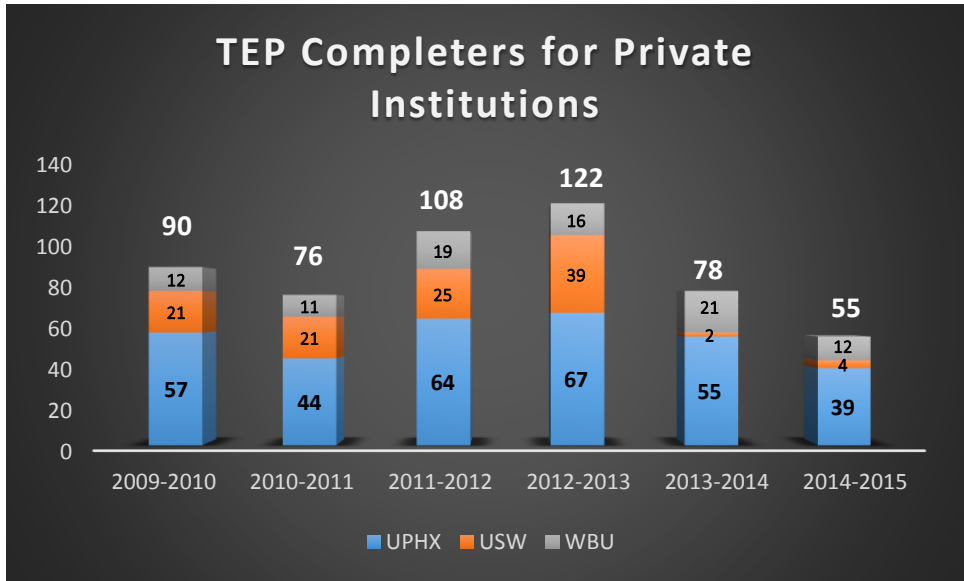
The completion rates at all 4-year institutions has decreased considerably over the last six years, with the exception of ENMU which has shown an increase of 17 completers in 2014-2015. These numbers represent bachelor’s degrees, master’s degrees and alternative licensure candidates. The trend is clear: In 2009-2010 there were a total of 1073 TEP Completers and in 2014-2015 there were 775. **This is a 27.7% decrease in the number of TEP Completers from 4-year universities in NM over the past six years.**

Image 20: TEP Completers for 2-Year Colleges



The TEP Completers from 2-year institutions are candidates for alternative licensure. In 2009-2010 there were 155 total TEP Completers at community colleges and in 2014-2015 there were 300. This represents a **94% increase in the number of TEP Completers from 2-year universities in NM over from 2010 to 2015**. SFCC had a 300% increase in from 2010 to 2015. Data below shows that SFCC has experienced a significant decrease from 2015 to 2017.

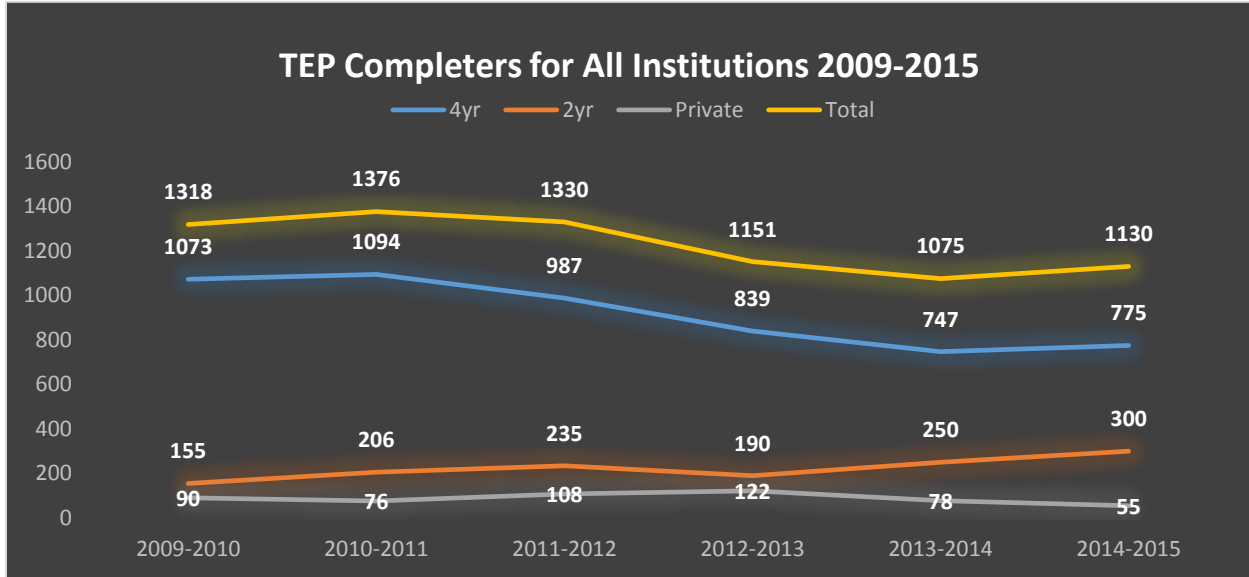
Image 21: TEP Completers for Private Colleges



In 2009-2010 there were 90 TEP Completers at the private colleges in NM and in 2014-2015 there were only 55, a **39% decrease**.

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Image 22: TEP Completers for All Institutions



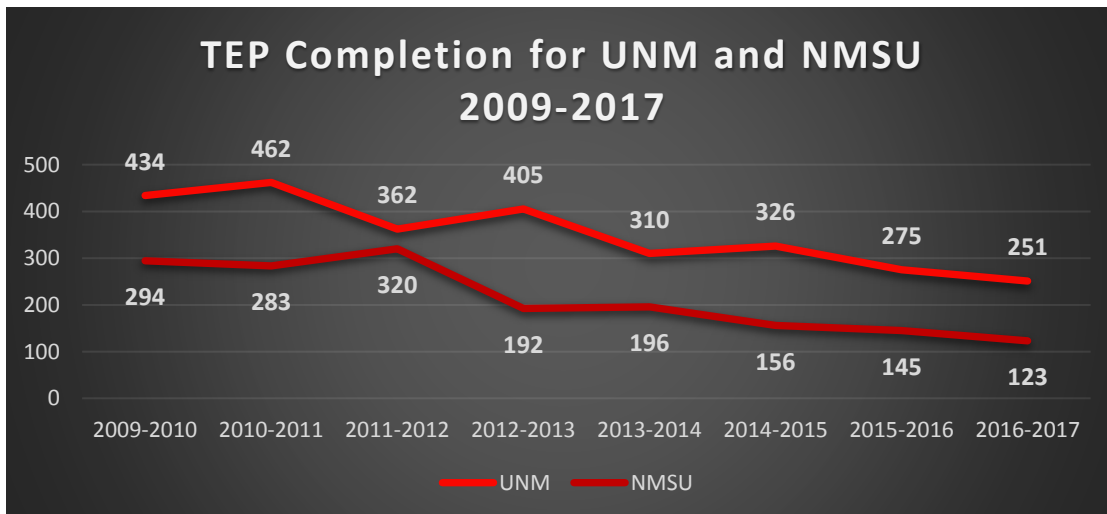
In 2009-2010 there were 1318 total TEP Completers and in 2014-2015 there were only 1130, a 14% decrease over six years.

According to the 2015 NM EARS Report, which reports extensive data for 2009-2010 to 2013-2014, 105 or 14% of the students from the research universities received alternative licenses in 2013-2014, and 355 or 33% of the total TEP completers received alternative licenses. Due to the nature of the alternative licensure programs, these students were already employed in schools as teachers while completing their licensure programs.

Additional Data for 2015-2017

Additional data was collected for 2015-2016 and 2016-2017 for UNM, NMSU, CNMCC, SFCC and NMJC.

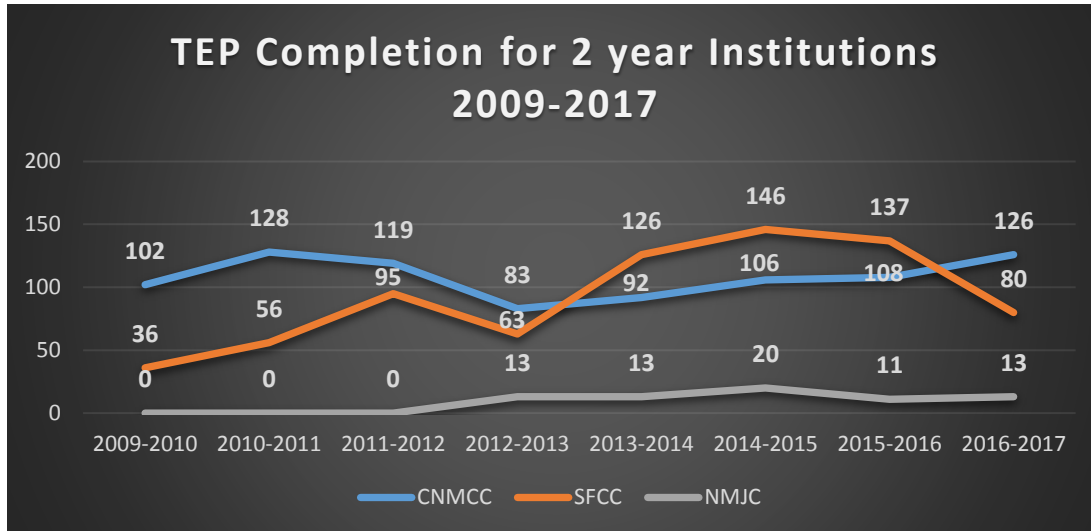
Image 23: TEP Completers for UNM and NMSU 2009-2017



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From 2010 to 2017, UNM has seen a 42.2% decrease and NMSU has seen a 58.2% decrease in the number of TEP completers. The trend of decreasing enrollment continues to plague both major research universities in New Mexico.

Image 24: TEP Completers for CNMCC, SFCC and NMJC



The TEP completers from these institutions received an alternative teaching license. For these three institutions, the height of alternative licensure was in 2014-15 with a total of 266 TEP Completers, this has decreased to 231 for the 2016-17 school year, mainly due to the 45% drop at SFCC from 2014-15 to 2016-17.

Current Efforts to Infuse the Teacher Pipeline in New Mexico

National Research on Location Preference for Teachers

Research published in 2011 that focused on the mobility of teachers found that, “teachers’ preference for working close to where they grew up is a distinct characteristic of teachers” and the data showed that 60% of teachers live within 20 miles of where they graduated from high school (Reininger, 2011). This may have implications for filling the teacher pipeline in New Mexico. If we want to recruit and retain quality teachers in New Mexico, we have to start encouraging our high school students to become educators instead of discouraging them.

Educators Rising

Educators Rising, formerly Future Educators Association, was established at New Mexico State University in 2015 in the College of Education under the auspices of The Alliance for the Advancement of Teaching and Learning, an NMSU Research and Public Service Partnership. Educators Rising is a high school level career and technical service organization (CTSO), like FFA, BPA, DECA, Skills USA, FCCLA, HOSA and TSA. These other organizations have been recognized by the New Mexico Public Education Department NMPED and the New Mexico Activities Association (NMAA) for years, but there was not a corresponding statewide organization to encourage students to seek careers in education until 2015. Thanks to the commitment from NMSU and generous sponsorship from Cooperative Education Services (CES), Educators Rising clubs and career pathways can be found in high schools across New Mexico. In addition, the NMPED College and Career Readiness Bureau provided Educators Rising with some funding in FY17 and in FY18 to increase

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membership and provide professional development for sponsoring teachers. In the spring of 2017, the NMAA Board voted in favor of recognizing Educators Rising as a CTSO in New Mexico and the state director holds a seat on the NMAA Activities Council. In addition to the high school chapters, there are also Educators Rising chapters at NMSU, CNMCC and ENMU. **There are currently over 600 New Mexico students registered at the Educators Rising National Website.** Additional funding is required to maintain the growth and effective administration of Educators Rising. If you are interested in starting an Educators Rising chapter in your community, information can be found at <http://educatorsrisingnm.nmsu.edu> and at <http://educatorsrising.org>.

Table 4: Educators Rising NM Chapters

Registered Educators Rising New Mexico Chapters (2015-2017)				
2017 Active Chapters *				
Alamogordo	Clovis Freshman Academy *	Hagerman	Mescalero Apache	Shiprock *
Arrowhead Park ECH	Deming *	Highland *	NMSU *	Taos *
Artesia	ENMU Roswell *	Hot Springs	Newcomb *	Texico *
Atrisco Heritage *	ENMU Portales *	Kirtland Central	Ocate	Tularosa
Aztec *	Eldorado *	Laguna Acoma	Pecos	V Sue Cleveland
Capital	Elida *	Las Cruces *	Questa	Volcano Vista *
Carlsbad *	Espanola Valley	Magdalena	Raton MS	Wingate
Centennial	Floyd *	Manzano *	Rio Rancho *	
CNMCC *	Gadsden *	Mayfield *	Roswell	
Chaparral	Grants *	Melrose *	Santa Teresa *	

If we want talented individuals to serve in the classrooms of New Mexico, we need to figure out a mechanism to support them as they pursue their degrees. Scholarships, internships, and incentives may be a few of the ways we can support the students. Educators Rising enrollment clearly shows that there are hundreds of high school students in New Mexico interested in education careers. **There is a need to find a comprehensive way to support these prospective teachers starting in high school and continuing throughout college. Institutionalizing Educators Rising and funding it at levels comparable to other CTSO's may be one way to do this.**

Other promising practices

Even though Educators Rising is a promising program, other efforts must be implemented in order to address the need for high quality teachers in New Mexico. Other promising practices include programs that support educational assistants interested in getting degrees in education and becoming certified teachers. Hobbs and Farmington are piloting this type of program and have had educational assistants move into permanent teaching positions.

Recommendations for Policy and Future Research:

- 1. A comprehensive report should be commissioned to provide a clear picture of the supply and demand of education careers through 2030 to include.**
 - a. Projected enrollment of PreK-12 students
 - b. Projected Retirement Data for educators
 - c. Teacher Education Program Data
 - d. Roadblocks to licensure
 - e. Teacher turnover issues
 - f. Potential solutions
- 2. Design a longitudinal study to determine the impact of Educators Rising programs established in New Mexico.**
- 3. Research the potential impact of incentive programs (e.g. loan forgiveness and scholarships) to attract and retain students to become highly qualified teachers in New Mexico, especially in high need areas.**
- 4. Develop and support programs for current Educational Assistants so that they may receive the proper training and certification necessary to become teachers, especially in Special Education.**
- 5. Support the “Grow Your Own Teachers” movements in New Mexico, like Educators Rising, at the state level by offering sustainable financial support for a state office and stipends for teachers who support students enrolled in this Career Technical Education Pathway for future educators.**

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