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# **SOAR : Southwest Outreach Academic Research Lab**

# 2018 New Mexico Educator Vacancy Report

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## Introduction

### Education Pipeline in New Mexico

According to a national survey conducted by The Guardian (2018), 28 of the 41 states that responded to the survey identified a teacher shortage and 15 of those 28 showed an increased shortage when compared to 2017. New Mexico has an identified teacher shortage and there is an increase in vacancies from 2017 to 2018. The continual increases have been documented in previous Educator Vacancy Reports (2015, 2016, 2017) and in the news, but like many states *there is no systemic way of tracking educator vacancies or the pipeline of future teachers in New Mexico*. This report is done annually in an effort to fill the need for this information.

Many factors influence the increasing need for teachers in New Mexico including salary, working conditions and work expectations. According to the Learning Policy Institute Interactive tool (2018), New Mexico has a Teacher Attractiveness Rating of 2.18 on a scale of 1 to 5, which takes into consideration compensation, working conditions, teacher qualifications, and teacher turnover. Although New Mexico scores near the national average in most of these categories, there is a discrepancy in Compensation and Teaching Related Job Insecurity. The national average salary for beginning teachers is \$38,617, but in New Mexico it is \$34,544. The other metric where New Mexico rates significantly different than the national average and all other states is in the sub-area of Testing Related Job Insecurity: *the percentage of teachers who strongly agree that they worry about the security of their job because of the performance of their students or school on state and/or local tests*. In New Mexico 32% of the teachers surveyed said they had testing related job insecurity. The national average was 12%.

In an effort to fill the need for teachers, school districts, the New Mexico Public Education Department (NMPED), and the Education Preparation Programs (EPPs) across the state are trying to implement various strategies to recruit and retain teachers and teacher candidates. A recent article published by SearchlightNM.org (2018) highlights the practice of recruiting teachers from foreign countries to teach in New Mexico classrooms. The article identified 222 teachers in 18 different school districts in New Mexico working on J-1 cultural exchange visas. According to the article, some of these teachers pay recruitment agency fees which can range from \$5,000 to \$25,000. In addition to recruiting teachers from other countries, some districts are using unique ways of advertising to attract potential candidates to fill vacancies. If you drive down I-10 between Las Cruces and El Paso, you will likely see billboards advertising jobs in the Gadsden Independent School District, a mid-sized district with approximately 13,000 students looking for bilingual, special education, math and science teachers. Taking another approach, some districts have started programs to help instructional assistants get the education required to transition into the classroom and Educators Rising, a 'grow your own teachers' program that targets high school students, has expanded from 8 to 39 chapters since 2015. The NMPED also started a program known as Troops to Teachers that provides incentives for retired military personnel to pursue careers in education. Additionally, the NMPED recently allocated \$450,000 to support the recruitment and retention of "high potential" students for EPP programs across the state. The EPPs are also adjusting degree plans and creating partnerships with school districts in order to increase enrollment. ENMU, NMHU and NMSU-Carlsbad have received Title V grants from the Department of Education to attract and retain teachers in STEM and other high need areas. Another example is the restructuring of the elementary education program at NMSU in an effort to fill the need for bilingual and TESOL teachers. In the past, students seeking these endorsements had to take an additional 12 or 24 credit hours and now it is part of the regular degree program. Students who enroll in the elementary education program will graduate with either a TESOL or

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bilingual endorsement without additional coursework if they pass the bilingual or TESOL endorsement exams.

While EPPs, districts, and the NMPED are all working to address the teacher shortage in New Mexico, policy decisions have made it more difficult in recent years to attract and retain students interested in pursuing degrees in education. For example, in an effort to improve the quality of the teacher candidates, the requirements for admission into EPP programs were raised. The GPA requirement went from a 2.5 to a 2.75 and students are now required to pass the NES Basic Skills Test (math, writing and reading comprehension) **before** being admitted into an EPP Program. In January 2017, the NMPED also increased the cut-off score on 12 NES tests required for licensure. The NES passing score accepted by over 30 states is 220. In a report published by the Legislative Finance Committee (LFC) on September 26, 2018, Table 1 below was included. The yellow rows indicate the tests with increased score requirements. Tests cost between \$50 and \$95 and the cost is incurred by the student each time the test must be retaken. For example, elementary education candidates must take 8 tests to receive a license, three of which have increased cut scores (Essential Academic Skills, The Assessment of Professional Knowledge: Elementary, the Elementary Education: Subtest 1, the Elementary Education: Subtest II, and the Essential Components of Elementary Reading Instruction).

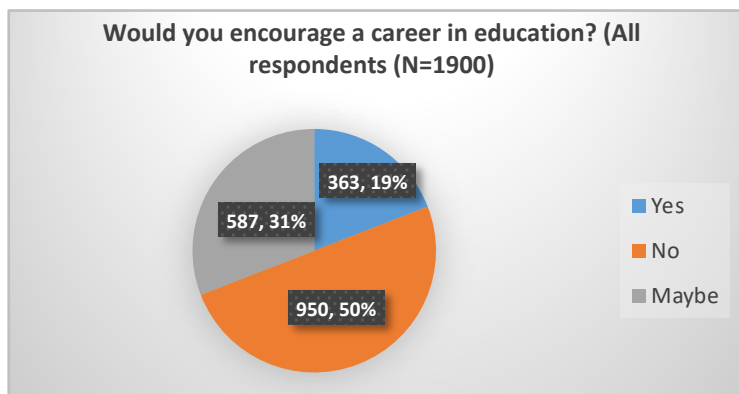
Table 1: NM Education Licensure Exam Cut Scores

<b>New Mexico Education Licensure Exam Cut Scores from 2016 to 2017</b>				
<b>New Mexico Teaching Licensure Exam</b>	<b>Test Type</b>	<b>2016 Cut Score</b>	<b>2017 Cut Score</b>	<b>Change</b>
Art	NES	220	224	4
Assessment of Professional Knowledge: Elementary	NES	220	222	2
Assessment of Professional Knowledge: Secondary	NES	220	220	-
Assessment of Teacher Competency (Essential Academic Skills Test)	NMTA *	240	240	-
Early Childhood Education (Birth - PreK)	NES	220	220	-
Early Childhood Education (Age 3 - Age 8)	NES	220	220	-
Educational Administrator	NMTA *	240	240	-
Educational Diagnostician	NMTA *	240	240	-
Elementary Education: Subtest I	NES	220	227	7
Elementary Education: Subtest II	NES	220	228	8
English Language Arts	NES	220	223	3
English to Speakers of Other Languages (ESOL)	NES	220	220	-
Essential Academic Skills	NES	220	220	-
Essential Components of Elementary Reading Instruction	NES	220	220	-
Family and Consumer Sciences	NES	220	220	-
French	NES	220	220	-
General Science	NES	220	220	-
German	NES	220	220	-
Gifted Education	NES	220	220	-
Health	NES	220	220	-
Mathematics	NES	220	222	2
Middle Grades English Language Arts	NES	220	220	-
Middle Grades General Science	NES	220	231	11
Middle Grades Mathematics	NES	220	225	5
Middle Grades Social Sciences	NES	220	220	-
Music	NES	220	224	4
Physical Education	NES	220	220	-
Reading	NMTA *	240	240	-
School Counselor	NES	220	222	2
School Library Media Specialist	NES	220	220	-
Social Science	NES	220	220	-
Spanish	NES	220	222	2
Special Education	NES	220	224	4

Source: NMTA and NES. \*NMTA tests are specific to New Mexico and have a cut score of 240

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Image 1: Education as a career



In addition to the turnover concerns, a survey that NMSU administered to educators in New Mexico in the spring of 2017 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 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 2 below, created with data extracted from the STAR Occupations table (Bussey et al. 2016 pg. 53), projects 1150 annual openings for teachers, counselors and administrators annually from 2012 to 2022. This trend, coupled with the decreased enrollment in Educator Preparation 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).

Table 2: 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 teacher shortage were unavailable. In December of 2015, The Alliance for the Advancement of Teaching and Learning at NMSU released its 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 and included Administration and Ancillary vacancies and data was provided about the number of graduates from the New Mexico Teacher Education Programs. Including this information provided a clearer picture of the educator shortage as it currently exists. In 2017, the report

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included data about students enrolled teacher licensure programs for the first time to provide information about the number of students currently in the teacher pipeline. 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 was the New Mexico Educator Accountability Reporting System (EARS) report which was produced annually by the New Mexico Public Education Department (NMPED) and the New Mexico Higher Education Department (NMHED). This report included information regarding enrollment and graduation from Educator Preparation 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://nmmc.edu/wp-content/uploads/2016/08/Exhibit-6.4.2.a-EARS-15-Report-Final-Draft-10-21-15.pdf>)

### Outline and Purpose

Similar to the report published in 2017, 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 Educator Preparation Programs, and two sectors of additional information: 1) The number of educational assistant vacancies, 2) a section about “Grow Your Own” teacher programs that have been established in New Mexico, and 3) a section about students accepted into EPP programs in 2017-2018.

**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 and individual school websites. If there were additional questions or clarifications, the research assistants contacted the school districts directly.

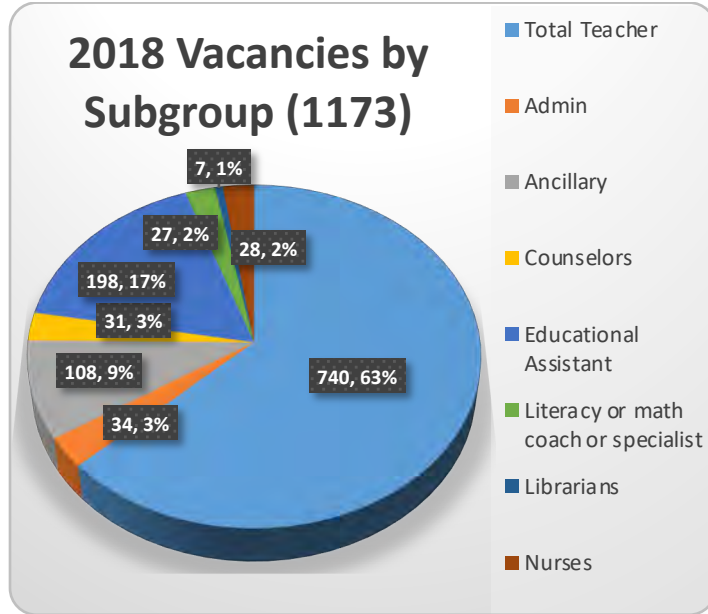
A comprehensive database was created to include all vacancies and job postings. Although this information changes as people are hired, the data provided in this report represent verified openings as of October 1, 2018. *Please note, these data DO NOT INCLUDE state charter schools or private schools. The data represent the 89 school districts defined by PED plus the Bureau of Indian Education (BIE) Schools located in New Mexico.*

In order to gather information regarding the Educator Preparation Programs (EPPs) in New Mexico, the research team used the 2015 Educator Accountability Reporting System (EARS) Report which includes data from 2009-2010 to 2013-2014. The data for 2017-2018 data was acquired from 12 of the institutions after a request was made through the Deans and Directors Council. The University of Phoenix was the only institution that did not respond.

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## Total Education Vacancies in New Mexico

Image 2: Vacancies by Subgroup



There are currently **1173** educator vacancies in New Mexico, with 740 teacher vacancies. This number includes openings for certified teachers, counselors, administrators, educational assistants, literacy or math coach/specialist, librarians, nurses, and ancillary service providers such as speech pathologists, social workers, and other therapists. Image 2 shows the breakdown of the positions by subgroup. **Last year there were 831 total vacancies and 476 teacher vacancies. This is an overall increase of 342 open positions and an increase of 264 teacher vacancies.**

## Vacancies by Region

Image 3 and Table 3 provide a breakdown of the regions used for this report.

Image 3: Map of Defined Regions

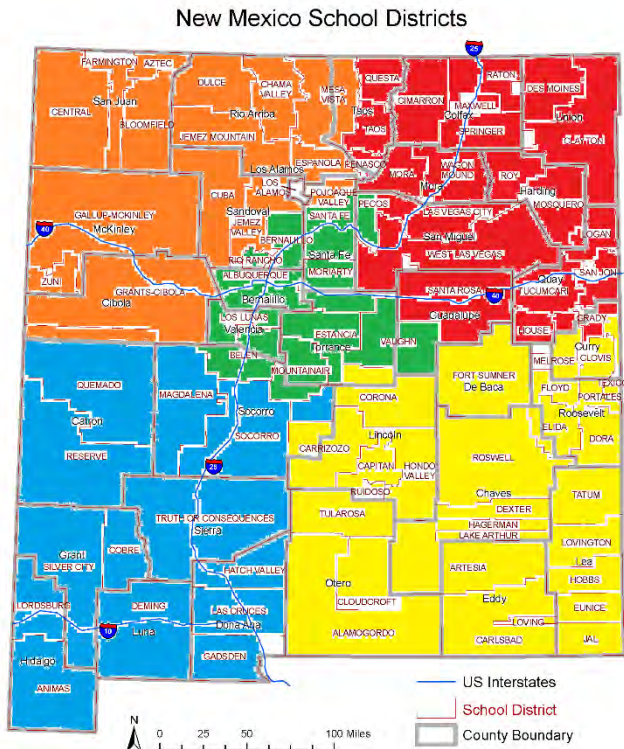


Table 3: List of Districts divided by Region

Districts by Region	
<b>Central (11)</b>	Albuquerque, Belen, Bernalillo, Estancia, Los Lunas, Moriarty, Mountainair, Pecos, Rio Rancho, Santa Fe, Vaughn
<b>Southwest (13)</b>	Animas, Cobre, Deming, Gadsden, Hatch Valley, Las Cruces, Lordsburg, Magdalena, Quemado, Reserve, Silver, Socorro, Truth or Consequences
<b>Northwest (16)</b>	Aztec, BIE, Bloomfield, Central, Chama, Cuba, Dulce, Espanola, Farmington, Gallup-McKinley, Grants-Cibola, Jemez Mountain, Jemez Valley, Los Alamos, Mesa Vista, Pojoaque, Zuni
<b>Southeast (28)</b>	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
<b>Northeast (21)</b>	Cimarron, Clayton, Des Moines, Grady, House, Las Vegas, Logan, Maxwell, Mora, Mosquero, Peñasco, Questa, Raton, Roy, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas

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

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The central region has the majority of the openings in the state, which includes four districts with large enrollments (Albuquerque, Rio Rancho, Santa Fe and Los Lunas). Northwest and Southwest showed very little change. ***There was a 30% increase in the Southeast and an 18% increase in the Northwest compared to 2017.***

Image 4 provides a breakdown of the openings separated by region.

Table 4 provides a list of the school districts with over 10 certified educator vacancies.

Image 4: Vacancies by Region

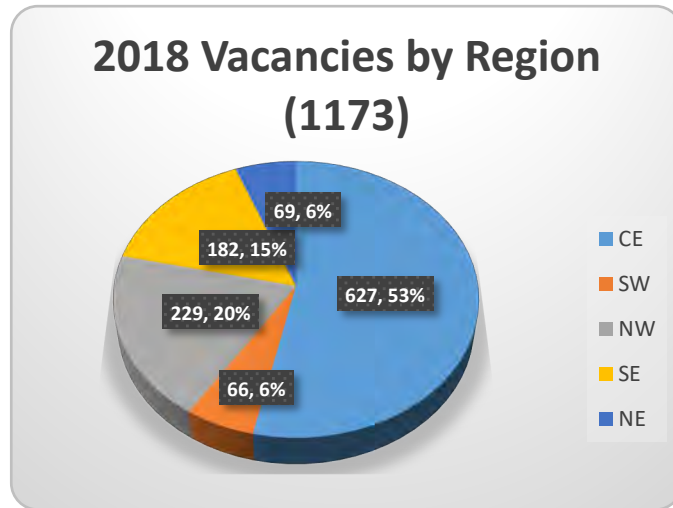


Table 4: Districts with more than 10 Educator Vacancies (not including educational assistants)

Region	District	Teachers	Ancillary	Counselor	Administrative	Nurse	Librarian	Literacy/Math Specialist	Total
CE	ALBUQUERQUE	277	14	12	2	7	3	3	318
CE	SANTA FE	66	9	1	10	2	1	1	90
NW	CENTRAL CONS	31	24	1	4	2		4	66
CE	RIO RANCHO	28	13	0	3	4	1	3	52
SE	ROSWELL	38	9	1	1	0		0	49
SW	GADSDEN	18	0	4	1	3		5	31
NW	BLOOMFIELD	22	4	0	1	1		2	30
SE	CLOVIS	21	3	0	0	0		0	24
NE	W LAS VEGAS	21	0	0	0	0		0	21
NW	GALLUP	13	0	2	2	1	1	1	20
SE	ALAMOGORDO	17	2	1	0	0		0	20
CE	BERNALILLO	3	3	1	1	1	0	5	14
CE	BELEN	9	0	0	1	3		0	13
NW	ESPANOLA	11	0	0	2	0		0	13
NW	AZTEC	10	1	1	0	0		1	13
SW	LAS CRUCES	10	2	0	0	1		0	13
NW	BIE	5	6	1	0	0		0	12
NW	GRANTS	5	2	1	2	0	1	0	11
NW	FARMINGTON	10	0	0	0	1		0	11
SW	DEMING	10	0	1	0	0		0	11
CE	LOS LUNAS	7	2	1	0	0		0	10



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Image 5 to Image 8 below demonstrate the vacancy patterns for teacher, administrator, ancillary and counselor vacancies by region.

Image 5: Teacher Vacancies by Region

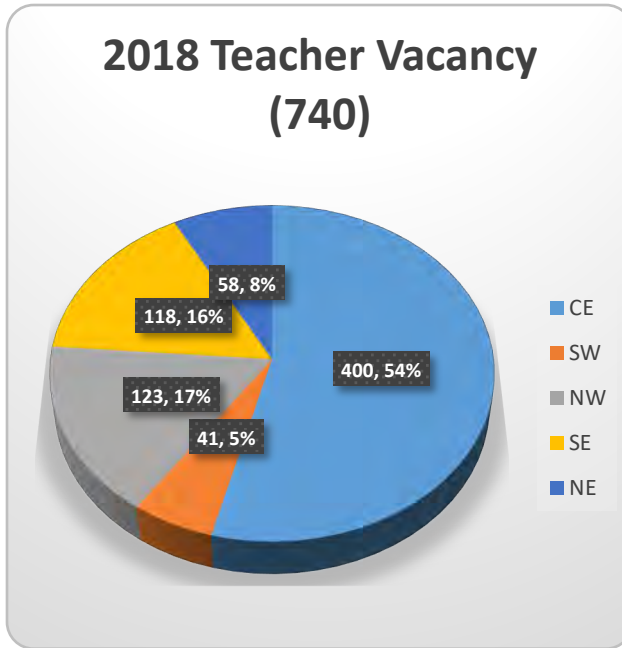


Image 6: Administrative Vacancies by Region

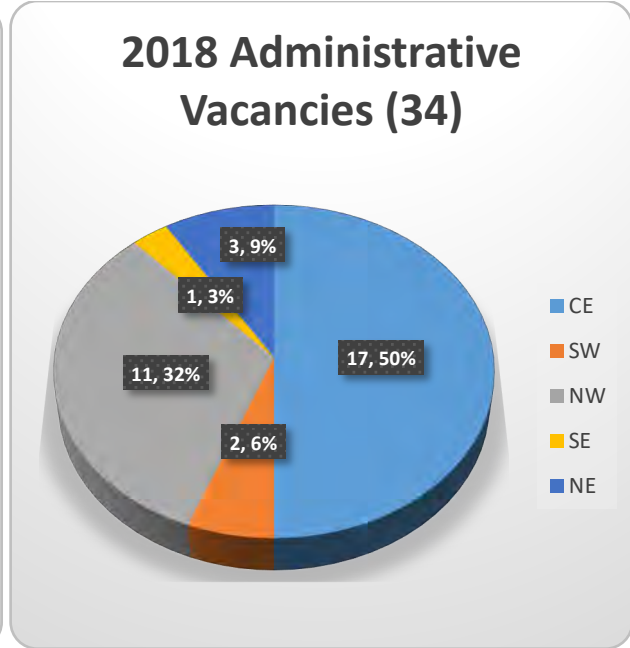


Image 7: Ancillary Vacancies by Region

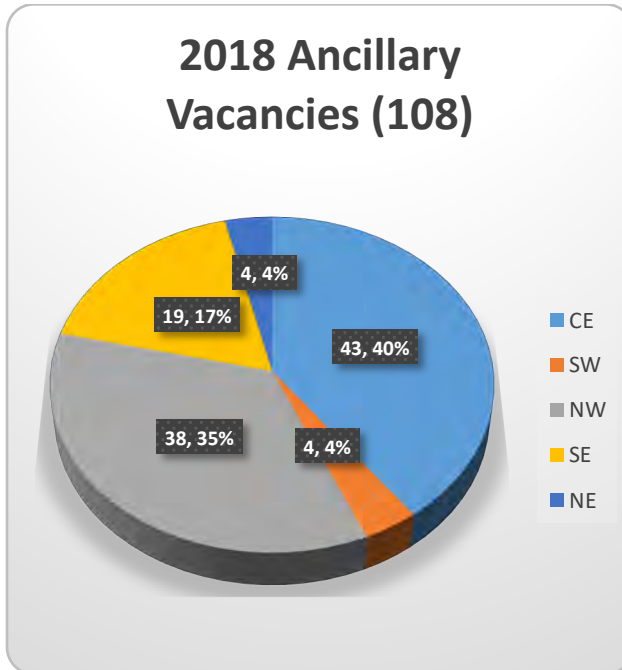
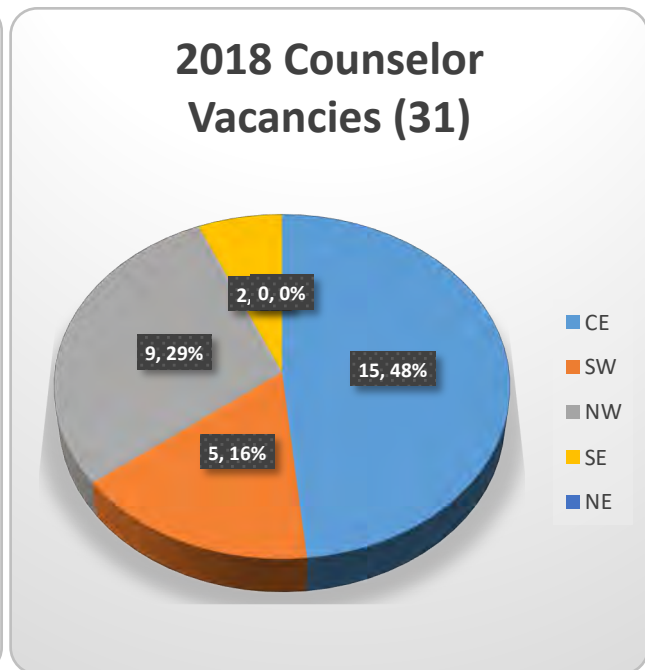


Image 8: Counselor Vacancies by Region



## Teacher Vacancies by Discipline

It is also important to determine what types of teaching positions make up the shortage in New Mexico. In an effort to capture these data, Image 9 and Image 10 show vacancies by subject areas and grade level. However, there are two things to consider:

1. **Duplicate Counts:** *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:** *In order to be counted bilingual, ELL or TESOL, it had to be specified in the job announcement.*

Image 9: Teacher Vacancies by Discipline

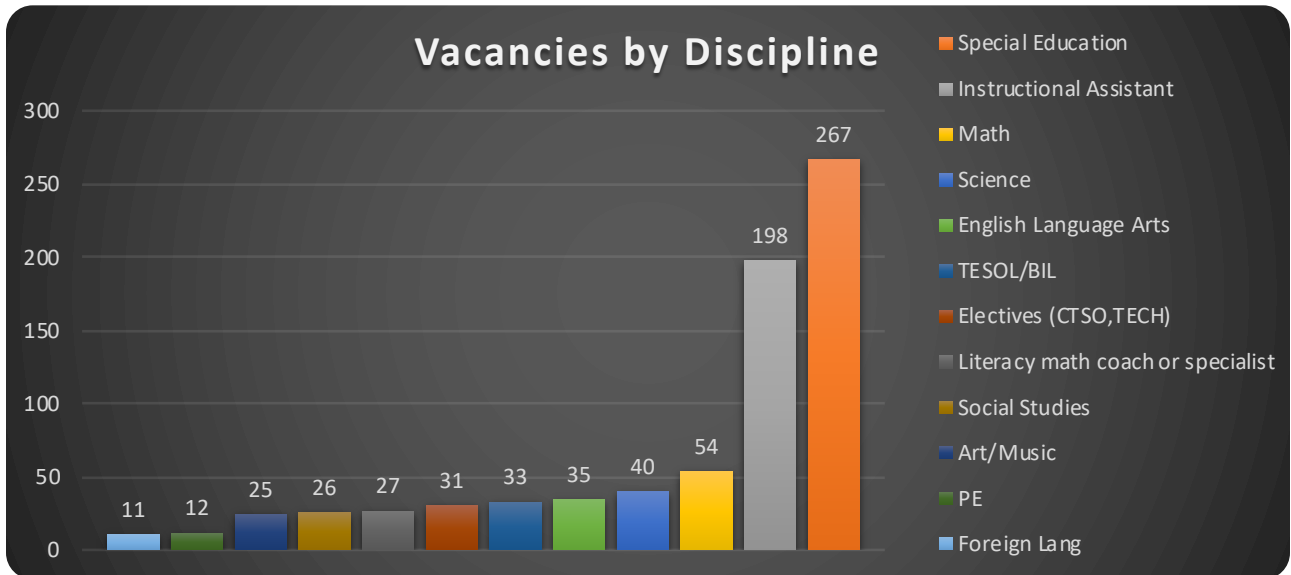
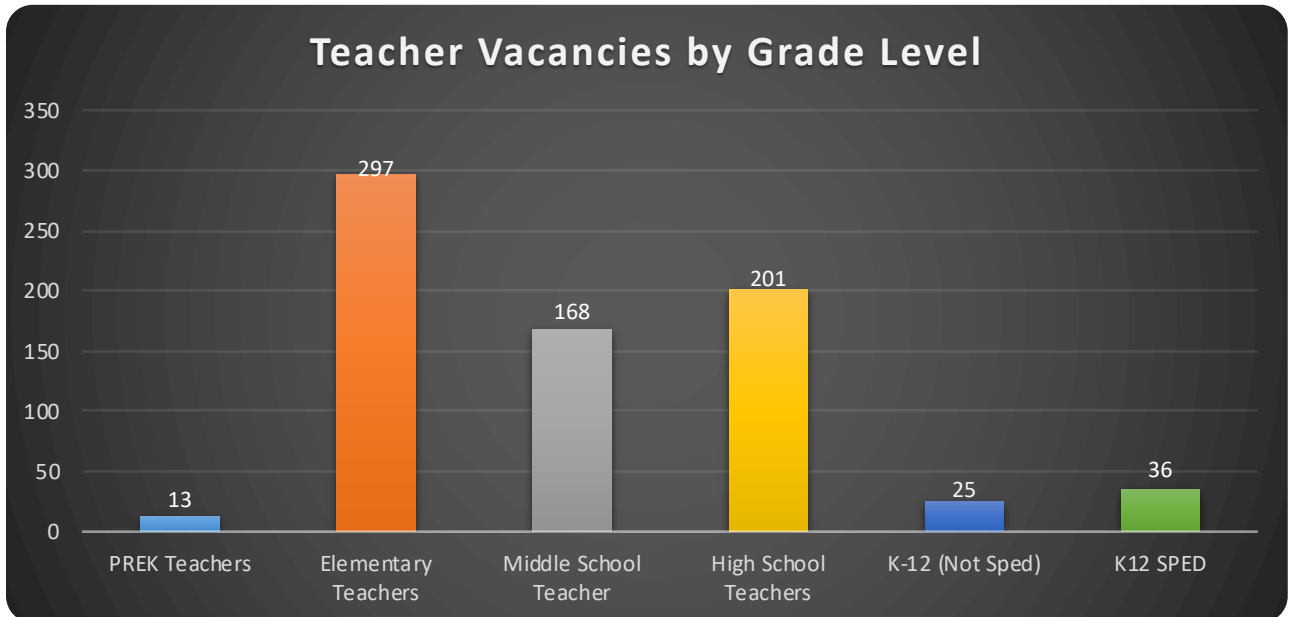


Image 10: Teacher Vacancies by Grade Level



## Important Observations regarding Teacher Vacancies by Grade Level:

1. **The majority of the school vacancies in New Mexico are in the central region.**
2. 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 as of October 1, 2018, 740 classrooms in New Mexico are currently being taught by long-term substitutes and not certified teachers. Assuming average pre-kindergarten classes have 15 students, elementary classrooms have 20 students, middle or high school teachers teach 120 students, K-12 teachers teach 100 students, and the average caseload of a K-12 special education is 15 students, this results in approximately 44,280 middle school or high school students are being taught by at least one long-term substitute, 6,135 pre-k and elementary students are being taught by a long-term substitute and 3,040 students are taught by a long-term substitute. **This is a total of 53,455 or 16% of the students in New Mexico who are currently being taught by a long-term substitute.** (Note: the percentage assumes the total enrollment for 2018-2019 is similar to the total enrollment of 337,847 reported by NMPED in 2017-2018).
3. **Special education teachers account for 267 or 36% of all teacher openings.** When factoring in the ancillary service providers, who primarily work with special education students, the number of vacancies that serve the special education students in the schools account for **375 of the 985, or 38% of the certified vacancies in New Mexico.**

## 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 5: Educator Preparation Programs (EPPs) in New Mexico

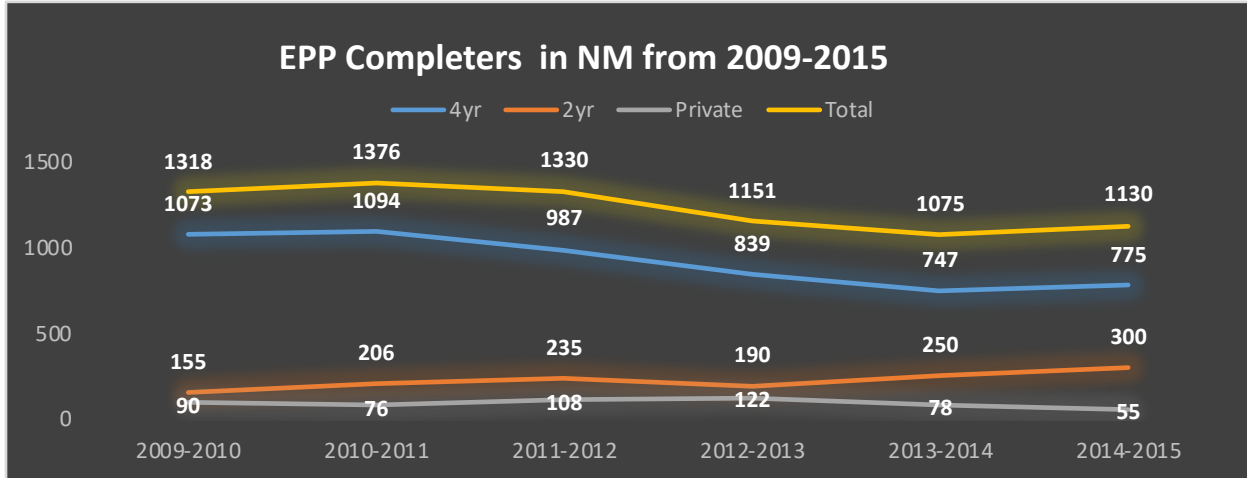
4 Year Institutions	2 Year Institutions	Private Institutions
Eastern New Mexico University (ENMU) New Mexico Highlands University (NMHU) New Mexico State University (NMSU) * Northern New Mexico College (NNMC) University of New Mexico (UNM) * Western New Mexico University (WNMU)	Central New Mexico CC (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)

The 4-Year Institutions of Higher Education (IHE) offer various types of Educator Preparation Programs (EPPs), 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.

Image 11 shows the EPP completers from 2009 to 2015.

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Image 11: EPP Completers in New Mexico from 2009-2015



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

### EPP Completer Data for 2017-2018

According to the 2017 Educator Vacancy Report, UNM saw a 42.2% decrease in their number of educator preparation program completers from 434 in 2010 to 251 in 2017, and NMSU saw a 58.2% decrease from 294 in 2010 to 123 in 2017. Once again there is a decrease in completers for both major universities, down to 203 and 115 respectively for 2018. This year we were able to obtain data from 12 of the 13 EPP programs listed above. The table below shows that there were 843 completers during the 2017-2018 academic year.

Table 6: EPP Completer Data

University	Early Childhood	Elementary	Secondary	Sped	K-12	Total
UNM	8	108	46	20	21	203
CNM		39	43	42		124
ENMU	6	28	58	32		124
NMSU	13	39	21	13	29	115
SFCC	4	27	37	11		79
NMHU	15	20	4	23		62
WNMU	15	16	13	9		53
SJC		12	13	8		33
USW	2	16	4	5		27
WBU		5	1	3		9
NNMC		3	4	1		8
NMJC		6				6
<b>Totals</b>	<b>63</b>	<b>319</b>	<b>244</b>	<b>167</b>	<b>50</b>	<b>843</b>

Image 12 to Image 14 show these data by institution, by grade level and by institution and grade level.

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Image 12: EPP Completers by Institution (2017-2018)

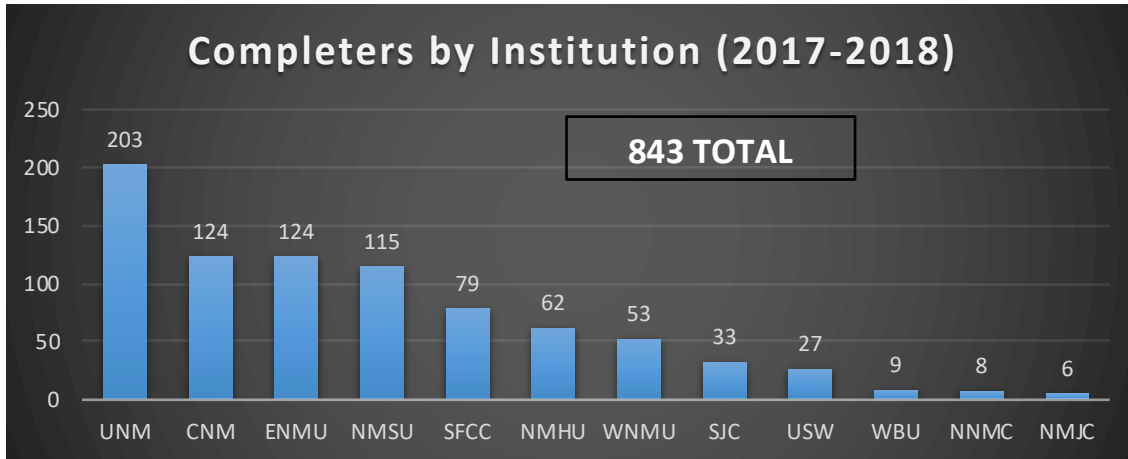


Image 13: EPP Completers by Grade (2017-2018)

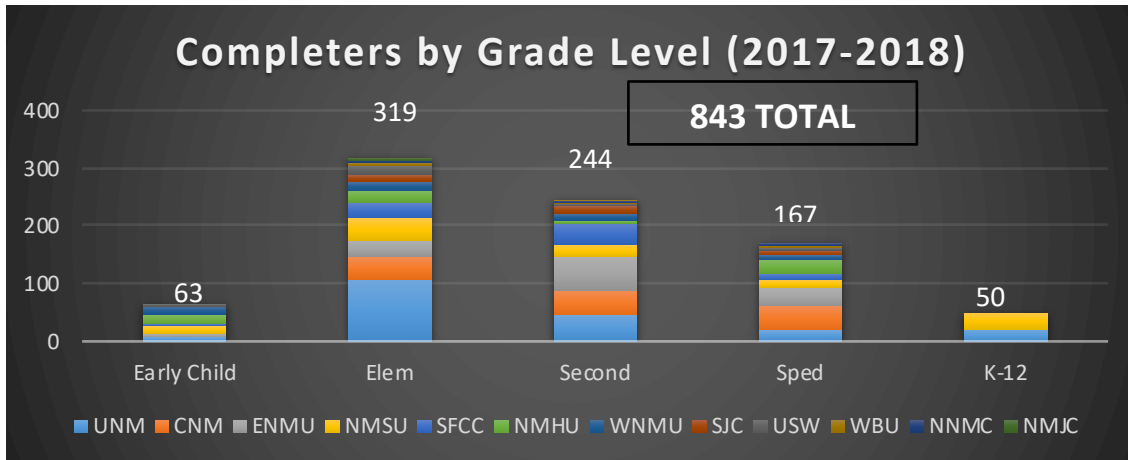
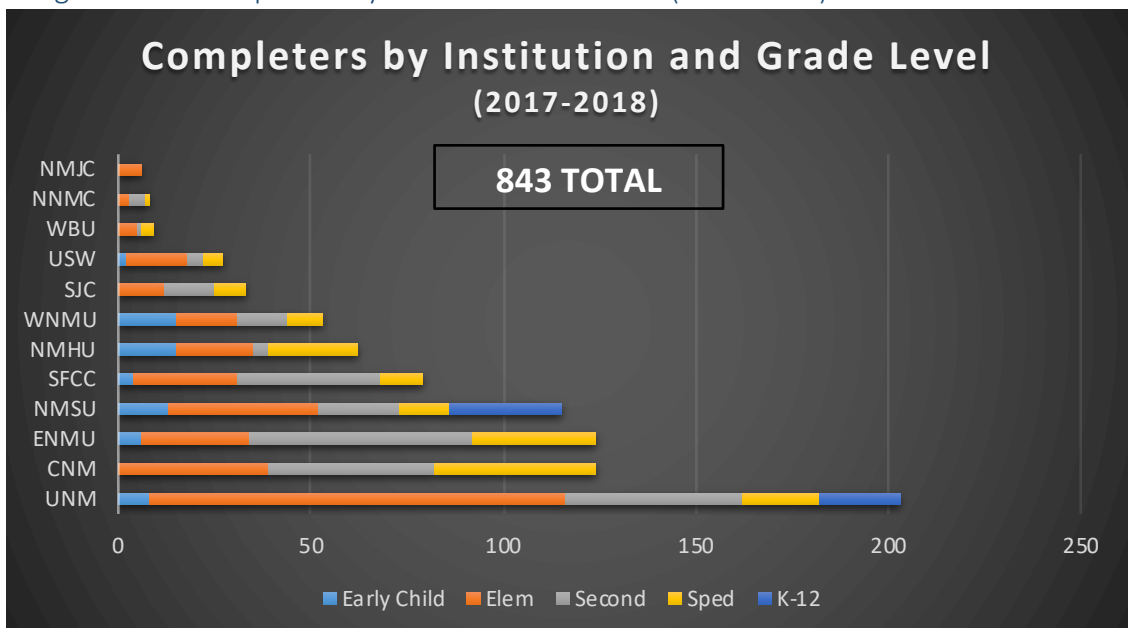


Image 14: EPP Completers by Institution and Grade (2017-2018)



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These data suggest there is a continued decline in the number of individuals completing Educator Preparation Programs in New Mexico. **There is a 23% decrease in EPP completers for these 12 institutions from 2014-2015 to 2017-2018 and a 33% decrease from 2009-2010 to 2017-2018.**

### EPP Admissions Data for 2017-2018

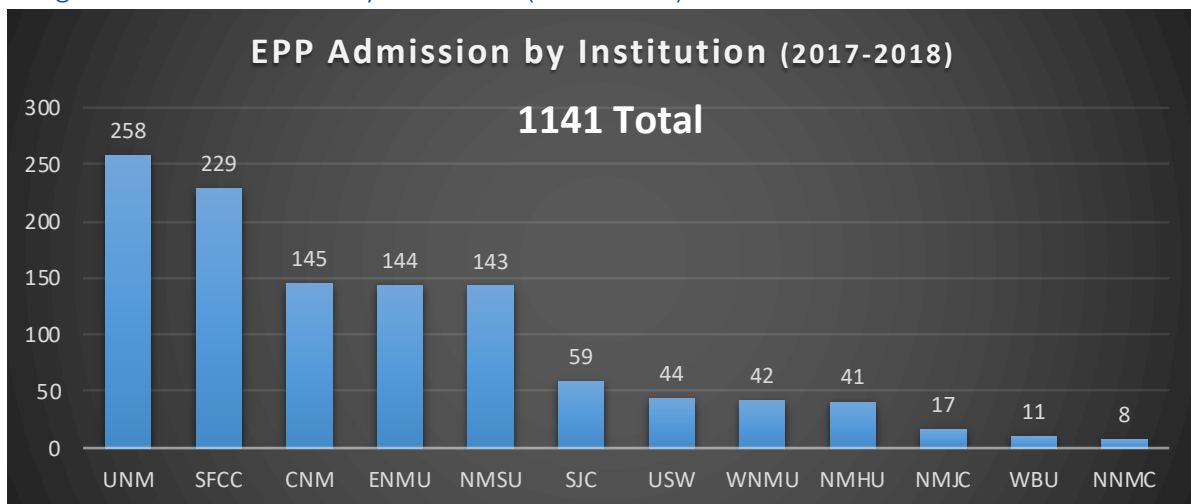
In an effort to document the future trends of students in the pipeline, the EPPs who provided completer data providers in New Mexico were also asked to report the number of students admitted into their programs during the 2017-2018 school year. The tables below show the number of students who were admitted into the programs at the 12 EPP providers who provided data for the report.

Table 7: EPP Admissions for 2017-2018

University	Early Childhood	Elementary	Secondary	Sped	K-12	Total
UNM	15	118	66	36	23	258
SFCC	35	67	90	37		229
CNM		38	46	61		145
ENMU	7	40	64	33		144
NMSU	19	37	39	19	29	143
SJC		21	24	14		59
USW	2	26	7	9		44
WNMU	17	12	6	7		42
NMHU	7	17	3	14		41
NMJC		17				17
WBU		5	5	1		11
NNMC		4	2	2		8
<b>Totals</b>	<b>102</b>	<b>402</b>	<b>352</b>	<b>233</b>	<b>52</b>	<b>1141</b>

Image 15 to Image 17 show these data by institution, by grade level and by institution and grade level.

Image 15: EPP Admissions by Institution (2017-2018)



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Image 16: EPP Admissions by Grade (2017-2018)

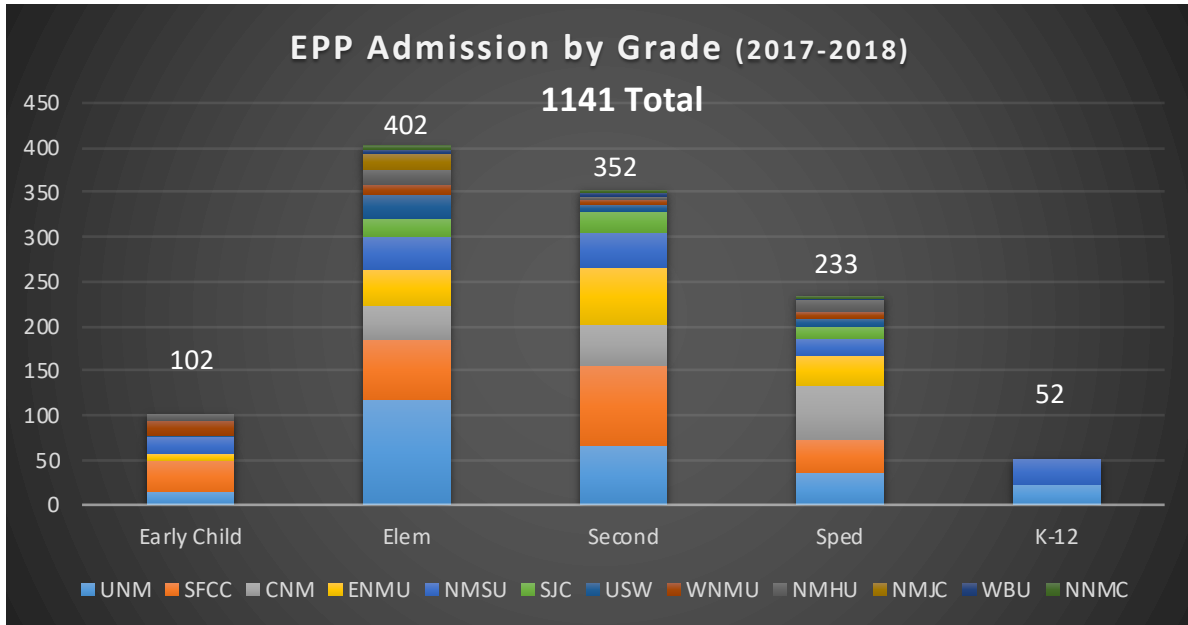
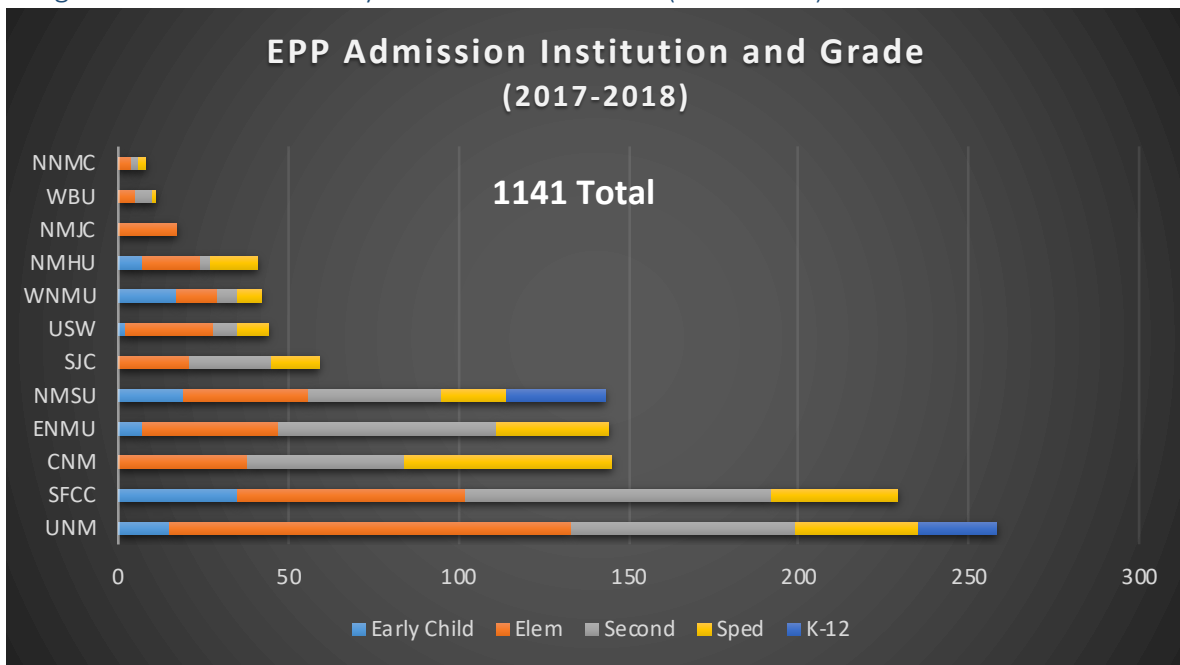


Image 17: EPP Admissions by Institution and Grade (2017-2018)



These data suggest that there is an increase in the number of potential completers in the future, a promising trend. However, there is no guarantee these individuals will finish the coursework, pass all of the tests and become eligible for a teaching license in New Mexico. It also does not guarantee that once they have obtained their license they will choose to stay in New Mexico to pursue a teaching career. Considering the fact that students are admitted to an EPP program during their junior year in college or at the beginning of an alternative licensure program, these individuals should be eligible for licensure within 18 months will be prepared to enter the classroom as licensed teachers in the 2019-2020 school year.

## Current Efforts to Infuse the Teacher Pipeline in New Mexico

### 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 Future Farmers of America, Business Professionals of America and Health Occupations Student Association. Various CTSOs 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 now be found in high schools across New Mexico. In addition, the NMPED College and Career Readiness Bureau provided Educators Rising with funding in FY17, FY18 and FY19 to increase 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, DACC, and UNM with affiliations at WNMU and ENMU. Educators Rising is one possible avenue of recruiting students into the education profession. **There are currently over 600 New Mexico students registered at the Educators Rising National Website.** 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 8: Educators Rising NM Chapters

Educators Rising Chapters 2015-2018			
Alamogordo HS	*(DACC)	*Kirtland Central HS	Rio Grande Prep HS
Arrowhead ECHS	*Deming HS	*Laguna Acoma HS	*Rio Rancho HS
Artesia HS	*Eldorado HS	*Lovington	*Roswell HS
*Atrisco Heritage HS	*Elida HS	Magdalena HS	*Santa Teresa HS
*Aztec HS	Espanola HS	*Manzano HS	*Shiprock HS
*Bernalillo HS	*Floyd HS	*Mayfield HS	*Silver City HS
*Bloomfield HS	*Gadsden HS	*Melrose HS	*Taos HS
Capital HS	*Gallup Central HS	Mescalero Apache HS	*Texico HS
*Carlsbad HS	*Grants HS	*NMSU	*Tohatchi HS
Centennial HS	*Hagerman HS	*Newcomb HS	*Tsé Yí Gai
*Chaparral HS	*Hatch Valley HS	Onate HS	Tularosa MS
*Cliff HS	*Highland HS	*Pecos HS	*UNM
*Clovis HS	*Hobbs HS	*Pojoaque HS	*V. Sue Cleveland HS
*Clovis Freshman Ac.	Hot Springs HS	Questa HS	Wingate HS
*CNMCC		Raton MS	
*Crown Point HS			<i>*Active Chapters</i>

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 these students. Educators Rising enrollment clearly shows 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.**

Educators Rising is also part of a pilot program funded by the NMPED College and Career Readiness Bureau known as ECHO for Education. There is a cohort of 25 Teacher Leaders from active Educators Rising chapters who are engaged in bi-monthly online professional development sessions facilitated by experienced Teacher Leaders and staff from NMPED.

In 2019, the New Mexico Educators Rising Conference will be held in Albuquerque from February 21-23. Students will compete in various competitions and participate in professional development. New Mexico Colleges will be present to promote their education programs and scholarship opportunities will be shared with students. For more information about Educators Rising, please visit <http://educatorsrisingnm.nmsu.edu>

### Troops to Teachers

The NMPED established a Troops to Teachers initiative in June 2018 that outlines a pathway for retired veterans to pursue careers in education. For more information please visit: <https://webnew.ped.state.nm.us/bureaus/licensure/troops-to-teachers/>

## Recommendations for Policy and Future Research

1. Fund and advertise the Teacher Loan for Service Act and the Teacher Loan Repayment Act established by the legislature NMSA 1978 21-22E and NMSA 1978 21-22H.
2. 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.
3. Establish licensure requirements comparable to surrounding states.
4. Commission a comprehensive report to provide a clear picture of the supply and demand of education careers to include, but not limited to:
  - 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
5. Provide funding for a research to determine the impact of Educators Rising and other recruitment programs established in New Mexico.
6. Research the potential impact of incentive programs (e.g. loan forgiveness and scholarships) to attract and retain students to become teachers in New Mexico, especially in high need areas.
7. Develop and fund programs for current Educational Assistants to become certified teachers.
8. Create an environment in New Mexico to attract teachers into the classroom.

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