NMCEL Hosts Legislative Primer

Each year, for the past several years, and just before the legislative session begins, NMCEL has offered a “Legislative Primer”. The Primer is offered to new Superintendents and our Aspiring Superintendents’ cohort. The purpose is to provide participants an opportunity to hear from two very important legislative offices—the Legislative Education Study Committee (LESC) and the Legislative Finance Committee (LFC) and two prominent legislators. The Executive Directors of each of these Committees provided an overview of their work before and during the session, as well as, information on committees and legislation to watch during the session.

This year, Senator Mimi Stewart (LESC Vice Chair) and Representative Jimmie Hall (House Education Committee) spoke about the legislative process, including providing advice on how and when to talk to legislators. Participants were able to interact with staff and legislators through discussion and a Q&A session.

Theresa Saiz, NMCEL Legislative Liaison, provided a presentation on techniques and tips for meeting and talking with legislators and protocol for testifying before committees. Theresa has a wealth of knowledge about the legislative process. Be sure to contact her or our Executive Director, Gloria Rendón, when you visit the Capitol during the 2015 session.
Dear Colleagues:

By the time the first cold February days arrive, the holiday are but a distant memory and school communities are immersed in the second semester of school with all that it brings -- Standards-based assessments, end of course exams, proms, graduation, etc. For many of us, the month of February also means deep immersion in the legislative session.

This legislative session brings many changes, both to the legislative process and to the state. For the first time in several decades, the Republican Party became the majority in the House. With that came a myriad of changes from house committee chairs to offices to parking spaces. Leadership changed completely; Representative Don Tripp was elected as Speaker of the House, Representative Nate Gentry as Majority Leader and Representative Alonzo Baldonado selected as Whip. For a great number of years the former Representative Rick Miera was the chair of the House Education Committee and Representative Mimi Stewart took over when Representative Miera became the Majority Floor Leader. In 2015, the new leader of the House Education committee is Representative Nora Espinoza, a long-time member of the Education Committee and the LESC. She will be assisted by Deputy Chair Representative Dennis Roch, the Superintendent in Logan, and Vice Chair, Representative Monica Youngblood, who is new to the Education Committee. Senator John Sapien continues to Chair the Senate Education Committee with Senator Soules, a Las Cruces teacher, as Vice Chair. We are also lucky to have Senator Gay Kernan from Hobbs as the ranking Senator on this committee.

The new House leadership vows to work in a cooperative manner and to make the legislative process more transparent and more accessible to the general public. Both education committees conducted their organizational meetings last week and echoed the same sentiments. For those of us who are a permanent fixture in those committees, the process will be different as well. For a long time, many educators have felt that both the House and Senate Education Committees are friends of public schools in general and have been the gatekeepers of initiatives, reforms or ideas that might harm or destroy public education in New Mexico. By the same token, these same committee members have also pushed for reforms and ideas, uncomfortable though they might be for educators, if members felt such reforms were in the best interest of the children of New Mexico.

We elected the people who serve on our Education Committees. We trust that they listen to their constituents and that they will make the best decisions possible for all of New Mexico’s citizens. It is incumbent on us, both as citizens and as educators, to share with our legislators how various proposed pieces of legislation will either help or hinder schools in accomplishing the task of providing the best education possible for our students. We cannot expect our legislators do their very best job if we don’t provide assistance. Already there are hundreds of bills being introduced, many of which were pre-filed before the session began. Of these, about 60 relate to education in one way or another. Many more bills will be proposed before the deadline of February 19.

I encourage you to visit our website at nmcel.org or go to the NM Legislature website at nmlegis.gov for information about proposed legislation, stay informed about what is happening in Santa Fe and more importantly visit with your area legislator. It takes all of us to provide the best learning and growing environment for every person in New Mexico. Vow to do your share during the 2015 Legislative session.

Sincerely,

Dr. Gloria O. Rendón, NMCEL Executive Director
NMCEL Board Scheduled to Meet February 19

February 19, 2015 Proposed Agenda

- Call meeting to order
- Approval of Agenda
- Introduction of Board Members/Recognition of Affiliates & Announcements
- Discussion Items:
  - Legislative Update
  - 2015 Scholarship Process Update
  - 2015 Summer Conference Update
  - Mid-year Budget Review
- Action Items:
  - Approval of Minutes
  - Approval of Financials
- Reports:
  - Reports from Affiliates
  - Executive Director
  - Leadership Coordinator
  - Office Manager

Affiliates

- New Mexico School Superintendents Association (NMSSA)
- Albuquerque Public Schools Principals Association (APSPA)
- Alliance for the Advancement of Teaching & Learning (NMSU)
- Cooperative Educational Services (CES)
- Eastern New Mexico Educational Resource Center (ENMERC)
- New Mexico Activities Association (NMAAA)
- New Mexico Association of Bilingual Educators (NMABE)
- New Mexico Educational Retirees Association (NMAER)
- New Mexico Association of Elementary School Principals (NMAESP)
- New Mexico Association of Secondary School Principals (NMASSP)
- New Mexico Association of School Business Officials (NMASBO)
- New Mexico Association for Supervision and Curriculum Development (NMASCD)
- New Mexico School Personnel Association (NMSPA)
- New Mexico Society for Technology in Education (NMSTE)
- Regional Educational Cooperatives Association (RECA)
- Southeastern New Mexico Educational Resource Center (SNMERC)
- New Mexico Council of Administrators of Special Education (NMCASE)

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For more information, contact High Plains REC at 575-445-7090.
The New Mexico Coalition of Educational Leaders is pleased to announce the keynote speakers for the 2015 Summer Conference — **Consuelo Castillo Kickbusch and John Draper**

Consuelo Castillo Kickbusch will kick off the summer conference on July 23, the first day of the conference. Consuelo Castillo Kickbusch is a renowned, charismatic, passionate and influential speaker with a mission to empower the next generation of leaders. Throughout her career, Consuelo has shared her personal knowledge on becoming an effective leader in today’s global marketplace with hundreds of schools, colleges, universities, corporations and government institutions both in the U.S. and abroad.

Born and raised along the border in a small barrio in Laredo, Texas, she is familiar with the challenges of poverty, discrimination and illiteracy. Although she grew up without material wealth, Consuelo was taught by her immigrant parents that she was rich in culture, tradition, values and faith.

Consuelo Castillo Kickbusch currently shares her story with people of all ages and creeds. She is doing exactly what she preaches — living a legacy. Her strong dedication to saving the youth of America (including those living under similar circumstances as she did during her childhood) has led Consuelo to work with over one million children and their parents across the United States.

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John Draper will keynote on July 24, the second day of the conference. John Draper has energized audiences of educators, school leaders and community members in over 40 states. His presentations are marked by thoughtful analysis, engaging narrative and a refreshing passion for the mission of public schools. He makes research fun!

John has enjoyed a wide variety of experiences in his lifetime. He has been a newspaper reporter, construction worker, jailor, actor, timber buyer, musician, small business owner, choir director, soccer coach, Sunday school teacher, assistant principal, middle and high school principal, Executive Director of the Council for Leaders in Alabama Schools, CEO of the Educational Research Service, and now serves as a National Consultant with NSPRA, the National School Public Relations Association, a membership organization dedicated to increasing the effectiveness of school leaders and building support for schools and school districts.
The New Mexico Coalition of Educational Leaders (NMCEL), the New Mexico School Superintendents’ Association (NMSSA) and the New Mexico School Boards Association (NMSBA) are committed to improving education for all New Mexico’s public school students. Each Association provides an effective foundation for proactive educational advocacy for public education in New Mexico and leadership to promote exemplary educational opportunities for all students. Our membership urges the 2015 Legislature to address the funding and programmatic concerns of New Mexico’s school leaders who are directly responsible for student success. We urge the Legislature to use their authority and provide appropriate/pertinent legislation for education in New Mexico to:

- Allocate no less than 50% of new money ABOVE THE LINE to K-12 public school support.
  - Place new funds above the line allowing local school boards and superintendents to make the best funding decisions for their school community.
- Institute/legislate a moratorium for one year on the use of PARCC testing regarding decisions on teacher or principal hiring and licensure.
  - The data must be accurate before an evaluation system is used to make decisions on licensure or employment.
- Mandate a moratorium of at least one year before using the PARCC assessment results for teacher evaluation, school grading and student promotion purposes.
  - Tests must be used to adjust the curriculum, find gaps in student learning and determine changes that should/need to be made to close the achievement gap.
- Define in statute that local school board policies determine proficiency based on board requirements and completion of required credits.
  - State statute charges districts with the responsibility to determine requirements for a district diploma.
- Appropriate funding for the purpose of recruiting and retaining high quality staff.
  - New Mexico must seek methods to recruit and retain high quality staff.

The NMCEL, NMSSA and NMSBA Legislative Priorities document in the original format is located on the NMCEL website on the Legislative Updates slider. Information on this page has been reformatted for optimum use of space within this newsletter.
2015 Legislative
Session Dates

January 20  Opening Day (noon)
February 19  Deadline for introduction of bills
March 21  Session Ends
April 10  Legislation not acted upon by Governor is pocket vetoed
June 19  Effective date of legislation not a general appropriation bill or carrying an emergency clause or other specified date

http://www.nmlegis.gov

Refer to the NMCEL website for Legislative Updates from
Dr. Gloria Rendón, NMCEL Executive Director.

http://www.nmlegis.gov

Updates, Information and Resources

- 2015 National Conference on Education Registration
- Champions for Children & Public Education
- Toolkit: Derailing the Push to Privatize & the Success of Public Education
- Superintendents Resource Library
- AASA Connect

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Professional Consulting Staff
Common Core
Food
Medicaid
Applications for the annual NMCEL student scholarship are due in the NMCEL office via email no later than February 13, 2015. Two scholarships of $3,000 each will be awarded to two students who will graduate in May 2015 and enroll in a college or university in the Fall of 2015. Application forms have been sent to all high school counselors and are available on the NMCEL website.

Criteria:

1. Candidate must be a graduating senior from any public high school in the state of New Mexico.

2. Candidate must have a GPA of 3.0 or better for consideration.

3. Preference will be given to those entering the field of education (teacher, counselor, school business official, human resources, etc.).

Applicants must submit the following completed documents:

1. The Scholarship Application Form (signed by a high school official).

2. Two letters of recommendation from teachers and/or school administrators.

3. A written essay (at least 300 words) outlining reasons for entering the field of education.

Finalists must submit an Official High School Transcript prior to the interview process.

Email to: scholarship@nmcel.org (preferred method of submission)

or

Mail to: NMCEL

COE, MSC05 3040

1 UNM

Albuquerque, NM 87131

Phone: 505-277-6986

www.nmcel.org

Please encourage your students to submit an application before the February 13 deadline.
One Kid, Two Kid, Big Kid, Small Kid!
Words by Paul M. Benoit
Former President of NMSSA and Current New Mexico Superintendent of the Year
(General Philosophy in the “genre” of Dr. Seuss)

One kid, Two kid
Big kid, Small Kid.
Old kid, New kid
Sad kid, Glad kid.

This one’s quiet, with a little fear.
This one’s open, loud and clear.
Say! What a lot
Of kids to hear.

Yea. Some are ready. And some are not.
But all are here, no matter what!

Some are sad.
And some are glad.
And some are good.
And . . . Some act bad.

Why are they sad . . .
. . And glad and good or bad?
Let’s work together,
. . Mom and dad.

They come in all sizes, shapes, and tones
We take them all in the public school zone!

We teach them math, reading, and things of such.
But, so much more, much, much, much!
We instruct them in hygiene, health, and wealth!
Along with manners and mental health!

We take them in and tend their needs,
From food to pencils, we supply.
We take them all, we gladly do!
We take them and we don’t ask why?

We pick them up at their front door
And we often keep them dawn to night . . .
We ask, from our teachers, more and more,
But they can’t do it all, try as they might.

We simply ask that you will know
Our only goal is to help kids grow!
The more you ask, the more we do!
But we need your help to see it through!

We say to you, parents and friends,
Please come to our aid, now is when!
Your child needs you, as do we!
Come to school, just come and see!

We say to you, our political reps
Work with us, hear us, and value our steps!
Come out and see just what we do
In this place we call our public school!

We take them all, we gladly do!
We take then each, bruised and whole!
We take them K-12, all the way through!
We do our best with them ALL, heart and soul!
The Advocate Update

Noelle Ellerson
Associate Executive Director, Policy & Advocacy
AASA, The School Superintendents Association

AASA provides information regarding activities at the federal level which concern public education and funding.

U.S. Sen. Lamar Alexander (R-Tenn.) released a discussion draft of his ESEA reauthorization proposal in November, entitled Every Child Ready for College or Career Act. The bill is the first piece of ESEA reauthorization in the 114th Congress, one that seems primed not only to move discussion drafts, but to get a comprehensive ESEA reauthorization to President Obama’s desk.

The bill bears a strong resemblance to legislation he sponsored during the last Congress, offered as the Republican substitute to the Democrats partisan ESEA bill. In a nutshell, the bill is an improvement over current law and realigns the balance of power between state, local and federal government (Reigning in the federal prescription and overreach that is rampant in current law.).

Please the overview memo for a summary on page 12 of the newsletter of what is in the Alexander bill, as well as AASA’s position and suggested talking points. It is never too early for you to reach out to your Congressional delegation. These decisions—these especially critical ESEA decisions—will be made whether you weigh in or not. AASA members are uniquely positioned to inform these decisions. As school system leaders responsible for running entire school districts, supervising staff and development, and supporting student learning, there are few others who can speak so directly to the impact of various federal policies on local school practices.

At this point, AASA remains neutral on the bill. While the bill takes strong steps in the right direction around standards, accountability and assessment, we have deep reservations around portability, education technology, funding caps and maintenance of effort among others. We are in the early part of the process and will continue to work with both Democrats and Republicans to move amendments to improve the bill that we can support.

Sidebar on the Politics of Reauthorization: I have no doubt that each chamber’s committee leadership (Chairman Alexander, Ranking Member Murray for the Senate committee, and Chairman Kline and Ranking Member Scott for the House committee) is committed to moving reauthorization. With the House and Senate now unified under Republican leadership, it should be marginally easier to get a bill to the President’s desk.

The political calculus will likely fall to the Senate, where 60 votes will be needed to pass any measure. Since the Republicans don’t have 60 seats in the Senate, any ESEA bill will need to pick up some Democratic supporters. The question is whether Alexander works to get initial bipartisan support coming out of committee, potentially compromising some Republican support from more conservative members, or if he moves a partisan bill thru committee and relies on the amendment

Continued from page 12

NEW! Grades 6 & Up

Revolutionary Math Intervention for the Common Core

For more information
David Martinez, Account Executive
DMartinez@Scholastic.com (505) 259-1102
### Upcoming Events

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<th>Organization</th>
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<td><strong>NMASBO</strong></td>
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<td>Winter Conference, February 11-13, 2015, Crowne Plaza, Albuquerque</td>
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<td>Business Officials CPO Training, February 12, 2015, Crowne Plaza</td>
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<td>International Leadership Conference, February 19-22, 2015, San Diego, CA</td>
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<td>Spring Budget Workshop, April 8-12, Hotel Albuquerque</td>
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<td><strong>NMABE</strong></td>
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<td>State Bilingual Education Conference, April 22-25, 2015, Embassy Suites</td>
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<td><strong>NMASSP</strong></td>
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<td>2014 National Conference, February 6-8, Dallas, TX</td>
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<td><strong>NMSSA</strong></td>
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<td>Meeting at NMSBA Board Institute, February 20, 2015, Santa Fe</td>
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<td>Meeting at Spring Budget Workshop, April 9, 2015, Hotel Albuquerque</td>
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<td>Meeting at NMSBA Law Conference, June 5, 2015, Albuquerque</td>
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<td>Meeting at NMCEL Conference, July 23, Embassy Suites</td>
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<td><strong>NMSTE</strong></td>
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<td>Tech Support Conference, April 9-10, 2015, Las Cruces</td>
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<td><strong>AASA</strong></td>
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<td>National Conference, February 26-28, 2015, San Diego, CA</td>
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**Are you looking for the next book to share with your administrative team?** This book provides insights from thought leaders in the emerging field of positive leadership.

Positive leaders are able to dramatically expand their people's—and their own—capacity for excellence. And they accomplish this without enormous expenditures or huge heroic gestures. Here leading scholars—including Adam Grant, author of the bestselling *Give and Take*; positive organizational scholarship movement cofounders Kim Cameron and Robert Quinn; and thirteen more—describe how this is being done at companies such as Wells Fargo, Ford, Kelly Services, Burt's Bees, Connecticut’s Griffin Hospital, the Michigan-based Zingerman's Community of Businesses, and many others. They show that, like the butterfly in Brazil whose flapping wings create a typhoon in Texas, you can create profound positive change in your organization through simple actions and attitude shifts.
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Process to make the bill palatable to voters on both sides of the aisle. The House will move a bill virtually identical to the partisan bill it has moved the last two Congresses. Conferencing any differences between a House and Senate bill could pose a further threat to a final vote in each chamber and/or earning the President’s signature.

TO: AASA Members
FROM: Noelle Ellerson, Associate Executive Director, Policy & Advocacy
RE: ESEA Reauthorization Memo
DATE: January 2015

The new year and new Congress are off to a strong start as it relates to ESEA reauthorization. Secretary Duncan brushed off the Department’s focus on ESEA on January 12, shifting ever-so-slightly away from their hyper-focus on waivers to outline the administration’s plan for reauthorization, slated to include an additional $2.7 billion to be proposed in the President’s FY16 budget, being announced on February 2. A day later, on January 13, Senate HELP Committee Chairman Lamar Alexander released draft legislation to reauthorize ESEA. This memo is a brief overview and summary of the proposal to facilitate/support internal AASA policy discussions and to help inform AASA’s 2015 legislative agenda. The House is expected to move in early 2015 as well, raising the prospect of actually seeing reauthorization thru this Congress, if not this year.

It is clear that the administration and Congress have heard that the 7-year past-due ESEA is badly broken and extremely outdated. Our nation’s K-7 graders have spent the entirety of their K-12 experience to date under a broken ESEA, making action to reauthorize critical. AASA stands ready to work with Congress and the administration to move a comprehensive, bipartisan reauthorization.

Continued on page 13
ESEA Reauthorization Memo cont’d.

Background and Overview: AASA has long advocated for ESEA reauthorization as the only responsible way to ensure the mission of ESEA—supporting students and leveling the playing field for those who are disadvantaged—remains realistic and accessible. Equity is a core tenet of ESEA and is a value that resonates throughout much of AASA’s legislative priorities.

- It’s a discussion draft, and open for public comment thru Feb. 2. There are elements of the bill that have actual options, representing areas where the final proposal has yet to be identified. By and large, the bill has a lot of what was in Alexander’s bill last Congress.

- Funding: The bill level funds programs for FY2016 thru FY2021. While certain programs are funded above FY15 level, the collective impact—when we factor in block grants, consolidations and program elimination, is a cut to ESEA programs of $120 million.
  - Flexibility: Current law allows entities to transfer up to 50% of available funds within/between programs. This bill allows for transfer of 100% of funds under Title II and IV between the two titles, while maintaining the ban on transferring funds out of Title I.

- Assessments: The assessment portion is still in flux, with two options to consider:
  - Choice A would give states a lot of flexibility in how they assess students, allowing grade span, annual testing, a combination, portfolios, competency-based, or some other state-developed model.
  - Choice B looks like current law with annual testing in math/ELA and grade span for science.
  - Under either option, locals could use one of their assessments, pending state approval.

- Standards: Requires states to adopt standards that match up with college entry requirements (striving for college readiness with no need for remediation). Provides for alternate standards with additional clarification that those alternate standards are identified/articulated in IEPs.

- Accountability: State and local education agencies would be in charge of crafting an accountability model. The accountability plans must still include data disaggregation (including performance gaps between subgroups), and still report graduation rates per the 2008 regulation, using the adjusted cohort formula as well as (new!) extended year adjusted graduation rate. States come up with their own accountability methods, with a few broad parameters established. States are required to consider student achievement, but a metric on year-to-year student growth is optional. States still have to ID low-performing schools, but the bill doesn’t specify a certain percentage/type of struggling school. This is a change from the previous Alexander bill, which did have a specific percentage to ID for turnaround. States would be free to set aside up to 8% of their Title I funds for school improvement; this is a change from current law, which requires a 4% set aside. Adequate yearly progress (AYP) and annual measurable objectives (AMO) are eliminated, as is Supplemental Education Services and its related set-aside.

- Title I Plans: Gives the Department some leverage, but much reduced. This bill significantly reduces planning requirements at both the state and local level. The U.S. Department of Education would have a much more stringent peer-review process by which to consider the plans. The bill eliminates the 40% threshold for operating a school-wide program.

- Maintenance of Effort: Eliminated.

  - Supplement, Supplant: The language around the supplement/supplant language compliance test is changed: Currently, unless a school is operating a school-wide model, the test to ensure compliance is fact-specific and burdensome. The proposed change means that a district would need to only show that the methodology of getting state/local funds to its schools is clear/transparent enough to ensure that Title I funds are not used to supplant state/local dollars. One side will argue that this opens up the market and makes innovative school leadership easier to realize; the other side will argue that it could dilute the Title I focus on serving at-risk students in schools.
Continued from page 13

**ESEA Reauthorization Memo cont’d.**

- **Rural Education Achievement Program**: It is reauthorized. It is a good start, but it is not 100% of what we want. We need to tweak language related to the specific locale codes used to ID rural, we need to look at the rural flex.

- **Education Technology Program**: Eliminated. Ed Tech is included as an allowable use in Title II, but it is not a stand-alone program.

- **Safe and Drug Free**: Titles II and IV represent significant consolidation (read: block granting). While this represents funding flexibility, we have historically always expressed hesitation related to block grants being a back-door way to defund education. Reauthorized and has a funding cap. Safe/Drug Free program would target school climate, school safety/violence and mental health.
  - This may be where funding flexibility comes in. The bill consolidates teacher quality, school safety and other programs, and allows SEAs/LEAs to use money flexibly.

- **Teacher Evaluation**: Eliminates Highly Qualified language, and the language leaves a lot to be optional. Funds under this title could be used for evaluation, development, teacher preparation and other related activities. Equitable access to effective teachers would be filed as an assurance; the bill lacks any formal submission (though we hesitate around teacher-salary differential information being included in report cards).
  - **Teacher Incentive Fund**: Codified into law, with focus on pay-for-performance models.

- **Portability**: The base bill includes Title I portability, allowing states to allocate Title I dollars on the count of students living in poverty. This is a significant shift away from ensuring funds are targeted at concentrations of poverty.

- **Charters**: The bill makes changes to the current program related to start-up, replication and facilities. Charter school funds must spend no more than 12.5% on facilities, at least 25% on national activities, and the remainder for grants for start-ups and expansions. Charter schools are likely our bargaining chip when it comes to the choice spectrum, the area we can consider working collaboratively in an effort to strike voucher/portability language. We need it to ensure that all entities taking public dollars under this program are faced with the same burdens/compliance requirements as well as afforded the same flexibilities.

- **Regulatory Authority**: Whenever possible, it appears the Alexander bill reins in the ability of the administration to exercise regulatory authority, establishing more stringent guidelines or reducing the involvement of the secretary to review (but not revision) of submitted plans.

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- Dedicated to serving our New Mexico public school clients.
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Talking Points:

- The role of the federal government in education is to help ensure access to equitable educational opportunities and to supplement and support, rather than dictate, local efforts in education.

- It is unrealistic to expect all students to achieve college and career readiness without providing districts the necessary funding to do this challenging work.

- Federal funding should support the total child, from physical and mental health to the development of fundamental lifelong learning skills.

- AASA strongly supports comprehensive ESEA reauthorization that peels back the federal overreach and prescription that is rampant in current law. AASA urges Congress to reauthorize ESEA in a manner that restores the proper balance between federal, state and local governance, empowering state and local entities to exercise their expertise and knowledge as it relates to education and serving students.

- Urge your Senators and Representative to keep the pressure on their respective chambers’ education committee to move forward with ESEA reauthorization.

- AASA opposes a piecemeal approach to reauthorizing ESEA, a scenario that becomes more likely in a hyperpartisan environment. Both chambers should focus on a comprehensive reauthorization.

- Articulate to your Congressional delegation that the presence of—or apparent support for—the administration’s waivers does not lessen or reduce the need to prioritize complete reauthorization of current law, which is badly broken and now nearly SEVEN YEARS past due.

- AASA remains committed to equity in education. Title I is the flagship program of the law, and it is critical that Title I be funded at a level to support its mission and that its dollars are allocated in a truly equitable manner that adequately serves concentrations of poverty.

- AASA remains opposed to the ESEA waivers. They are poor policy, providing temporary relief to some—but not all—schools. Once expired (or rescinded, like in Washington) the waivers have made no changes to the seriously flawed aspects of the law, including 100% AYP in 2013-14.

- AASA opposes portability and vouchers. Public dollars, public schools, hard stop. While the Alexander bill limits portability to public schools, it is a thinly veiled first step toward vouchers.

- AASA opposes the elimination of Maintenance of Effort. We encourage Congress to retain the current legislative language to help state and local education agencies better serve their student populations.

Questions? Contact Noelle Ellerson (nellerson@aasa.org) or Sasha Pudelski (spudelski@aasa.org).