



ANNUAL REPORT 2020-2021

A Year Like No Other



CES LEADING EDUCATORS THROUGH ALTERNATIVE PATHWAYS (LEAP)

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LEAPing Into the Pandemic

A YEAR LIKE NO OTHER

The 2020-2021 school year was like no other in recent history. As the pandemic continued to surge and schools in New Mexico remained closed, teachers and students around the state struggled to adapt to the daily challenges posed by online teaching and learning. Despite the closure of schools in March 2020 and the professional and social isolation imposed by both quarantine and online learning, most teachers elected to return to their virtual classrooms in the Fall. According to New Mexico State University's annual Educator Vacancy Report, teacher vacancies actually fell from 644 at the start of 2019, to 571 at the start of 2020, a decrease of 11 percent.

At the start of the 2020-2021 school year, LEAP teachers continued to represent a significant portion of those educators filling the vacancy gaps around New Mexico. In 2020, LEAP's second cohort of alternative licensure candidates was 137 members strong, an increase of 8 percent over 2019. These new teachers willingly took on the challenge of starting their career in one of the most difficult educational environments in public school history. These ambitious new teachers not only faced the challenge of learning to become an effective classroom teacher, but simultaneously were required to be a social and emotional coach as students lost face-to-face communication and became increasingly isolated. These new teachers also faced new equity and diversity issues created by unequal access to technology, varying student supervision conditions in homes, as well as the pressure of developing engaging and creative curriculum for digital delivery.

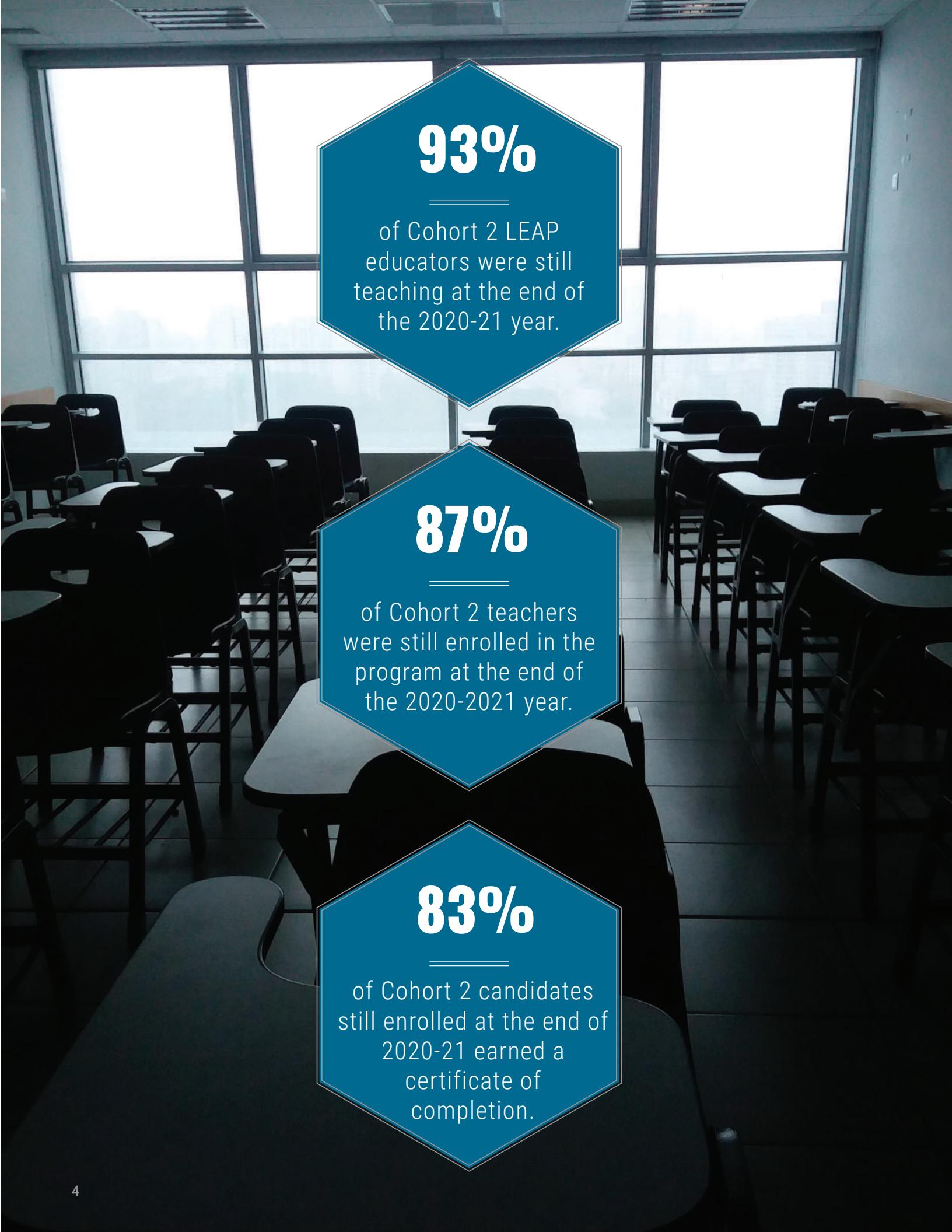


¹Hess, Abigail J. "1 in 4 Teachers Are Considering Quitting after This Past Year." CNBC, 25 June 2021, <https://www.cnbc.com/2021/06/24/1-in-4-teachers-are-considering-quitting-after-this-past-year.html>.

LEAP TEACHERS HOLD THE LINE

As the school year came to a close, many New Mexico teachers opted for early retirement or elected to leave the profession altogether. The NMERB reported a 40% spike in early retirement applications, and the NMSU Teacher Vacancy Report for 2021 showed a staggering 84% increase in teacher vacancies after the 2020-21 academic year. National surveys reported 1 in 4 teachers were considering leaving the profession.

But LEAP teachers? LEAP teachers held the line. At the end of the 2020-21 academic year, 84% of LEAP teachers were still enrolled in the program, and 93% of Year 2 candidates were still teaching. Of those still enrolled, 83% earned a certificate of completion. GO LEAP!

The background image shows a classroom interior with rows of black desks and white chairs. Large windows are visible in the background, letting in natural light.

93%

of Cohort 2 LEAP
educators were still
teaching at the end of
the 2020-21 year.

87%

of Cohort 2 teachers
were still enrolled in the
program at the end of
the 2020-2021 year.

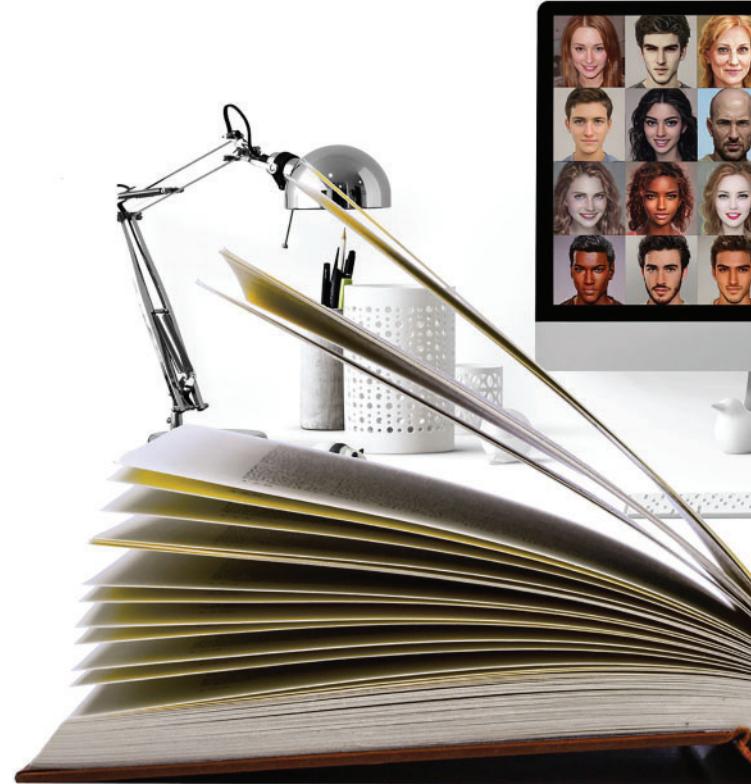
83%

of Cohort 2 candidates
still enrolled at the end of
2020-21 earned a
certificate of
completion.

LEAPing Into Year 2

PROGRAM IMPROVEMENTS

Like all educational organizations around the state, LEAP had to adapt to the ongoing pressures and quarantine restrictions imposed by the pandemic during the 2020-2021 academic year. However, moving the program online was not the only significant change LEAP made to better support teachers in and out of the classroom. In Year 2, LEAP program administrators enhanced the LEAP teacher support model, creating an overlapping support system for new teachers comprised of statewide, regional, local, content-area, and 1:1 school-based mentorship opportunities. In addition to the cohort-model of support, each LEAP candidate received support in monthly regional meetings, group based content-area coaching, and met in home groups of 4-5 teachers for individual support. In addition, each LEAP candidate continued to receive individual support from a school-based mentor teacher. Finally, LEAP expanded its Cultural Responsiveness curriculum to support new NMPED initiatives.



FOUNDATIONAL TEACHING

LEAP offered 120 instructional hours of foundational teacher-training focused on classroom management, principles of Universal Design for Learning, curriculum design and delivery, and online instruction considerations.

STRUCTURED LITERACY

Every LEAP teacher leaves the program as a Reading teacher. LEAP's curriculum includes 67 hours of focused instruction in structured literacy and building curriculum for struggling readers, including children with dyslexia.

CONTENT TEACHING

During 2020-21, LEAP introduced more opportunities for teachers to focus on becoming content-area experts through monthly group and local training meetings and online cafes.

SPECIAL EDUCATION

LEAP's specialized curriculum offers every educator the training to be dual-endorsed in general and special education. LEAP teachers received 83 hours of instruction in special education, including multi-layered system of supports and special education law.

CULTURAL RESPONSIVENESS

LEAP teachers receive targeted instruction in Culturally Responsive Pedagogy (CRP) and Culturally and Linguistically Responsive (CLR) Instruction to help them recognize and value the differences in culture, language, value, beliefs, practices, and traditions of all students.

MENTORSHIP

LEAP teachers receive multiple layers of support throughout the year, including a school-designated teacher mentor, a regional LEAP instructional coach, and local support groups.

LEAP is a one-year, intensive alternative licensure program designed to address systemic challenges in New Mexico's teacher pipeline.



LEAP FORWARD

At the end of its first year, LEAP partnered with the University of the Southwest to offer LEAP graduates the opportunity to continue their education and forge a path toward Level III licensure through completion of a Masters of Education with transferable credit and substantial tuition discounts.

LEAP GRADUATES AT USW

We are proud to announce that 25 LEAP teachers have now earned their Master's degree at USW. During the 2020-2021 academic year, the number of LEAP graduates participating in the USW-LEAP Masters program partnership nearly doubled, with 32 more LEAP teachers working toward their Masters of Arts in Education.



EXPANDED OPPORTUNITIES

LEAP expanded opportunities for graduates to earn their Master's degree by partnering with Western University. LEAP students may transfer up to 12 credits toward a Masters of Science in Teaching, and receive reduced tuition.



The Sole Non-IHE Provider

In 2020-21, LEAP remained the state's one and only Non-Institution of Higher Education (IHE) provider of an alternative licensure pathway. LEAP is committed to reducing barriers to entry, increasing teacher diversity, and instituting culturally responsive teaching practices. LEAP reduces New Mexico's teacher churn by putting competent professionals in statewide classrooms on day one of each academic year, and transforming them into highly qualified teachers in a fraction of the time required by traditional IHE programs.

THE NEXT LEAP

A key goal of the LEAP program is teacher retention. To help educators continue to grow and learn in their profession and better meet the needs of New Mexico's diverse student populations, LEAP partnered with New Mexico universities and professional organizations to create two new pilot programs for 2020-2021.

In partnership with NMPED and the May Center in Santa Fe, the Next LEAP program offered six LEAP graduates scholarships worth \$2700 to participate in the May Center Teacher Institute's Structured Literacy Specialist Educator Preparation Program (see page 11 for more information).

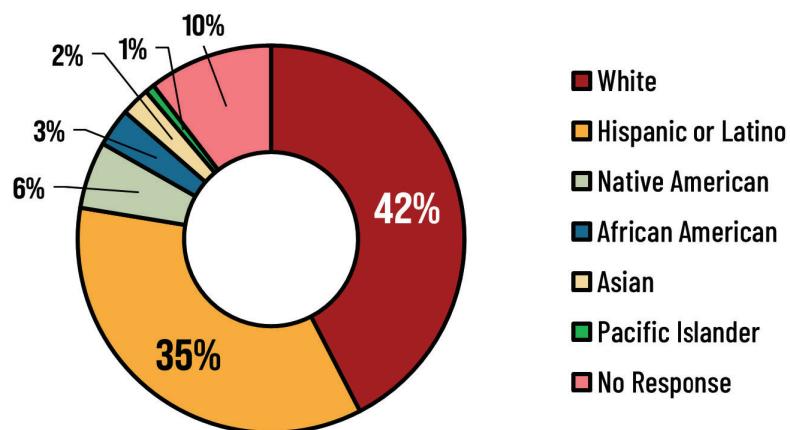
In conjunction with NMPED, NM State University and Eastern NM University, the Next LEAP program covered the \$4,000 cost tuition for ten LEAP graduates to pursue the coursework required for TESOL endorsement (see page 11 for more information).

LEAP Teacher Diversity

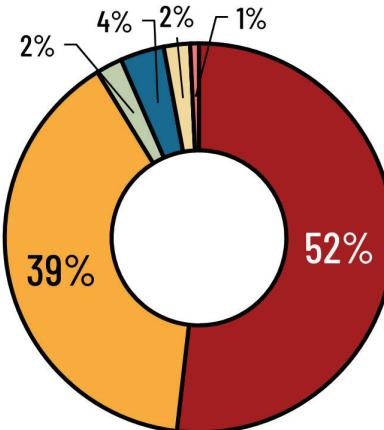
EXPANDING REPRESENTATION

One of LEAP's most important program goals is to continue to improve racial and ethnic diversity in New Mexico's teacher workforce. As a majority-minority state, non-Caucasian students comprise 76 percent of the student population. In 2021, NMPED reported that 63 percent of all students identified their ethnicity as Hispanic, 22 percent as Caucasian, 11 percent as Native American, and 2 percent African-American. However, the state continues to experience a serious disparity between its ethnically diverse student population and their primarily white classroom teachers. To help address this racial and cultural disparity, LEAP continues to actively recruit and train teachers from ethnically diverse backgrounds and to actively train all its graduates in culturally and linguistically responsive teaching practices.

LEAP Teacher Ethnicity - 2019 (C1)

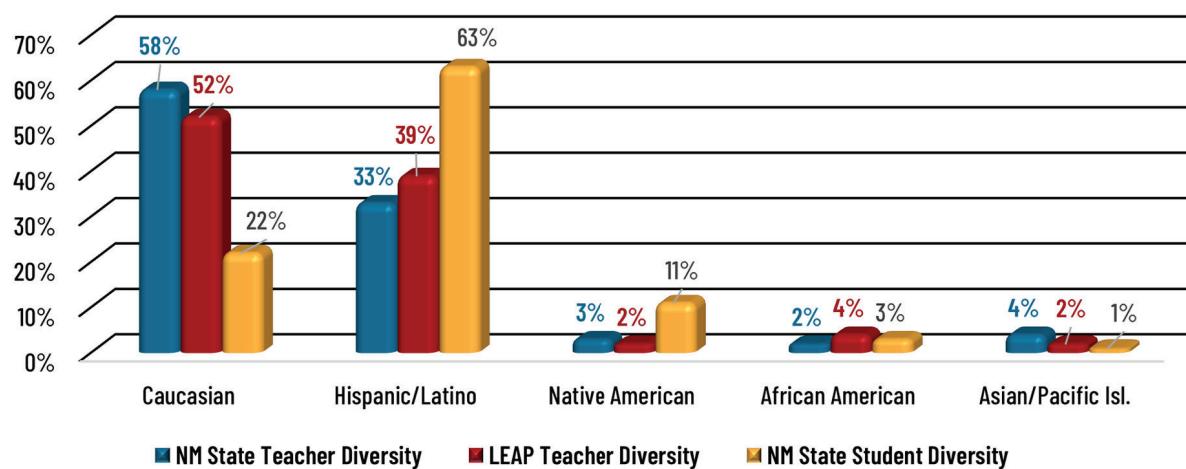


LEAP Teacher Ethnicity - 2020 (C2)



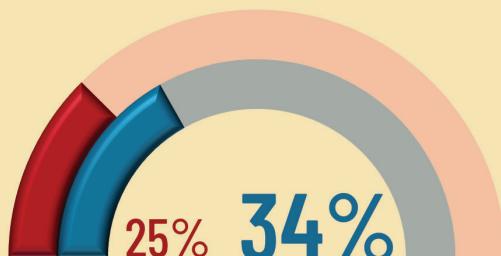
New Mexico State Teacher & Student Diversity - 2021

Source: New Mexico Public Education Dept., 2020-21 4D STARS Report

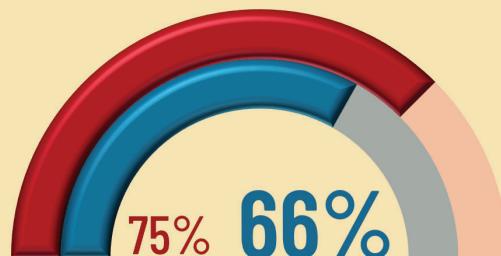


GENDER, AGE & PROFESSIONAL DIVERSITY

Gender disparity in the teaching profession continues to be a nationwide challenge. According to the most recent report from the National Center for Education Statistics, nationwide only 24 percent of all public school teachers are male, while 76 percent are female. Statewide, New Mexico's gender distribution of teachers is a nearly perfect reflection of national statistics, with 25 percent of all public school teachers being male. Although LEAP has not yet achieved a teacher gender distribution commensurate with the state's 51 percent male student population, its gender distribution of teacher candidates is well above both the state and national average, with more than one-third of its teachers being male.



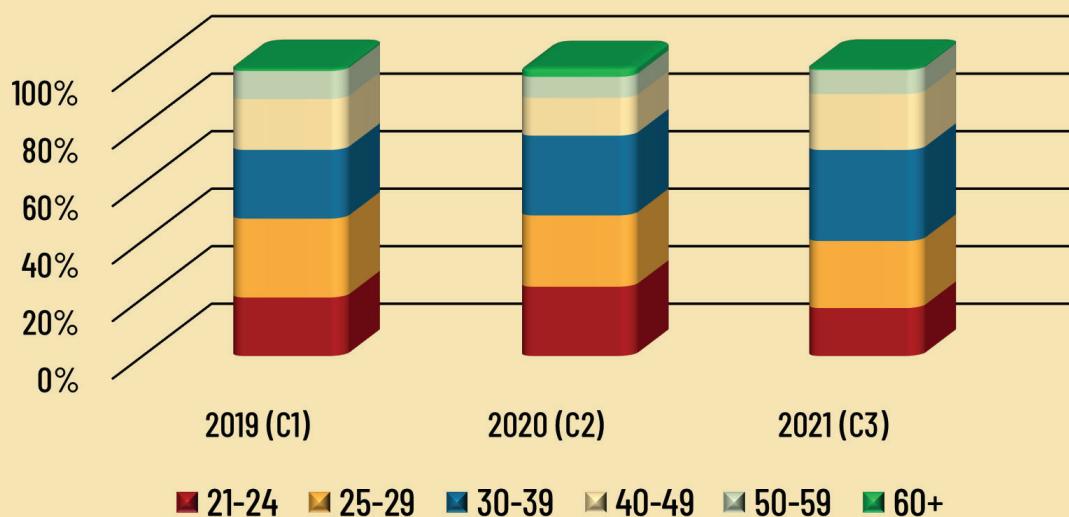
Avg. % of Male Candidates
NM State vs. LEAP



Avg. % of Female Candidates
NM State vs. LEAP

LEAP teachers are also unique in their age and professional background. Unlike most applicants to traditional IHE licensure programs, more than three-quarters of all LEAP teachers are over the age of 25, and more than a quarter are over age 40. As older adults, 90 percent of LEAP candidates were working professionals before entering education, coming to teaching from careers in business, science, health care, media arts, oil & gas, public safety, social work, the judiciary, engineering, and trades. Students benefit directly from the practical, real-world experience each LEAP teacher brings to his/her classroom and curriculum, particularly in secondary education where many graduating seniors are preparing to enter the workforce. Finally, many LEAP teachers have families of their own, bringing the understanding and empathy of parenting to the classroom community, as well as first-hand knowledge of juggling the competing demands of school work and family that many families in our school community face.

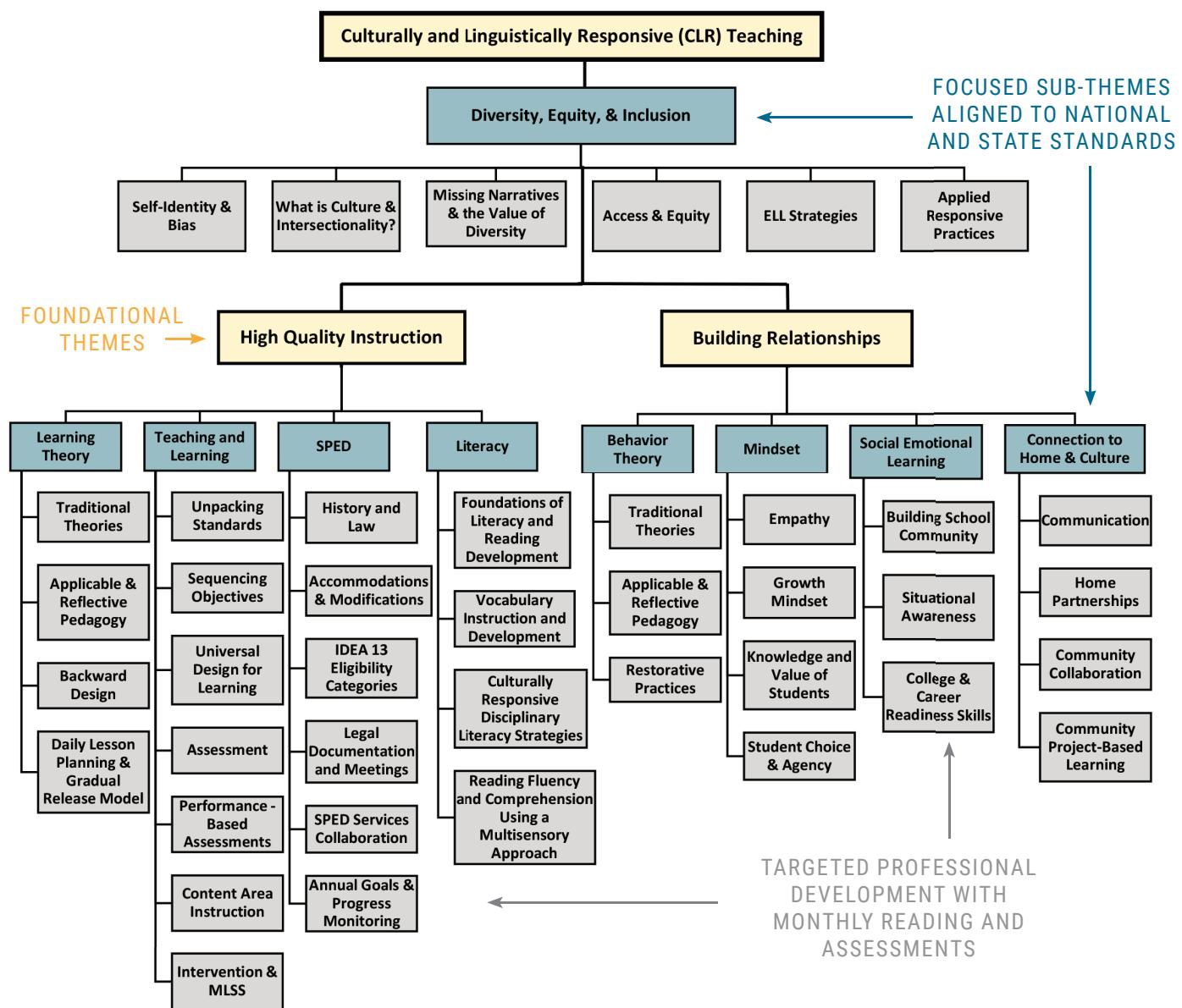
LEAP Teachers By Age



Program Improvements

CULTURALLY & LINGUISTICALLY RESPONSIVE TEACHER PREPARATION FRAMEWORK

In response to statewide education initiatives to improve teacher preparation in culturally and linguistically responsive pedagogy, LEAP enhanced its program framework for ensuring that every graduate is able to meet the cultural and linguistic needs of New Mexico's diverse student population. Each component of the LEAP framework correlates to specific areas of professional development coursework and an associated portfolio item. Portfolio items which reflect culturally and linguistically responsive assignments include candidates' teaching philosophy statement, literacy case study, the completed CLR teaching portfolio, analysis and reflection of teaching recording, and "Words From a LEAPster" recordings.



LEAP PROGRAM SUPPORT STRUCTURE

During the 2020-2021 year, LEAP made several changes to provide even greater support for its new teachers, both in and out of the classroom. LEAP's program support structure is a multi-layered, wrap-around solution to provide every classroom teacher with a network of professional resources, personal coaching, and mentorship at every level.

All LEAP teachers are assigned a regional coach who provides consistent program assessment through multiple classroom visits and 1:1 professional coaching as needed. LEAP candidates are partnered with a master teacher at their school who serves as a day to day mentor and who helps bridge a connection with school and district administration. Working in home groups of 4 or 5 teachers who share a content area, LEAP teachers meet for content-area coaching and provide an additional social support network as needed. LEAP teachers are grouped in regions for monthly professional development to build knowledge of local school districts' best practices. Finally, as part of the larger statewide CES LEAP network of professional educators, LEAP teachers develop a large-scale vision of statewide education needs and goals.



LEAP Teacher Spotlight:

RENATO ESTACIO: MAN OF MANY HATS

At a time when thousands of teachers nationwide left the profession, Renato Estacio decided to join it.

It wasn't as if he had no other options.

Sure, he'd been working for more than a decade as an analyst for the casino and gaming industry when the pandemic struck, and like many others around the country, he was "restructured" out of a lucrative job. But his day job was just one of many irons Estacio had in the fire. He'd just relocated his popular restaurant, Sidewinders Bar & Grill, to Albuquerque's Nob Hill area, and despite the pandemic, business was stable. As the President and Artistic Director of NM Black Cat Cultural Enterprises, he was also in the midst of opening a new LGBTQIA community and cultural center. And when he wasn't playing entrepreneur, he was busy with his first great love—music.

Not only is Estacio a professional opera singer and frequent performer in the New Mexico music scene, he was also the President and Artistic Director of the Southwest Arts Group and the former Director of Marketing and Public Relations for the Las Vegas Philharmonic. Oh—and he holds one Bachelor's degree in English Literature, a second Bachelor's and one Master's degree in Applied Music, and a Master's of Business Administration from the Keller Graduate School of Management.

So Estacio didn't fall into teaching by accident. Instead, he decided it was time to finally pursue a dream.

"Teaching has been a lifelong goal," Estacio said. "The very next day after my position [in the gaming industry] was eliminated, I said 'it's now or never.' I was not the least bit sad or upset. I said to myself, 'I'm going to do something I've always wanted to do, and I'm going to go all in.' So I called this teacher education program, LEAP, and spoke to Ali [Nava]."



percent Hispanic and 99 percent economically disadvantaged, according to the NMPED School Report last published in 2018.

Like most LEAP teachers, Estacio's professional background and experience was immediately leveraged by his

LEAP teachers bring a lifetime of experience to the classroom.

Two months into the LEAP program, Estacio was offered a position at Rio Grande High School, an Albuquerque Public School whose socioeconomic demographic is 93

district—but not in the way he might have anticipated. With degrees in English, music, and business, was he hired in any of these fields? No. Renato Estacio was

initially hired in 2020 as a test coordinator and AVID instructor, then as a math support teacher. This year, Estacio is teaching Geometry.

"My math is good because I studied Business Administration," Estacio said. "I took some bizarre number of courses in statistics and finance, then I took the full sequence of calculus. I actually went into college as a math major originally. I ended up doing a bachelor's and a master's in music, a master's in business, and I have a Bachelor of English as well with a minor in theater. So with that background, I was able to get all my endorsements."

With endorsements in English Language Arts, mathematics, business, and performing arts, Estacio represents a goldmine of talent and practical experience for his school. Even so, as a brand new high school teach-

Almost from day one, LEAP emphasized thinking about the culture of your students and your own personal and cultural biases. If you didn't learn that in the program, then you just weren't paying attention.

er starting his career during a global pandemic when schools were physically closed and classes had moved online, Estacio said he was thankful for the practical nature of LEAP's curriculum and training.

"LEAP is very, very practical. There's a lot of work, but there's no fluff in the program," he said. "The moment you walk through the door, it's real—from classroom management to IEPs. Yes, you will also be learning about educational theory, but I'm not going to learn the theory and then try to apply it two years from now. We applied what we learned immediately."

"At Oberlin College, I was a music education major for two years, so I sat through the education program. And I find that having sat through university programs, the biggest difference is that if it's not practical, it's wasted. If you don't use it right away, you don't internalize it. To be in LEAP, you have to be in a classroom. You have to marry



Dressing up for Halloween at Rio Grande High School

theory and practice right away, and it sticks with you. You learn a hundred light years faster."

LEAP teachers come to the profession from a wide variety of diverse professional backgrounds and personal interests, and Estacio is no exception. The child of a military family, Estacio spent much of his youth at the Yokosuka Naval Base in Japan. Upon returning to the states, he lived first in California, then Ohio for college, and later New York, Las Vegas, and finally, New Mexico. He is an advocate for the LGBTQIA community in Albuquerque and brings his empathetic and accepting nature to his classroom and his relationships with students.

"I can't even tell you how much I adore the kids. They are really amazing. But I was surprised by how often I feel like a dad," Estacio said. "They come to me, and they're like 'Mister, I really need to talk to you about something.' And sometimes they're very serious, like 'I'm trying to explore my identity,' or 'I'm exploring my gender,' and I think Whoa! I didn't expect this!"

"But one of the things that was really great about LEAP was the emphasis on cultural and linguistically responsive teaching. Almost from day one LEAP emphasized thinking about the culture of your students and your own personal and cultural biases, and other things to be careful about when you're teaching. If you didn't learn that in the program, then you just weren't paying attention."

For Estacio, being culturally and linguistically responsive has particular significance. At Rio Grande High School, 30 percent of all students are English Language Learners. However, like Estacio himself, the majority of the teaching staff at Rio Grande are neither Hispanic nor bilingual, so finding ways to connect to the culture and needs of the students has become central to Estacio's teaching practice.

"I took a year of Spanish in high school because I had to—because everyone thought I spoke Spanish. But I'm not even remotely Hispanic. I'm Irish and Filipino," Estacio said. "So I don't know if we always truly understand the culture of our students. For example, they warned me at the start that I might have kids that are working because of the pandemic. I took it with a grain of salt. But wow—like half of my kids are working these weekend and night jobs until 1am."

"We've also had this discussion in our IC meetings with respect to recruiting new teachers," Estacio continued. "When we bring somebody not from the South Valley, sometimes not even from Albuquerque, how do we prep them for 'we have the poor of the poor'? The high school itself is a cultural institution."

Most LEAP teachers work in high-needs schools and regions. As a math teacher at Rio Grande, Estacio faces one of the greatest challenges in the state. According to NM Vista School Accountability records, Rio Grande's math proficiency rate was only 5 percent in 2018, dropping to less than 2 percent for ELL students who comprise nearly one-third of the school's population. But that hasn't stopped Estacio from tackling the challenge head on and devising ways to draw students to school and keep them in class.

"I think one of the advantages I have is that my own background is very culturally diverse, so I don't have the same biases as, say, someone who grew up here in New Mexico," Estacio said. "I have these incredibly bright kids, you know? And no one thinks of South Valley kids as incredibly bright. But when they show potential, when they show they can do the work, I want to keep them motivated. I had one tell me, 'Mister, this is the only class I like to go to. So I actually woke up and came to school today.'"

To improve attendance, Estacio has gamified parts of his curriculum. In addition to allowing his students to work in groups much of the time, he has turned his bell ringers into competitions for a chance to earn additional points on his final exam. Students who arrive on time earn the points toward the exam.

"At the end of the semester, I asked them 'how did that go for you?'" Estacio said. "And they told me 'Mister, next semester, it's going to be different. I promise you, I promise you. I'm going to come to class, I'm going to pay attention. I'm going to do the work.' So it's a slow acculturation for them, but it's working."

Estacio also builds on his solid relationship with the kids and his outside business experience to help his students understand how simply showing up to school on time and doing their work has real-world impact on their future.

"The kids all know I run a restaurant outside of school, and they want to come and work at the restaurant," Estacio said. "So I tell them, 'well, you're leaving class. You want to leave class to go get water when I bring water for the class. You want to leave class to go to the vending machine even though I bring you snacks every week. The expected behavior is that you remain in class. But if you leave class, how can anyone take you seriously as a potential future employee? I would even be happy to write you a recommendation for a future job if you earn it. But I can't do that if you guys are leaving class, not doing the work, not taking your responsibilities as a student seriously."

For Estacio, teaching each day has become akin to conducting a symphony of math.

"I take the rehearsing portion of singing, the practicality and problem solving of the business world, and I marry them together into problem solving and creativity in my geometry class," Estacio said. "I used to conduct the Albuquerque Civic Chorus. With 70 singers, 20 of them are trying talk to you at the same time, and they all had different needs. Little did I know that being able to conduct a choir was one of the best preparation programs I could have had for teaching. What's the more difficult job? Teaching, conducting, or being an air traffic controller?"



LEAP Teacher Retention

Recruiting and training great classroom teachers isn't enough to address the churn of teacher turnover which plays a major role in New Mexico education vacancies each year. One of the central pillars of the LEAP Alternative Licensure Program is to provide the support and ongoing education needed to retain teachers year to year and build a strong statewide network of educators.

Although tracking licensure conversion and teacher retention is complicated by inconsistent state reporting and regulations, LEAP estimates that 88 percent of teachers from Cohort 1 were still teaching at the end of the 2020-2021 academic year, based on number of licenses converted from temporary to permanent (52%), the number of teachers who requested extensions to temporary licenses (38%), and the number of temporary licenses which expired without renewal or conversion.

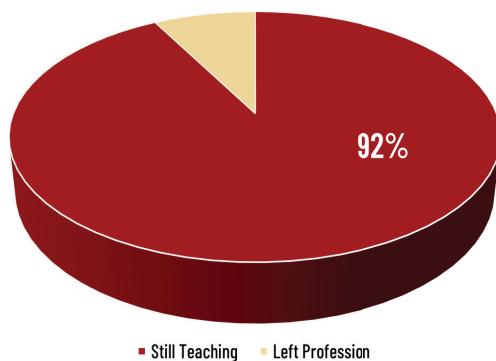
In December 2022, LEAP polled Cohort 1 and Cohort 2 graduates to ascertain how many remained in the profession and/or intended to remain for the 2021-22 school year. Forty-three teachers from Cohort 1 responded (38%), and 48 teachers from Cohort 2 responded (43%). Of those respondents, 92 percent were still working full time as a teacher. Of the teachers still working full time, 79 percent indicated they intended to continue teaching in the 2022-23 school year, 15 percent indicated they were unsure, and 6 percent indicated they intended to leave the teaching profession.

Of the 8 percent who were no longer teaching, the majority cited low teacher salaries as the primary reason for leaving teaching, followed by the stress of having too much work required outside of working hours.

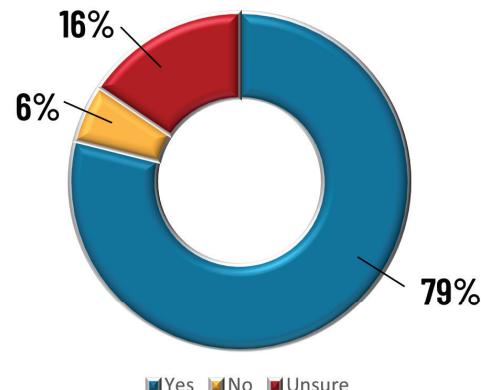
Finally, on a scale of 1 to 5 where 1 represents feeling the least satisfied with their job and a 5 represents feeling the most satisfied with teaching, on average LEAP teachers rated their current job satisfaction during the 2021-22 school year as a 3.4

LEAP Teacher Retention Survey C1 & C2, December 2022

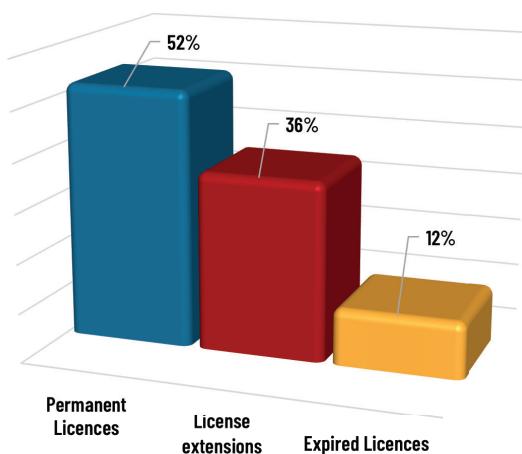
n=91



Percentage of Teachers Intending to Renew Contracts, 2022-23



LEAP Cohort 1 License Status by Disposition, 2020-21



Next LEAP Pilot Programs

To help retain teachers in the profession, Next LEAP offers program graduates the opportunity to continue to grow and advance their career in education through specialized training in high-need endorsement areas. Beginning in 2020-2021, CES LEAP partnered with the New Mexico Public Education Department, state universities, and professional organizations to offer two pilot programs aimed at improving services to children with reading disabilities and English Language Learners. Both programs offer tuition-free training and can result in additional certification and/or areas of endorsement for participants who complete program requirements.

PILOT PROGRAM 1: STRUCTURED LITERACY CERTIFIED ACADEMIC LANGUAGE PRACTITIONER

The Next LEAP program, in partnership with NMPED and the May Center Teacher Institute, offered a full scholarship opportunity worth \$2700 to up to ten of LEAP's Cohort 1 graduates interested in participating in the May Center Teacher Institute's Structured Literacy Specialist Educator Preparation Program. To apply, candidates must have received a certificate of completion from the LEAP program, submit a letter of recommendation from his/her principal or school superintendent, and complete the written application and admission interview process. The program began with six credit hours of orientation during the summer of 2020 and will continue with 52 total hours of instruction throughout the 2020-2021 academic year. Six graduates from Cohort 1 were selected to participate in the program, and 5 successfully completed the program requirements.



The Structured Literacy Specialist Educator Preparation Program course of study prepares candidates to pass the IDA Knowledge and Practice Examination for Effective Reading Instruction because it is aligned with the Knowledge and Practice Standards. It also prepares students to take the ALTA exam, which leads to national certification as a Certified Academic Language Practitioner. Candidates are given opportunities for much guided practice throughout the course, as well as the opportunity for assessments throughout the coursework that are similar to the KPEERI exam.

LEAP RECEIVES SWIDA “LEADERSHIP IN LITERACY” AWARD

Every year at the Southwest International Dyslexia Association (SWIDA) Conference, SWIDA honors a school or agency that has supported teachers and students in improving literacy. In 2022, LEAP was honored to accept the “Leadership in Literacy” award for our new structured literacy pilot program in partnership with the May Center, and for our continued outstanding work in ensuring that all LEAP graduates are adequately prepared to meet the needs of struggling readers in every content area and grade level. We are honored to receive SWIDA’s *Leadership in Literacy* Award as we continue to expand our structured literacy training.



One language sets you in a corridor for life. Two languages open every door along the way. -- Dr. Frank Smith, Psycholinguist

PILOT PROGRAM 2: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) NMPED TESOL LICENSE ENDORSEMENT

The Next LEAP program, NM Public Education Department, Eastern New Mexico University and New Mexico State University have partnered to offer a full scholarship worth up to \$4000 for students who have completed and fulfilled the requirements of the LEAP program and who are interested in pursuing an endorsement in Teaching English to Speakers of Other Languages (TESOL).

The program provides concentration in Teaching English to Speakers of Other Languages (TESOL, without licensure) through coursework focused on understanding bilingualism/multilingualism within the context of schools, families, communities, and society. A key dimension of the program is the advancement of issues related to equity and social justice by encouraging participants to serve as advocates for bilingual children, their families, and communities. International contexts are considered part of the borderland and the TESOL International focus supports the preparation of teaching TESOL across global settings.

To be considered for the program, interested candidates must have successfully completed the LEAP alternative licensure program and demonstrated professionalism and commitment, earned 3.0 or above GPA in prior college coursework, received a Letter of Recommendation from his/her principal or school district superintendent, and successfully completed an application and interview.

The program began with 6 credit hours of instruction in Fall 2021, followed by 6 credit hours in the Spring of 2022. Courses are 8 weeks at the beginning of each semester. This year, ten LEAP graduates from Cohort 1 took on the TESOL challenge, and all ten successfully completed the program.

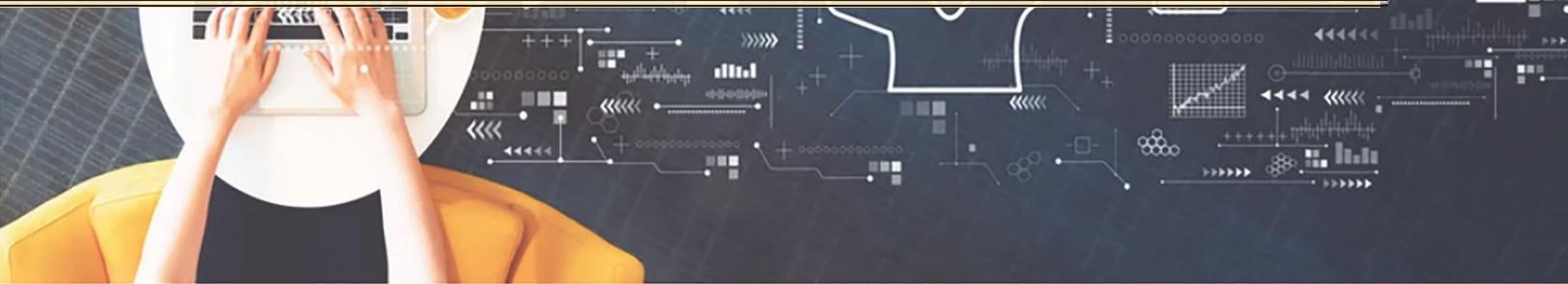
ENMU COURSES:

- BLED 580: ESL Methods (3)
- BLED 530: Language Assessment and Placement of Bilingual Students (3)
- BLED 588: Linguistics for ESL (3)
- BLED 590: TESOL Graduate Project (3)

NMSU COURSES:

- BLED 5320: Second Language Acquisition (3)
- BLED 5420: Pedagogy of TESOL (3)
- BLED 5330: Assessment in CLR Teaching (3)
- BLED 5990: TESOL Practicum (3)

LEAP: By the Numbers

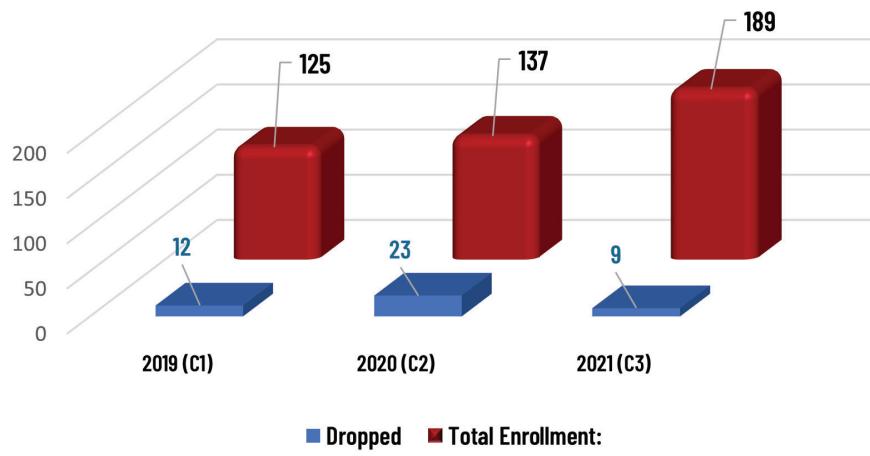


PROGRAM ENROLLMENT

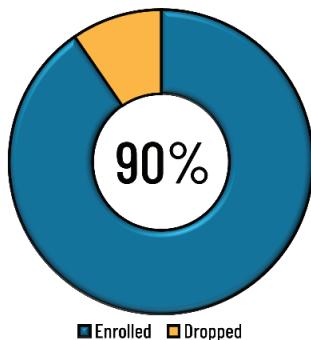
Since LEAP's first cohort in 2019, program enrollment has grown steadily. From an initial 125 candidates in 2019, LEAP's second year saw a modest 10 percent increase in enrollment, with 137 candidates. However, the COVID-19 pandemic took a heavy toll on LEAP candidates, as it did on teachers everywhere. Where LEAP's program retention was 90 percent for Cohort 1, pandemic-related challenges caused a larger than average percentage of candidates to drop out of the program before completion, resulting in an 83 percent retention rate in 2020. However, despite the enormous challenges facing teachers during the 2021-2022 academic year as students and teachers returned to in-person learning, the LEAP program saw a stunning 38% increased enrollment, with a total of 189 candidates in 2021. Preliminary numbers suggest that program retention for 2021 will match or exceed that of 2019.

LEAP's Cohort 2 also saw a decrease in the number of students who were able to meet program requirements for completion. Where Cohort 1 had a 90 percent completion rate with few candidates extending their work into a second year, Cohort 2 had a 76 percent completion rate, with upwards of five percent of candidates extending their learning into Year 3.

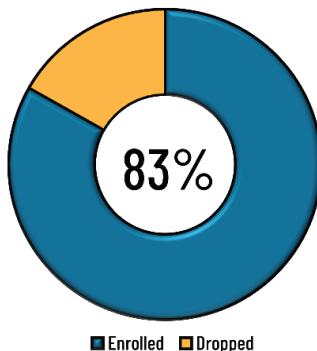
Program Enrollment by Cohort 2019-2021



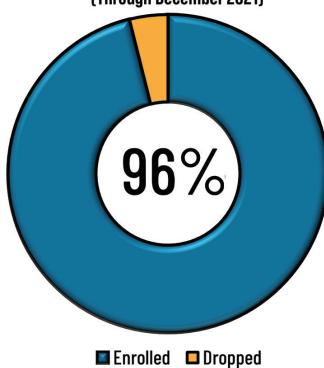
LEAP Candidate Retention (2019)



LEAP Candidate Retention (2020)

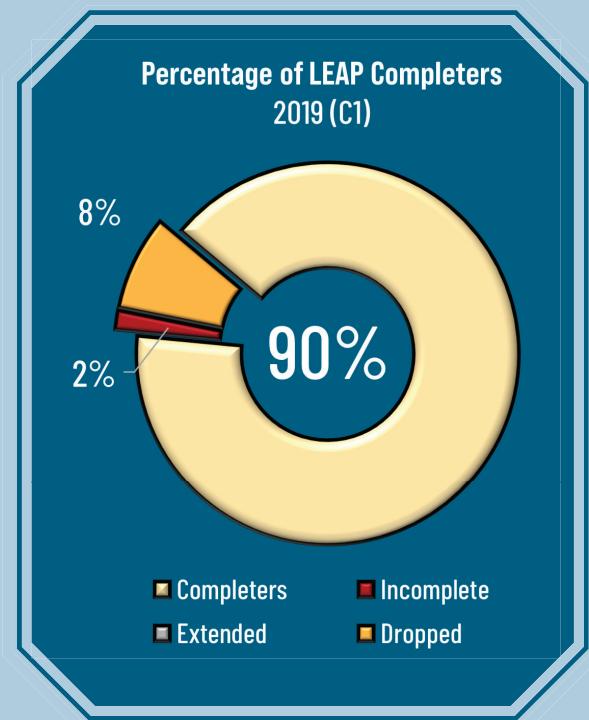


Preliminary Candidate Retention (2021)*
(Through December 2021)



PROGRAM COMPLETERS & TESTING DATA

The graphs to the left and below illustrate one of LEAP's ongoing challenges: defining what is meant by a "completer" in the world of alternative licensure. Since its inception, LEAP has sought to maintain the highest standards in the state for program completion, including holding candidates accountable for passing the NES and Praxis exams required to convert a candidate's temporary alternative license to a permanent Level 1 license. Where the state's IHE ALP programs consider a "completer" as a candidate who has completed required credits and supervised teaching hours, in 2019 and 2020, LEAP continued to require candidates to pass required licensure tests before receiving a certificate of completion. This resulted in a comparatively lower rate of completion than if LEAP had defined a "completer" in the same manner as the state's IHE ALP programs. The graph to the right illustrates LEAP's completer rate based on IHE ALP definitions, while the graph below illustrates data reported to Title II in 2019 based on LEAP's definitions. To ensure more equitable reporting and data collection to state and federal agencies, LEAP has redefined program completion in 2021 to be commensurate with other



state IHE ALP programs and will recognize completion of coursework and supervised instruction to be program completion. LEAP will continue tracking data related to licensure and testing separately from program completion for Cohort 3

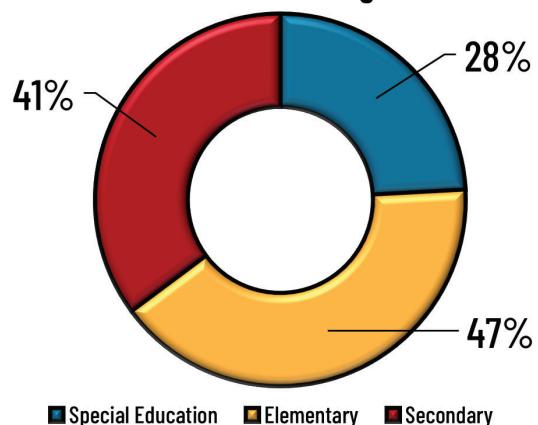


2020-2021 LICENSURE & TESTING DATA

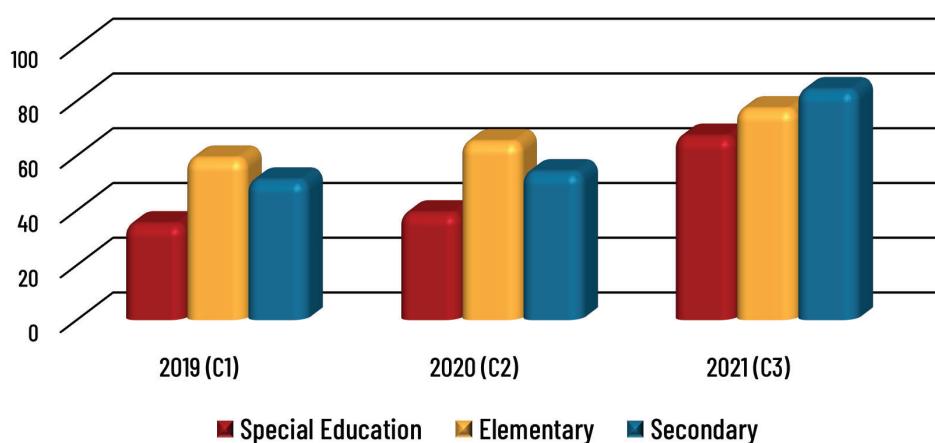
During the 2020-2021 academic year, the percentage of LEAP teachers seeking licensure in elementary, secondary and special education remained consistent, with 47 percent of teachers in elementary education, 39 percent in secondary education, and 28 percent in Special Education, either as a stand-alone endorsement or a dual endorsement. Of those enrolled in 2020-2021, 76 percent completed all program requirements, 17 percent dropped out of the program, 5 percent elected to extend their learning into Cohort 3 to complete requirements, and only 2 percent were unable to complete program requirements or extend to the following year.

LEAP Licensure by Percentage

2019-2021 Average



LEAP Alternative Licensure by Type & Year

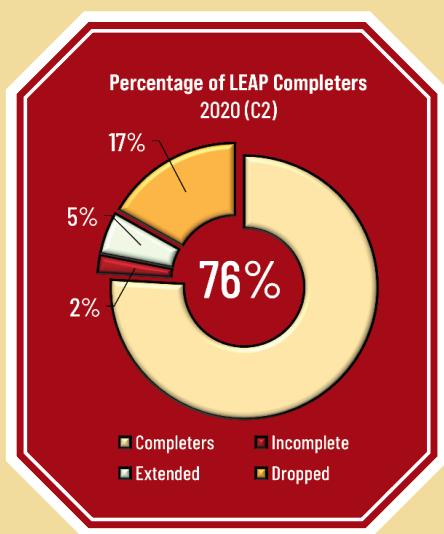


PERFECT SCORE

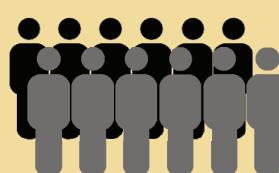
LEAP C2 Special Education teachers have a 100% pass rate on the first attempt of the Praxis 5354 Special Education licensure test.

100%

Dropped Candidates by Disposition



2019 2020



Left teaching profession



OPAL



Alternative Program



Left New Mexico



Left teaching profession



Alternative Program



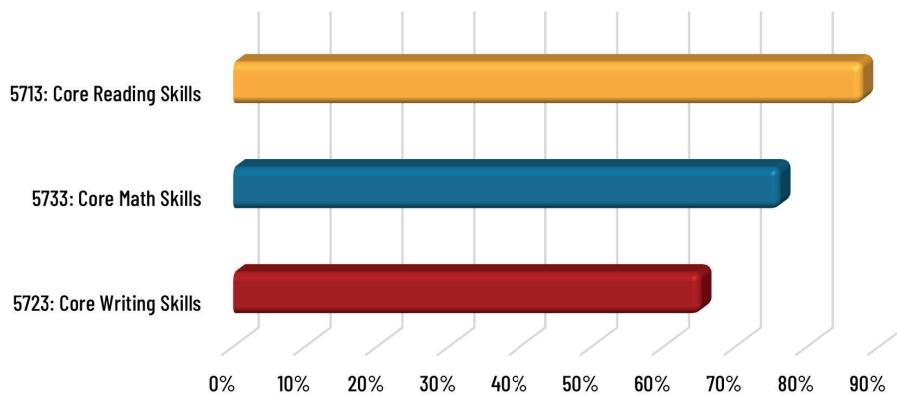
Left New Mexico

During the 2020-2021 program year, LEAP made important changes to program supports designed to better prepare teachers to pass the state's required licensure exams. In addition to receiving targeted support in content areas, LEAP expanded its structured literacy program to ensure that every LEAP teacher is a reading teacher. LEAP also enhanced its Special Education curriculum to help teachers better understand the new MLSS framework and support students with special needs through backward planning, Universal Design for Learning strategies, and Culturally & Linguistically Responsive classroom practices.

LEAP's Praxis test scores indicate that program efforts have been highly successful. 88 percent of LEAP candidates passed the Core Skills Reading test on the first attempt, and overall 70 percent passed the Teaching Reading test on the first attempt. LEAP is especially proud of its Special Education teachers. 95 percent of Cohort 1 and 100 percent of Cohort 2 passed the Special Education test on the first attempt.

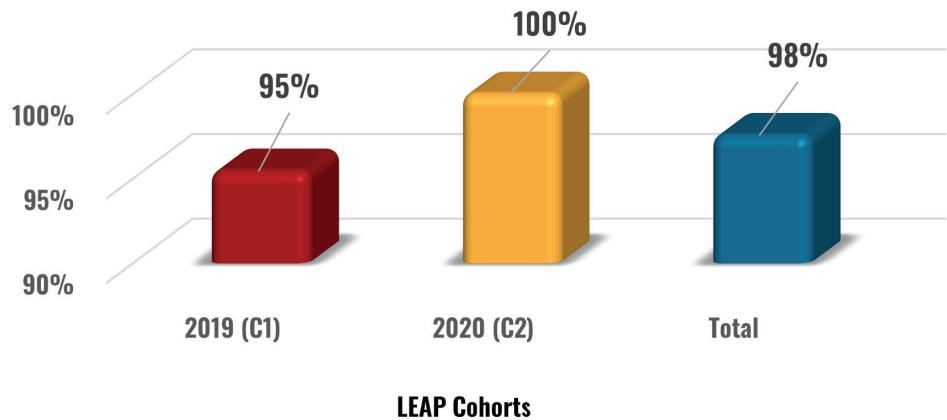
PERCENTAGE OF C1 & C2 TESTERS PASSING ON 1st ATTEMPT

May 2019 - Dec. 2021



PRAXIS 5354: SPECIAL EDUCATION CONTENT KNOWLEDGE

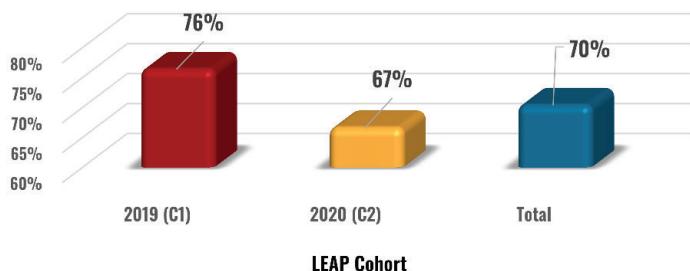
% Testers Who Passed on 1st Attempt



LEAP Cohorts

PRAXIS 5205/6: TEACHING READING

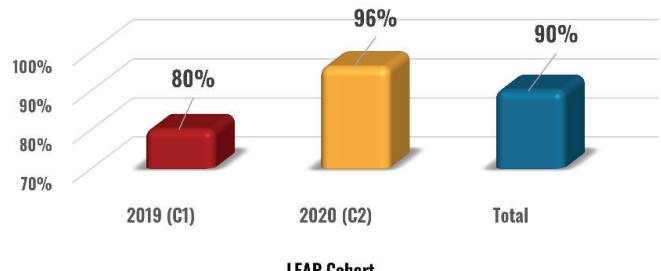
% Testers Who Passed 1st Attempt



LEAP Cohort

PRAXIS 5017: ELEM ED CURRICULUM INSTRUCTION & ASSESSMENT

% Testers Who Passed on 1st Attempt



LEAP Cohort

MEET THE LEAP TEAM

DR. KIM LANOY-SANDOVAL PROGRAM ADMINISTRATOR

Dr. Lanoy-Sandoval is a proud native New Mexican with 20 years of professional experience in education. As a member of the Navajo Nation, mom, and educator, she is passionate about creating educational landscapes which value and connect students, families, educators, and communities. Dr. Lanoy-Sandoval recently completed her Ph.D. in Educational Leadership at Gonzaga University, specializing in research related to teacher diversity.



ALI NAVA, *REGIONAL FACILITATOR*

Ali Nava is a regional facilitator and coach for LEAP with more than a decade of experience in elementary education. With a M.A. and B.A. in Early Childhood Multicultural Education from the University of New Mexico, Ali's passion is helping teachers create performance-based assessments tied to Project-Based Learning (PBL), differentiated instruction, and the modernization of station teaching and facilitation. Some of Ali's professional accomplishments include PreK-12 Administrative License, National Board Certification, and a Level Three-A Instructional Leader License with endorsement in TESOL, Modern and Classical Languages, and Bilingual Education.



JESSICA POWELL *READING INSTRUCTOR & REGIONAL FACILITATOR*

Jessica is a Certified Academic Language Therapist and Qualified Instructor through the Academic Language Therapy Association (ALTA) and a Structured Literacy Dyslexia Specialist through the International Dyslexia Association and The Center for Effective Reading Instruction. She has more than 20 years of experience in public education, and works as a LEAP coach and reading instructor while providing professional development on structured literacy and reading differences throughout the State of New Mexico.



ELENA SALAZAR, *LEAP COACH*

Elena was a high school teacher, administrator, and principal in the Albuquerque Public School system for over 30 years. As a high school principal, Elena supported efforts to establish a collaborative community that actively used data to drive instruction and led staff collaboration efforts through system-wide professional learning communities. Elena continues to improve classroom instruction and student achievement as an instructional leader and CES SITE Coordinator.





DAVID CHAVEZ

CES EXECUTIVE DIRECTOR

David has been the Executive Director of Cooperative Education Services since 2010. He received his Masters in Public Administration from Western New Mexico University and specializes in business and organization development. David designs and implements services and procurement programs in accord with CES Board policy, helping CES to meet the needs of its members. He brings his expertise to the planning and development of LEAP initiatives.

JENNIFER CARR UBELHOER, *LEAP COACH*

Jennifer Carr Uebelhoer was a middle school general and special education teacher for 27 years in Albuquerque Public Schools and worked for many years as a mentor teacher and coach. Jennifer is passionate about helping special education teachers succeed in the classroom and with individual students, through knowing where to find answers, developing realistic expectations, and developing organizational systems. Her goal is to help teachers want to make teaching special education a long-term career that they love.



RHONDA DAVIS, *LEAP COACH*

With more than 30 years of experience as an educator, Ronda Davis has taught all levels of mathematics from grades 2 – 12. She is an NBCT, has worked as a T3 Regional Instructor, College Board Consultant, EdReports content and assessment reviewer, Content Lead for NM Mathematics EOC Blueprints, PARCC Mathematics Assessment lead, and both the NCSM and NCTM NM representative. She has facilitated numerous professional development sessions across the country and internationally and is excited to be a part of the LEAP program.



ABBY WINTER, *LEAP COACH*

For the past 15 years, Abbie has worked with teacher education programs in both New Mexico and California, teaching, coaching, and mentoring new teachers. Abbie is dedicated to helping new teachers make mathematics engaging, accessible, and fun for all students. Abbie's experience teaching in multi-ethnic schools connects her to the diverse classrooms of New Mexico. She is Nationally Board Certified, a National Writing Project Fellow, TESOL certified, and a proud mom.



LEAPing Into the Future

In 2006, the Native American Community Academy (NACA) launched as New Mexico's first community-led Indigenous school specifically focused on increasing the number of Native American students who intend and are prepared to go to college while also promoting Indigenous culture, identity, and community investment. As the school grew and prospered, its leadership developed the NACA Inspired School Network (NISN) to support educational leaders outside of Albuquerque in providing similarly rigorous academic opportunities for Indigenous students while supporting the cultural practices of their local communities.

CES LEAP is proud to announce a new partnership with NISN in 2022-2023 designed to help narrow the diversity gap in New Mexico's classrooms between the number of Indigenous students in the state, and the number of Indigenous teachers in our classrooms. Currently, although 10 percent of the state's student population is Indigenous, only 3 percent of our teachers are from Indigenous communities. More than ever our New Mexico students need windows and mirrors in their classrooms--teachers who share their lived experiences. The LEAP-NISN partnership will offer 20 scholarships to Indigenous teachers to the LEAP alternative licensure program, additional professional development, integration of best practices in Indigenous Education, and wraparound support. Interested candidates will receive full-time pay and benefits as a teacher-of-record at a NACA Inspired school or in a local public school. LEAP is proud to work with NISN to continue its efforts at improving educator diversity in New Mexico's classrooms.



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CES LEADING EDUCATORS THROUGH ALTERNATIVE PATHWAYS (LEAP)

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