

New Mexico Public Education Department

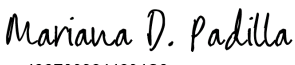
Consolidated State Plan Under the
Every Student Succeeds Act (ESSA)



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<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Mariana D. Padilla <i>Secretary Designate of Public Education</i>	Telephone: (505) 795-2634
Signature of Authorized SEA Representative <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Signed by:  436F889644684C9... </div>	Date: 12/3/2024

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

i. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)¹

High expectations are essential to ensure all students in New Mexico realize success in college, career, and life. It is through academic content standards that the New Mexico Public Education Department (PED) communicates those high expectations by providing a common set of learning targets for what students will know and be able to do by the end of each academic year. The Standards for Excellence, in Title 6 chapter 29 in the New Mexico Administrative Code, set forth the requirements for all public and state-supported educational institutions and programs to implement these standards. These standards, coupled with evidence-based and culturally responsive teaching practices, establish a different approach to education that engenders a deeper understanding of critical concepts and the practical application of that knowledge. The combined Standards for Excellence demonstrate a mixture of Common Core and New Mexico-created academic standards to ensure that all students obtain a rigorous and relevant educational experience. The adopted New Mexico content standards include:

- K-12 English language development and Spanish language development
- K-12 English Language Arts (ELA) and Spanish Language Arts (SLA)
- K-12 Mathematics
- 7-12 Career and Technical Education (CTE)
- K-12 World-Readiness Standards for Learning Languages (WRS)
- K-12 Physical Education
- K-12 Health Education
- K-12 Science
- Computer Science
- K-12 Social Studies
- K-12 Visual and Performing Arts
- Alternate Achievement Standards for math, language arts, and science aligned to academic achievement standards

New Mexico believes that a robust statewide assessment system provides the best means to guide instructional practices, ensure accountability for the collective progress of students, and inform parents and advocates about the individual needs of their students. New Mexico's statewide assessment system fully meets the requirements of ESSA § 1111(b)(2)(B) by requiring students complete annual assessments in math, English Language Arts (ELA), and science. Additionally, English learners take an annual English language proficiency assessment. All New Mexico districts and charter schools are supported with developing formative and interim assessment systems that provide teachers with the progress monitoring data necessary to guide instructional planning and individualized learner support.

ii. **Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):**

- i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No.

- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

- i. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
- ii. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
- iii. In high school:
1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

N/A

- iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

N/A

iii. **Native Language Assessments** (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- i. **Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.**

For purposes of this section of New Mexico’s consolidated state plan (CSP), “native language assessment” is not meant to signal assessments only spoken by populations native to North America, but rather is used in alignment with the ESSA CSP template with the purpose of referencing when “languages other than English” are primarily spoken at home.

New Mexico’s definition for “languages other than English that are present to a significant extent in the participating student population” is when a language exceeds 10% of the total tested population. Other than English, the most prevalent language in the state is Spanish, which is the native language for approximately 20% of students in the tested grades of 3-8 and 11. All other reported languages fall well below the state’s definition, as the next two most populous languages, respectively, are Navajo at 3% and Keres at .48%. The State annually reviews the percentages of languages reported, and if additional languages meet the threshold of the State’s definition, a development and implementation plan will be put into place.

- ii. **Identify any existing assessments in languages other than English and specify for which grades and content areas those assessments are available.**

The State currently provides assessments in Spanish for the following content areas and grades:

- Science, Grades 5, 8, & 11
- Mathematics, Grades 3-8
- Language Arts, Grades 3-8 & 11

- iii. **Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.**

The PED is committed to providing rigorous and relevant assessments for all students. The PED will determine the need to promulgate additional assessments in Spanish through annual data reviews and stakeholder engagement.

- iv. ***Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing***
- a. ***The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);***

Although New Mexico does not provide a high school math assessment in Spanish, English learners are able to utilize an oral interpreter during the assessment. PED has published guidance on how the translation should occur during test administration. Current stakeholder feedback did not warrant the need for the development of this assessment in Spanish; however, the state will continue to engage stakeholders annually to revisit this possible need.

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

In March 2019, the PED convened thirteen statewide community engagements to gather public input to reimagine the state assessment system. At each location, community participants included local education and business leaders, students, and families. Following these public community input meetings, the PED convened the New Mexico Task Force for Student Success (Task Force), which comprised key education stakeholders to make recommendations for New Mexico's next state assessment system. To develop these recommendations, the PED held a series of in-person and virtual meetings with the Task Force between April and June 2019 to deliberate on technical, policy, and practical issues associated with implementing an improved assessment system. The Task Force recommended that the State continue to assess Spanish language arts to support schools and districts that implement the Standards for Excellence in Spanish. The feedback did not warrant a need to develop assessments in languages besides Spanish. Since then, the PED has continued to gather stakeholder feedback on a recurring basis. The State's Assessment and Accountability Advisory Committee is convened monthly with opportunities to pose concerns or needs, including the identification of assessments that may be needed in other languages. Additionally, Tribal Education Directors are consulted annually in a government-to-government convening to determine if the development of state assessments in native languages are warranted. However, PED will continue to gather and monitor this input and invite public comment through parent engagement opportunities and through raising this topic at multiple advisory council engagements. Ongoing design and revision of the system are informed by these important and continuous outreach efforts.

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Feedback garnered from the efforts described above indicates a mathematics assessment in Spanish is not necessary and would not prove helpful. The PED has not received any requests for high school mathematics to be made available in Spanish; the current practice of allowing the mathematics assessments to be orally translated is sufficient.

iv. **Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):**

1. **Subgroups (ESEA section 1111(c)(2)):**

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

New Mexico's Statewide Accountability System includes all required subgroups:

- American Indian/Native American
- Asian/Pacific Islander
- Black
- Hispanic
- Multirace
- White

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

New Mexico utilizes another public reporting website (NM Vistas) to share information beyond the statutorily required subgroups. The accountability system for annual meaningful differentiation only uses what is statutorily required.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

The State will continue its policies for recently arrived English learners. New Mexico exempts students who qualify as recently arrived English learners from participating in the ELA

assessment, if students take the English language proficiency assessment. These students take the math and science assessment in either English or Spanish within their first year and following the completion of their first year, take the ELA and math assessments annually, and science once per grade span (i.e., grades 5, 8, and 11).

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.**

New Mexico uses a minimum n-size of 20 throughout its accountability system. This includes calculations of indicator outcomes and overall ESSA points, and resulting designations of Comprehensive Support and Improvement, Additional Targeted Support and Improvement, and Targeted Support and Improvement schools.

- b. Describe how the minimum number of students is statistically sound.**

New Mexico's minimum n-size of 20 strikes a balance between the need for statistical power and stability, ensuring the reliability of accountability identifications and setting a threshold that is low enough to detect smaller subgroups in many of the state's smaller districts and schools. This maximizes the number of schools reliably included in subgroup and identification decisions. Setting the minimum number of students at 20 supports the competing goals of more disaggregated reporting and greater statistical reliability.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.**

New Mexico conducted an analysis of student and subgroup inclusion at various n-sizes. Based on the analysis, a recommendation was made to standardize the n-size at 20. This n-size would increase the inclusion of students within subgroups and subgroups within schools throughout the accountability system, thereby increasing transparency. Feedback was based on the initial ESSA revision that occurred in 2019, as well as feedback from New Mexico's assessment and accountability advisory committees. As a result of these internal examinations and external feedback, the PED determined that an n-size of 20 students for inclusion in the index-based accountability system, supplemented by a reporting n-size of 10, was the most appropriate design to promote stability and transparency.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.²**

The minimum size required for reporting unmasked data continues to be 10 students in a group, and publications of sensitive data follow uniform guidelines for avoiding disclosure of

individual students.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.**

New Mexico's publicly reported information is masked for any group of less than 10 students (i.e., a minimum n-size of 10). Local education agencies are provided access to student-level data and accountability calculations through the State's secure, web-based portal.

iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

- 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

New Mexico's long-term goals and measures of interim progress support the agency's Strategic Plan and ESSA principles of closing achievement gaps, as all students in each subgroup are identified to have persistent and unprecedented gains informing long-term goals and measures of interim progress. The long-term goals used in New Mexico's Accountability System are intended to reduce non-proficiency rates by 50% over a period of 10 years (or less) for all groups and subgroups. Should the state demonstrate these gains before the ten-year mark, New Mexico will revisit the long-term goals to increase expectations for students. Where applicable, the starting points for each student group is based on the average of SY 2021-2022 and SY 2022-2023 data. Goals are set to terminate in 2032-2033.

New Mexico's goals are ambitious and purposeful. Student performance on the state assessments reflects standards that challenge students to understand subject matter more deeply, think critically, and apply their learning to the real world while also doing so in a culturally and linguistically responsive way. These longer-term goals are presented below.

Language Arts Long-Term Goals

Subgroup	Average of 2021-22 & 2022-23	Goal 2032-33
All Students	36.04%	68.02%
Black	32.53%	66.27%
American Indian/Native American	21.08%	60.54%
Asian/Pacific Islander	54.70%	77.35%
White	37.78%	68.89%
Multiracial	42.89%	71.45%
Hispanic	31.80%	65.90%
Economically disadvantaged students	30.16%	65.08%
Students with disabilities	11.56%	55.78%
English learners	14.84%	57.42%

Mathematics Long-Term Goals

Subgroup	Average of 2021-22 & 2022-23	Goal 2032-33
All Students	24.71%	62.36%
Black	18.28%	59.14%
American Indian/Native American	12.94%	56.47%
Asian/Pacific Islander	47.19%	73.60%
White	25.74%	62.87%
Multiracial	30.23%	65.12%
Hispanic	19.97%	59.99%
Economically disadvantaged students	19.22%	59.61%
Students with disabilities	7.39%	53.70%
English learners	10.25%	55.13%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

The table in Appendix A presents New Mexico's MIPs for each student group.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The measures of interim progress (MIPs) are based on the Long-Term Goals (LTGs), which include the (i) baseline data; (ii) the timeline for meeting the long-term goals, and (iii) that the long-term goals are ambitious. The term for each MIP is the same multi-year length of time for all students and for each subgroup of students in the State. Furthermore, these MIPs are indeed ambitious as they propose an unprecedented and sustained improvement among all of New Mexico's students that has never been historically observed under modern testing conditions.

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The graduation rate long-term goal used in New Mexico's Accountability System is coherent with the academic long-term goals in that goals are based on student group-specific starting points using historical data from SYs 2021-2022 and 2022-2023. The long-term goals are intended to establish ambitious goals for each student group that are contextually informed and represent unprecedented and sustained increases for each of these groups. The long-term goals for the 4-year ACGR reflect a 50% reduction in non-graduates in ten years. The measures of interim progress are aligned with the long-term goal to derive ambitious, yet realistic checkpoints.

New Mexico's long-term graduation rate goals are ambitious because the expectation is to move most students and subgroups to attaining approximately a significant increase in graduation rate over the course of 10 years and consequently, a reduction of non-graduate rates. The current graduation rates range from approximately 70% to 90% based on the statewide average. The four-year adjusted cohort graduation rate is calculated for all schools schoolwide and for any subgroups of 20 or more students.

The graduation rate long-term goals listed below are grounded in baseline data that have historically included students who earn a diploma through alternate pathways, referred to as Modified or Ability options. As such, the baseline is inflated. PED is working to update the baseline data to adjust the specific targets appropriately. [Any idea of timing on this?] However, the overarching goal to reduce the percentage of students who do not graduate within four years by half in ten years will not change.

Graduation Rate Long-Term Goals

Subgroup	Average of 2021-22 & 2022-23	Goal 2032-33
All Students	76.71%	88.36
Black	74.32%	87.16
American Indian/Native American	72.01%	86.00
Asian/Pacific Islander	89.21%	94.60
White	80.08%	90.04
Multiracial	77.25%	88.63
Hispanic	76.05%	88.03
Economically disadvantaged students	72.54%	86.27
Students with disabilities	72.40%	86.20
English learners	69.15%	84.58

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The five- and six-year graduation rate targets are based on a reduction in non-graduates of 50% over the course of 10 years. The long-term goals for the extended graduation rates are intended to establish ambitious goals for each student group that are contextually informed and represent unprecedented and sustained increases for each of these groups. The measures of interim progress are aligned with the long-term goals to derive ambitious yet realistic

checkpoints. New Mexico's long-term graduation rate goals are ambitious because the expectation is to move most students and subgroups to attain graduation rates that are nearly 90% for the majority of 5-year and 6-year rates. PED is working to update the baseline data and expects to submit a future amendment with adjusted targets. However, the overarching goal will not change - to reduce the percentage of students who do not graduate within five or six years by half in ten years.

Five-year (Extended) Adjusted Cohort Rate Long-Term Goals

Subgroup	Average of 2021-22 & 2022-23	Goal 2032-33
All Students	82.55%	91.28
Black	80.33%	90.17
American Indian/Native American	78.90%	89.45
Asian/Pacific Islander	93.41%	96.71
White	84.41%	92.20
Multiracial	84.15%	92.08
Hispanic	82.41%	91.21
Economically disadvantaged students	78.66%	89.33
Students with disabilities	75.93%	87.97
English learners	83.09%	91.55

Six-year (Extended) Adjusted Cohort Rate Long-Term Goals

Subgroup	Average of 2021-22 & 2022-23	Goal 2032-33
All Students	84.68%	92.34
Black	84.22%	92.11
American Indian/Native American	80.45%	90.23
Asian/Pacific Islander	92.78%	96.39
White	86.66%	93.33
Multiracial	85.42%	92.71
Hispanic	84.50%	92.25
Economically disadvantaged students	81.25%	90.63
Students with disabilities	79.02%	89.51
English learners	85.66%	92.83

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Please see Appendix A for measures of interim progress toward the long-term goals for the four-year and extended-year adjusted cohort graduation rates.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

New Mexico has set common contextually specific expectations for all students. New Mexico's long-term goals and measurements of interim progress reflect these expectations of interim progress for graduation rates.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

- 1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including:
 - (i) baseline data;**
 - (ii) the State-determined timeline for such students to achieve English language proficiency; and**
 - (iii) how the long-term goals are ambitious.****

New Mexico has determined that a student's EL progress attainment target will be defined as a 4.7 composite proficiency level (PL) on the ACCESS for ELLs 2.0 assessment, which has a range of proficiency levels scale ranging from 1.0 to 6.0. To determine progress toward English language proficiency, PED established an index of English learner progress (ELP) growth targets. (See the table on page 21.) The index has a trajectory for students to achieve English language proficiency within five years i.e., to earn an overall score of 4.7 or higher on the ACCESS for ELLs assessment following an initial year of EL program support. Annual targets differ based on baseline grade and initial English language proficiency level. The state will consider a student's composite PL on the first annual ACCESS for ELs assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level composite SS accordingly. Under this model, students achieving a composite PL of 4.7 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students must attain proficiency is five years. This decision is a result of significant stakeholder input and empirical research in language acquisition. The table in the Progress in Attaining English Language Proficiency Indicator section below lists the individual growth targets to meet based on starting grade level and baseline ACCESS for ELLs 2.0 performance level.

New Mexico will define increases in the percentage of all current ELs making progress in English language proficiency (ELP) as ELs that meet the ELP composite cut scale score (SS) within the established time frame consistent with a student's baseline composite PL (see Long-Term Goals at the end of this section below).

English Learner Progress = (# students with ACCESS for ELLs scores that meet or exceed their target score for the given year) ÷ (# ACCESS for ELLs tests taken)

The long-term goal for English learners is to reduce by 50% the percent of English learners not on track to achieve English language proficiency within five years of initial classification over the next 10-year period. The specific long-term target for New Mexico represents the percentage of English learners meeting their annual growth target. Students meeting these targets are on track to achieve English language proficiency within five years of initial classification.

Subgroup	Average of 2022-23	Goal 2032-33
English learners	12.04%	56.02%

New Mexico regularly reviews the EL exit criteria and may adjust criteria based on the following factors (1) under or over-identification, (2) alignment to expected achievement on subject area tests, (3) alignment to current research, or (4) changes to the assessments.

Measurements of interim progress can be found in Appendix A.

iv. Indicators (ESEA section 1111(c)(4)(B))

- a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

In Spring 2022, the state of New Mexico launched new assessments in math, English language arts, and science. The science assessment will be included as part of the School Quality/Student Success indicators and is described in a later section. Academic achievement in math and English language arts (ELA) is computed identically for both elementary/middle and high schools. The measure summarizes the number of students who are performing at each performance level in mathematics and ELA, with equal weight provided to both subject areas. The academic achievement indicator will be adjusted in any case where fewer than 95% of enrolled students are assessed. Points will be assigned to students in each of the following performance levels as indicated in the table below.

Academic Achievement Indicator Index Points

Performance Level	Point Assignment
Performance Level 1	0 Points
Performance Level 2	.5 Points
Performance Level 3	1 Point
Performance Level 4	1.25 Points

The point value for a school will be determined by summing the points corresponding to each student's score, divided by either the total number of FAY students with assessment results or 95 percent of enrolled students in the school (whichever is larger). These calculations are

completed in the same manner for all students group and for each of the following student groups:

- Race/Ethnicity
 - American Indian/Native American
 - Asian/Pacific Islander
 - Black
 - Hispanic
 - Multirace
 - White
- Students with Disabilities
- Economically Disadvantaged
- English learners

New Mexico will include all full academic year students assessed, or 95% of enrolled students at the school (whichever is larger) in the calculation of the academic achievement indicator. Students enrolled for at least 90 days in the school and captured on the 120th day and EOY snapshots are considered FAY.

The academic achievement indicator will comprise 40 and 30 points of the overall index for elementary/middle schools and high schools, respectively.

Participation Rates and Achievement Attenuation

According to ESSA, every student in grades 3-8, and once in high school, must participate in the statewide academic achievement assessments. New Mexico provides participation rates for the statewide math, reading, science, and English Language proficiency assessments. The participation rates are calculated by dividing the number of students for which a valid test was reported by the number of students enrolled for that assessment in the Accountable School.

The achievement indicator and associated New Mexico Accountability System participation rate will be based on those students who were assessed and those students who were enrolled for a full academic year (FAY). Students are considered FAY accountable if they were enrolled for at least 90 days and captured in both the 120D and EOY snapshots in the same school.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.**

The median student growth percentile (SGP) for each of the language arts and mathematics assessments in 4th through 8th grades will be included in the Academic Progress indicator. New Mexico will be using student growth percentiles, which are calculated using a quantile regression model. This same model is used by more than half the states in their Systems of Annual Meaningful Differentiation. This normative metric describes a student's observed progress in comparison to his or her academic peers.

Several research papers have been published exploring various facets of the student growth percentile model, its underlying calculations, aggregation possibilities, and uses for making school and district accountability inferences (Betebenner, 2009; Castellano, 2011; Dunn & Allen, 2009). Additionally, the model was approved by the U.S. Department of Education for use as part of the No Child Left Behind (NCLB) growth pilot in 2009 and has been adopted by numerous other states for various accountability and reporting purposes.

The following steps are used to calculate the index value for this indicator:

1. Calculate the observed SGPs for each student who is FAY for the current year.
2. Aggregate the observed SGPs using a median SGP for all FAY students who were assessed in that school.
3. Multiply the median SGP for that school by the total number of points available, which is 30 for elementary and middle schools in New Mexico.

Median SGPs will be calculated and reported for the following subgroups:

- All Students
- Race/Ethnicity
 - American Indian/Native American
 - Asian/Pacific Islander
 - Black
 - Hispanic
 - Multirace
 - White
- Students with Disabilities
- Economically Disadvantaged
- English learners

While SGPs are calculated for grades 4 through 8, a range which does not include high schools, some high schools in New Mexico serve K-12, 6-12, or other grade ranges which include one or more grades for which SGPs can be calculated. Academic growth will be calculated for these high schools.

- c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

New Mexico's graduation rate method monitors schools for student dropouts, consistent with the federal definition for the adjusted cohort graduation rate. The cohort takes form with all first-time 9th graders in the first of the four years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected fourth year of graduation does not change.

The graduation component consists of four measures that integrate not only current graduation rates but also extended rates along with growth in rates over a three-year span. The 4-year rate is weighted the most heavily and forms the basis for graduation growth. The extended-year rates, 5-year and 6-year, are weighted relatively less but are nonetheless important to high schools that focus on programs such as credit recovery and returning adult students. The growth in 4-year rates similarly incentivizes these schools that work with underserved populations to work toward timely graduation goals, aligned with New Mexico's long-term goals for graduation rates. The graduation growth rate will be included as an SQSS indicator and is described in that section.

Calculating 4-, 5-, and 6-year graduation rate outcomes

New Mexico employs "shared accountability units" (SAUs) to distribute graduation outcomes proportionally based on the length of time a student was enrolled in a given school for the

period of the graduation cohort. Enrollment in quarterly reporting periods is used as a proxy for the length of time enrolled at a given school.

- 4-year graduation cohort has a maximum of 16 SAUs
- 5-year graduation cohort has a maximum of 20 SAUs
- 6-year graduation cohort has a maximum of 24 SAUs

The graduation rate indicator outcome incorporates this SAU weighting as follows:

1. Calculate SAU weight for each student at a school

Student SAU Weight = (total number of reporting periods a student was enrolled in a given school) ÷ (total number of reporting periods the student was enrolled in New Mexico)

2. Calculate graduation rate with SAU weighting

SAU weighted Graduation rate = total SAU weights of students who graduated / total SAU weights of students enrolled in the cohort

3. Convert SAU weighted graduation rate to *indicator points* earned

*Indicator points = (graduation rate) * (max indicator points)*

Example 4-year cohort graduation rate indicator calculation

Cohort Members Ever Enrolled at Hill HS		Snapshots				Graduation Rate	
		Hill HS	Statewide	School Share ¹		Numerator (Grads Only)	Denominator (All Students)
Diego	Graduated	16	16	16/16	1.00	1.00	1.00
Allen	Still enrolled	10	12	10/12	0.83		0.83
Sue	Graduated	2	16	2/16	0.13	0.13	0.13
Tom	Graduated	5	8	5/8	0.63	0.63	0.63
Kerry	Failed exit exam	8	12	8/12	0.67		0.67
Don	Graduated early	14	14	14/14	1.00	1.00	1.00
Juan	Still enrolled	8	12	8/12	0.67		0.67
		Sum				2.76	4.93

¹ For every student whose school share is less than 1.0, the remainder of their outcome is attributed to other schools attended during the high school years.

1. Calculate SAU weight for each student at a school.

For example, to calculate the SAU weight for Diego at Hill HS in the fictitious example table above, divide the number of snapshots he was enrolled in that school, 16, by the number of snapshots he was enrolled in any New Mexico public high school, also 16. Diego's SAU weight is 1.00. Hill HS will be solely accountable for Diego's graduation outcome. In this case, Diego graduated, and his SAU weight counts in both the numerator and denominator of step #2.

For another example, to calculate the SAU weight for Kerry at Hill HS, divide the number of snapshots he was enrolled at Hill HS, 8, by the number of snapshots he was enrolled in any New Mexico public high school, 12. Kerry's SAU weight is 0.67. Hill HS will be accountable for 2/3 of Kerry's graduation outcome. In this case, Kerry did not graduate, so his weight counts in the denominator but not the numerator of step #2.

2. Calculate graduation rate with SAU weighting.

To calculate the SAU weighted graduation rate of Hill HS, first sum the SAU weights of all students who graduated. In the table above, Diego, Sue, Tom, and Don graduated.

$$1.00 + 0.13 + 0.63 + 1.0 = 2.76$$

Second, divide that quantity by the sum of all students' SAU weights. In the table above, the sum of all students' SAU weights is 4.93.

$$\text{Hill HS SAU-weighted graduation rate} = 2.76 / 4.93 = 0.559$$

3. Convert SAU weighted graduation rate to *indicator points* earned

To convert the SAU-weighted graduation rate to indicator points, multiply the weighted rate by the maximum indicator points which, for the 4-year graduation rate component of this indicator, is 10.

$$\text{Indicator points} = 0.559 \times 10 = 5.59 \text{ points.}$$

The max indicator point value differs for each graduation cohort.

- 4-year = 10 points
- 5-year = 8 points
- 6-year = 7 points

Calculations are completed for all students group, each racial and ethnic group, economically disadvantaged students, and students with disabilities. Graduation rates are one-year lagged. That is, the rates that are published in January are for the cohort that graduated by August 1 of the prior year.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The longer students are identified as English learners, the less likely they are to graduate on time and to acquire coursework required for post-secondary advancement.

Given trends in national research and the state’s data, the PED has crafted ELP goals that are both ambitious and achievable. The result is an index table that is responsive to stakeholder input and that values two important student characteristics known to impact the ability of an EL to become proficient in English: the student’s grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Every student who enters EL status will be considered within the appropriate cohort, based on these two student characteristics. The student will remain in that tracking cohort for the remainder of their time in PED schools, regardless of their migration to different schools or districts.

To hold schools accountable, all EL students’ ELP assessment scores are compared to their personalized annual ELP growth target. Schools will earn points for this indicator based on the percentage of students who met or exceeded their individual growth targets. This percentage will then be multiplied by the maximum number of points available (10 points for elementary and middle schools, and 5 points for high schools).

The PED will calculate the ELP indicator in a uniform and consistent manner across all districts across the state. The ELP indicator creates annual growth-to-proficiency targets, ensuring that ELs achieve ELP (and exit EL status, reclassifying to fluent English proficient, RFEP) within five years from the initial classification. Thus, if EL students meet their annual growth targets, they are on track to achieve ELP within five years of initial classification, which supports the state’s long-term ELP goal for each EL student.

The table below indicates ELP growth targets for EL students, based on currently available data:

Grade	Starting Level*	Yr1	Yr2	Yr3	Yr4	Yr5
K-3	1 - 1.9	2.5	3.2	3.8	4.3	4.7
K-3	2 - 2.9	3.2	3.7	4.2	4.5	4.7
K-3	3 - 3.9	3.7	4.1	4.4	4.6	4.7
K-3	4 - 4.6	4.2	4.4	4.5	4.6	4.7
K-3	4.7 or higher	N/A	N/A	N/A	N/A	N/A
4-6	1 - 1.9	2.5	3.2	3.7	4.2	4.7
4-6	2 - 2.9	2.9	3.4	3.9	4.3	4.7
4-6	3 - 3.9	3.6	3.9	4.2	4.5	4.7
4-6	4 - 4.6	4.2	4.4	4.5	4.6	4.7
4-6	4.7 or higher	N/A	N/A	N/A	N/A	N/A
7-11	1 - 1.9	2.3	3.1	3.6	4.2	4.7
7-11	2 - 2.9	2.9	3.5	4	4.4	4.7
7-11	3 - 3.9	3.6	4	4.3	4.5	4.7
7-11	4 - 4.6	4.2	4.4	4.5	4.6	4.7
7-11	4.7 or higher	N/A	N/A	N/A	N/A	N/A

Consideration of Including Former EL Students

A diverse cross-section of educators serving EL students statewide felt it important to understand Title III programmatic support of English learners. This includes acknowledgment of the academic progress made by former English learners, or students reclassified fluent English proficient (RFEPs). In New Mexico's system of school support and accountability, RFEP students will be reported annually alongside their current EL counterparts so that schools and LEAs can verify longitudinal progress. As such, efforts are underway at PED to include RFEPs in calculations of the Progress in Attaining English Language Proficiency indicator. RFEPs will count as meeting their target for up to four years or the length of enrollment in the school from which they exited Title III programming, whichever is longer. The goal is that these students are included in calculations no later than the 2025-26 school year.

- e. **School Quality or Student Success Indicator(s)**. Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

New Mexico's School Quality/Student Success (SQSS) Indicators include a series of measures that are intended to expand traditional conceptualizations of school quality. This section describes the school quality/student success indicators in New Mexico's accountability system.

Graduation Rate Growth

Calculating graduation rate growth outcomes

Graduation growth - also referenced in the graduation rate indicator section above - is the average yearly growth in graduation rate over three years. The calculation involves the most current year of graduation rate data available and graduation rate data from two years prior to the most current year, e.g., from 2019-20 to 2021-22. If data from two years prior are not available, the calculation is adjusted to use data from one year prior.

To produce a graduation growth score, the graduation growth output (average change) is transformed to a scale starting at zero, then converted to a point value.

1. Calculate graduation growth, i.e., the average yearly growth in graduation rate from two graduation years prior* to the year used for accountability calculations.

Graduation rate growth = [(most recent available grad rate) - (grad rate from two years prior to the most recent available rate)] ÷ 2

*If data from two years prior are not available, the calculation is adjusted to calculate graduation rate growth of the most recent available grad rate year from one year prior.

2. Transform the graduation growth output to a scale starting at zero (because change scores can be negative).

Transformed growth = average growth + absolute value of the lowest growth score statewide

3. Convert the transformed growth to a point value.

Graduation growth indicator points = [(Graduation rate transformed growth) x (total possible points)] ÷ (maximum transformed growth possible score in new range)

Example graduation rate growth calculation

1. Calculate graduation growth.

To do this, we need the most recent available 4-year graduation rate, and the rate from two years prior to that rate.

Most recent available graduation rate, 2022-23 = 89.7

Starting graduation rate (2 years prior), 2020-21 = 86.3

Graduation growth is intended to capture average yearly change in graduation rate, and this is the resulting calculation:

$$(89.7 - 86.3) \div 2 = 1.7$$

2. Transform the graduation growth output to a scale starting at zero (because change scores can be negative).

To do this, we need to know the lowest average growth rate statewide.

Lowest growth score statewide = -1.3

We then add the absolute value of the lowest growth score to the average rate we already calculated.

$$\text{Transformed growth} = 1.7 + 1.3 = 3.0$$

4. Convert the transformed growth to a point value.

To do this, we need to know the total possible points for this indicator component, which is 5, and the maximum transformed growth score possible. In this example, we will say that this is 7.2.

$$(3.0 \times 5) \div 7.2 = 2.083 \text{ points}$$

As with graduation rate, calculations are completed for all students group, each racial and ethnic group, economically disadvantaged students, English learners, and students with disabilities.

Science Proficiency

New Mexico's Accountability System includes Science Proficiency as a measure to maximize the variety of areas that inform school progress and create a new STEM Readiness indicator to help students succeed in 21st-century careers, notably those roles that are in high demand in New Mexico.

The Science Proficiency SQSS indicator is based on students who are assessed in science once per grade span, and points are awarded in a similar fashion to the academic achievement indicator for math and ELA. Points will be assigned to students in each of the following performance levels as indicated in the table below.

Science Proficiency SQSS Indicator Index Points

Performance Level	Point Assignment
Performance Level 1	0 Points
Performance Level 2	.5 Points
Performance Level 3	1 Point
Performance Level 4	1.25 Points

The point value for a school will be determined by summing the points corresponding to each student's score, divided by the total number of assessed students. Total points for the science component of the SQSS Indicator are calculated as follows:

$$(\text{science proficiency rate}) \times (\text{total possible points}) = \text{total science achievement points}$$

The point value for a school will be determined by summing the points corresponding to each student's score, divided by either the total number of FAY students with assessment results or 95 percent of enrolled students in the school (whichever is larger). Students enrolled for at

least 90 days in the school and captured on the 120th day and EOY snapshots are considered FAY.

These calculations apply in the same manner for all students group and for each of the following student groups:

- Race/Ethnicity
 - American Indian/Native American
 - Asian/Pacific Islander
 - Black
 - Hispanic
 - Multirace
 - White
- Students with Disabilities
- Economically Disadvantaged English learners

Regular Attendance

Regular attendance is based on the federal definition of chronic absenteeism and is defined as attending more than 90% of the days a student is enrolled during the school year. A student is considered not in attendance for all excused and unexcused absences. Regular attendance is calculated for each student in grades kindergarten and higher, and every school, district, and state where enrolled. First, the number of days attended and the number of days enrolled are summed, separately, for each school, district, and state where the student is enrolled.

Next, the total number of days attended is divided by the total number of days enrolled. Finally, the student is classified as either being in regular attendance, or not, separately for each school, district, and state in which they are enrolled. As such a regular attendance rate is calculated as follows:

$$(\# \text{ students with attendance rates } \geq 90\%) \div (\text{total number of students with calculated attendance rates})$$

Attendance points are then assigned as follows:

$$(\text{regular attendance rate}) \times (\text{total possible points}) = \text{regular attendance indicator points}$$

The attendance indicator will include those students who are considered FAY and is calculated for all students group, each racial and ethnic group, economically disadvantaged students, English learners, and students with disabilities. Students enrolled for at least 90 days in the school and captured on the 120th day and EOY snapshots are considered FAY.

College and Career Readiness Participation and Success for High Schools

The College and Career Readiness (CCR) indicator is a measure of the extent to which students are preparing for college or career by participating and succeeding in college and/or career assessments. Shared Accountability Units apply because this measure is based on the students in the lagged 4-year adjusted high school graduation cohort. Scores are determined by the percentage of students in a given graduation cohort who show evidence of participating in college or career preparation, along with the proportion of those students meeting a benchmark. Evidence of *participation* and *success* is established through any of the available measures for high school students (see Appendix B).

Participation: Cohort members count as a participant when they attempt any one or more of the CCR indicators at any time during their four-year tenure in high school. Students may make multiple attempts, with multiple indicators, in multiple years. However, this results in only a single credit for participation. High schools can earn up to 1.5 out of 5 points for participation, in this manner:

1. Determine the denominator for the school or group's CCR participation calculation. This is the aggregate of SAUs for students in the 4-year cohort.
2. Calculate CCR participation rate. This is the percentage of students (by SAU) in the 4-year graduation cohort who participated in a CCR assessment or course.

$$\text{CCR participation} = (\text{total SAUs for students participating in CCR activities}) \div (\text{CCR participation denominator})$$

3. Convert CCR participation rate to points. This involves multiplying the CCR participation rate by the points possible, i.e., (CCR participation rate) x (1.5)

Success: The CCR success calculation involves a numerator comprising SAUs for students who met or exceeded any benchmark in a CCR measure and a denominator comprising SAUs for all students who participated in a CCR measure (i.e., the numerator of the CCR participation calculation). The CCR success rate is the percentage of participants with evidence of success in CCR activities. High schools can earn up to 3.5 out of 5 points for success, in this manner:

1. Determine the numerator for the CCR success calculation. This is the aggregate of SAUs for students who have met or exceeded any CCR activity benchmark.
2. Calculate the CCR success rate. This is the percentage of students who have met or exceeded any CCR activity benchmark out of those who participated in the 4-year cohort.

$$\text{CCR success rate} = (\text{total SAUs for students that successfully completed at least one CCR activity}) \div (\text{total SAUs for students that participated in at least one CCR activity})$$

3. Convert CCR success to points. This involves multiplying the CCR success rate by the points possible, i.e., $(CCR\ success\ rate) \times (3.5)$

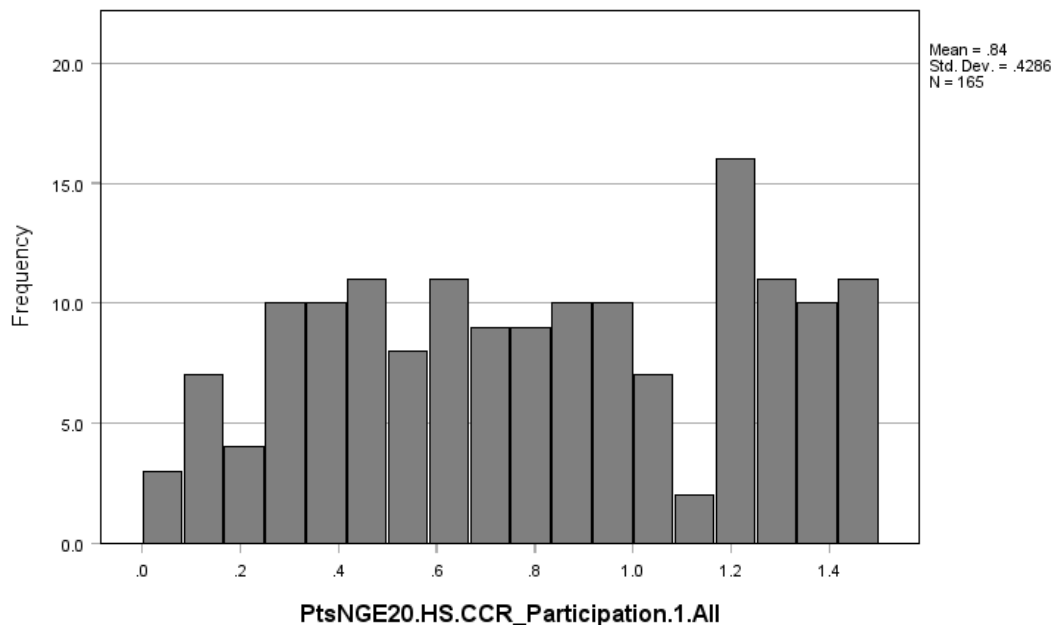
CCR is composed of Participation (30%, or 1.5 points) and Success (70%, or 3.5 points), yielding a total of 5 points in the high school's overall grade.

This indicator contributes to meaningful differentiation of schools by including components of both participation and success, and by weighting success significantly more than participation.

Score distributions using 2022-23 data

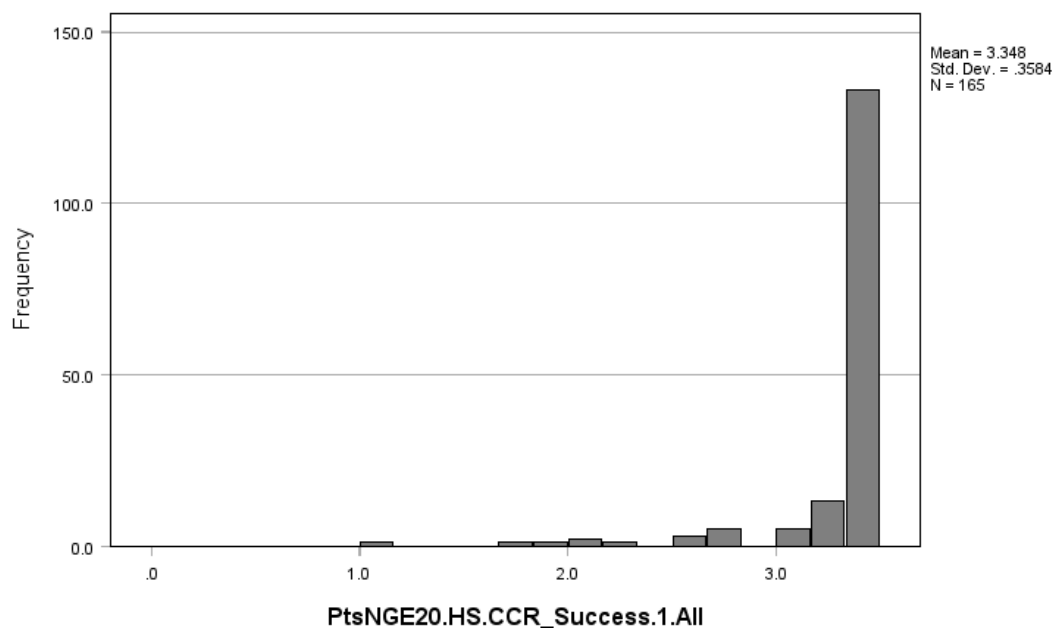
There is a broad spread of outcomes for CCR participation.

Simple Histogram of PtsNGE20.HS.CCR_Participation.1.All



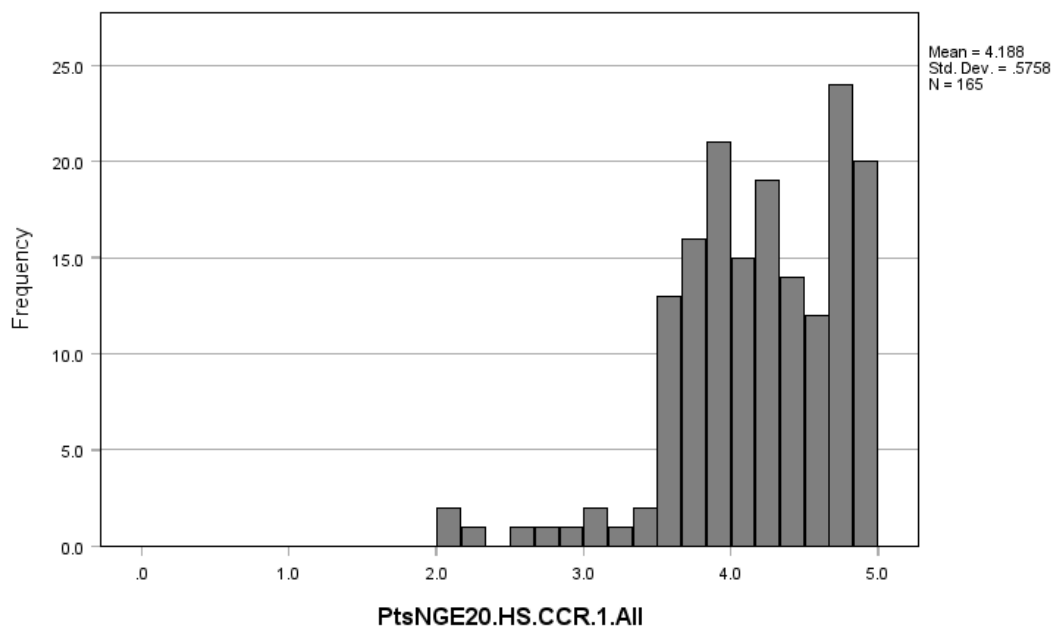
Many students who participate in CCR activities demonstrate successful completion of at least one activity.

Simple Histogram of PtsNGE20.HS.CCR_Success.1.All



Combining participation and success outcomes yields this distribution for total CCR points.

Simple Histogram of PtsNGE20.HS.CCR.1.All



Over 30% of schools with scores (52 of 165) have total CCR scores below 4.0 on the 0.0 - 5.0-point scale.

c. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

- c. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.**

PED believes in all the state's students. It believes in the strength of New Mexico's diverse communities and the inherent value of New Mexico's multilingualism, resilience, creativity, culture, and compassion for one another. For New Mexico and its students to realize their full potential, the department's leaders and staff also believe it is incumbent to provide school districts and charter schools the support and resources they need to ensure educational equity, excellence, and relevance for all students. Accountability systems must serve this vision by identifying credible, defensible, and comparable outcomes that can be used to monitor progress toward the high expectations set for schools and to help monitor whether equitable conditions for learning are being provided for every student across the state, regardless of zip code or community.

In service of this mission, New Mexico's statutorily defined School Support and Accountability System (i.e., the state's federally required System of Annual Meaningful Differentiation, AMD) is based on the provisions of the School Support and Accountability Act (Sections 22-2F-1 et. seq., NMSA 1978) following three goals. The statutorily system should

1. Identify the schools with the greatest need for support, designate spotlight schools that demonstrate excellence, and allow flexibility for all other schools to engage in improvement planning using available resources and documentation;
2. Expand the concept of school quality to include educational opportunity measures, a focus on career- and college-ready preparedness, and serve as a reflection of all students in the state of New Mexico; and
3. Clearly communicate how schools are performing with a particular focus on how growth interacts with performance while making clear disaggregation of performance by subgroups across the state.

In service to these goals, the following accountability framework was developed

School Inclusion Requirements

New Mexico's Accountability System provides information for all public elementary, middle, and high schools in New Mexico, including locally-authorized and state-authorized charter schools. State-supported schools, off-site schools or off-site programs, private schools, and

home-school students are considered ineligible schools and are not included. This is because their funding and governance are either shared or wholly sponsored under a non-PED authority. Examples include the New Mexico School for the Deaf, New Mexico School for the Blind and Visually Impaired, New Mexico Military Institute, and the Juvenile Justice institutions, all of which receive their funding and oversight from non-PED state agencies. This exemption was formalized and approved in 2008 via negotiations between the PED and the U.S. Department of Education (ED). Similarly, the PED does not extend accountability to the Bureau of Indian Education (BIE), private schools, or home schools since their curriculum and assessment programs are not controlled by the PED.

Schools without Overall Scores

As described in more detail below, to receive an overall score, a group must have scores (i.e., must meet minimum n-size of 20) for at least two indicators, including at least one of these: ELA achievement, math achievement, 4-year graduation rate, 5-year graduation rate, or 6-year graduation rate. While all schools will be included in the system of annual meaningful differentiation, some schools have insufficient data to produce an overall score. This typically occurs in schools without tested grades or schools with fewer than 20 FAY tested students. In these cases, PED will review local performance and capacity data to determine whether schools should be identified as TSI, ATSI, or CSI. These may include, but are not limited to the following:

- Local academic achievement data,
- Graduation rate data,
- Instructional conditions,
- School safety data, and
- Student group performance on any available data.

PED staff are working to develop an accountability review process for schools with insufficient data to produce an overall ESSA score. This process will be comparable to the existing system and standardized for participating schools.

Student Inclusion Requirements

Much of the information presented on New Mexico's Accountability System is collected at the student level. To provide information about a school, the data for all the students who attend that school are combined, or “aggregated.”

Full Academic Year and Accountability Schools/Accountable Districts

For all measures other than regular attendance and those measures that use Shared Accountability Units, each student is assigned to one, and only one, school. This school is known as the student's Accountable School. Each student's Accountable School is the school at which the student was enrolled for the greatest number of days during the current school year and

where (if applicable) the student meets FAY criteria. Students enrolled for at least 90 days and captured on the 120th day and EOY snapshots are considered FAY.

All indicators in the New Mexico Accountability System apply the full academic year requirement except for graduation rate, graduation growth, and CCR (all Shared Accountability Unit indicators).

Snapshots are defined as the fixed dates required for all districts to submit data to the PED data warehouse called Nova. These dates can be found [here](#) and include the following:

- *Second Wednesday of October (known as 40th day; abbreviated as 40D)*
- *December 1 (known as 80th day; abbreviated as 80D)*
- *Second Wednesday of February (known as 120th day; abbreviated as 120D)*
- *End-of-Year, variable but principally in June (known as EOY)*

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.**

Overall System of Annual Meaningful Differentiation Components and Weighting

The framework for the New Mexico’s Accountability System and support recognizes that school performance should be assessed within five overarching categories that align with ESSA requirements for meaningfully differentiating schools: (1) academic achievement, (2) academic progress, (3) English language proficiency, (4) indicators of school quality that contribute to college and career readiness, and (5) graduation. While the individual measures provide information about specific aspects of school quality, the overall score allows schools that are doing well *overall* to be identified separately from schools that may need additional support. The number of areas in which a school can earn points is based on the range of grades taught at the school, and the calculation of a score for each measure is based on the availability of data for that measure. If a school does not have data for a particular measure, then the points available for the other measures are removed from the calculation for the overall ESSA score, and the school’s score is calculated using a rescaled number of possible points (still totaling 100 or 45 depending on the grade configuration). The department provides extensive technical documentation online on how this rescaling is carried out. The table below shows the indicator measures and the number of points available for each measure for elementary/middle schools and for high schools.

New Mexico's Accountability System Measures, Points, and Indicators				
Indicator	Measure	K-2 Points	E/M Points	HS Points
Academic Achievement	Math Proficiency	N/A	20	15
Academic Achievement	Reading Proficiency	25	20	15
Academic Progress	Math Growth (SGP)	N/A	15	5*
Academic Progress	Reading Growth (SGP)	N/A	15	5*
ELP Progress	English Learner Progress	10	10	5
School Quality/Student Success	Science Proficiency	N/A	10	10
School Quality/Student Success	Regular Attendance	10	10	10
School Quality/Student Success	College and Career Readiness	N/A	N/A	5
School Quality/Student Success	Graduation Rate Growth	N/A	N/A	5
Graduation Rate	4-Year Graduation Rate	N/A	N/A	10
Graduation Rate	5-Year Graduation Rate	N/A	N/A	8
Graduation Rate	6-Year Graduation Rate	N/A	N/A	7
TOTAL POINTS		45	100	100

*While student growth percentiles (SGPs) for the academic progress indicators are calculated for grades 4 through 8, a range which does not include high schools, some high schools in New Mexico serve K-12, 6-12, or other grade ranges that include one or more grades for which SGPs can be calculated. Academic growth will be calculated for these high schools.

Overall scores are produced for all elementary, middle, and high schools with sufficient data (described further below). This includes schools with non-traditional grade configurations (e.g., 6-12 or 7-12). If the school graduates students (i.e., it has a 12th grade) it is grouped in the high school category and points are earned accordingly.

To receive an overall score, a group must have scores (i.e., must meet minimum n-size of 20) for at least two indicators, including at least one of these: ELA achievement, math achievement, 4-year graduation rate, 5-year graduation rate, or 6-year graduation rate. When enough data

are available, each of the measures - and an overall score - is calculated and reported for the following student groups:

- All Students
- American Indian/Native American
- Asian/Pacific Islander
- Black
- Hispanic
- Multirace
- White
- Economically Disadvantaged
- English learners
- Students with Disabilities

Minimum N for Accountability

As noted previously, the New Mexico accountability system will employ the following group sizes:

- A minimum group size of 20 for calculation of student group outcomes for accountability; and
- A minimum group size of 10 for public reporting.

Shared Accountability

Specific to graduation rate and CCR, the student outcomes are shared proportionately among all schools attended, using snapshots as the unit of time. The sum of snapshots at that school is then divided by the total number of snapshots in public education to derive the proportion.

A student's outcome will be distributed to each high school the student attended according to the fraction of their high school career spent at that facility. Apportioning by time equitably distributes responsibility for the student's outcome.

Snapshots from 9th through 12th grades are used as the unit of time. In PED schools, students are tracked with 4 snapshots per year, yielding a maximum of 16 snapshots for the 4-year time span.

Overall Summative Determinations

For schools in need of support and improvement, a school's designation is expressed as "Level of Support," which consists of targeted support and improvement (TSI), additional targeted support and improvement (ATSI), comprehensive support and improvement (CSI), CSI schools in need of more rigorous interventions (CSI-MRI), and Traditional Support. In addition to these

federally required designations, the state of New Mexico will also identify Spotlight Schools, pursuant to Section 22-2F-3(D) NMSA 1978. These schools are described below.

Level of Support	Definition of Schools Receiving Support
Spotlight Schools	Schools scoring above the 75th percentile on summative determination index
Targeted Support and Improvement School (TSI)	Schools with consistently underperforming subgroups
Additional Targeted Support and Improvement School (ATSI)	Schools in need of support with one or more of the lowest performing subgroups of students (see p. 6 for subgroups)
Comprehensive Support and Improvement School (CSI)	Schools scoring in the bottom 5% of Title I schools overall or <67% Graduation rate
CSI (conversion from ATSI)	Schools identified for ATSI that do not meet ATSI exit criteria within six years
CSI schools in need of More Rigorous Interventions (CSI-MRI)	Schools not exiting CSI Status after three years of receiving support
Traditional Support School	Schools not classified as needing CSI, TSI, ATSI, or CSI-MRI support

Overall Identification Plan

New Mexico will identify CSI schools from all Title I schools and will identify ATSI schools based on the pool of TSI schools. Broadly speaking, New Mexico will identify and exit CSI, TSI, and ATSI schools in the following manner:

CSI schools will include those high schools that graduate fewer than 2/3rds of their students or any Title I school that is in the bottom 5% of performance based on overall ESSA scores. CSI schools will be eligible for exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on improvements to statewide data among CSI schools, which is described in subsequent sections.

TSI schools will include those schools that serve any subgroup in the lowest 5th percentile for the most recent three years of data (as it becomes available) in elementary/middle schools and high schools. TSI schools will be based on consistently underperforming student groups that are identified in the lowest 5th percentile, using the referent group of that specific student group (e.g., schools serving the lowest 5th percentile of economically disadvantaged students among all economically disadvantaged students in the state). TSI schools will be identified and notified annually. The methodology is described in greater detail below.

ATSI schools will be identified from the pool of TSI schools for any student group that, on its own, falls below the 5th percentile of performance on the state's system (i.e., the CSI threshold). ATSI schools will have the opportunity to exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on improvements to statewide data among CSI schools, which is described below.

c. If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

As described above, to receive an overall score, a group must have scores (i.e., must meet minimum n-size of 20) for at least two indicators, including at least one of these: ELA achievement, math achievement, 4-year graduation rate, 5-year graduation rate, or 6-year graduation rate. While all schools will be included in the system of annual meaningful differentiation, some schools have insufficient data to produce an overall score. There are two broad categories of schools for which different methodologies are applied for annual meaningful differentiation in New Mexico. The methodology for each category is described below.

Accountability for K-2 Schools

In New Mexico, students in schools exclusively serving students in kindergarten through grade 2 participate in a statewide early literacy interim assessment. The results of this assessment are used to calculate an ELA score for these schools, which then allows for an overall ESSA score to be produced, provided there is sufficient data (n=20) for at least one of the following indicators: English learner progress to proficiency and/or regular attendance.

Points are allocated to K-2 schools according to the below table.

Indicator	Measure	K-2 Points
Academic Achievement	Math Proficiency	N/A
Academic Achievement	Reading Proficiency	25
Academic Progress	Math Growth (SGP)	N/A
Academic Progress	Reading Growth (SGP)	N/A
ELP Progress	English Learner Progress	10
School Quality/Student Success	Science Proficiency	N/A
School Quality/Student Success	Regular Attendance	10
School Quality/Student Success	College and Career Readiness	N/A
School Quality/Student Success	Graduation Rate Growth	N/A
Graduation Rate	4-Year Graduation Rate	N/A
Graduation Rate	5-Year Graduation Rate	N/A
Graduation Rate	6-Year Graduation Rate	N/A
TOTAL POINTS		45

Alternate Accountability for Schools with Insufficient Data

A situation in which there is insufficient data to produce an overall ESSA score typically occurs in schools without tested grades or schools with fewer than 20 FAY tested students. In these cases, PED will review local performance and capacity data to determine whether schools should be identified as TSI, ATSI, or CSI. These may include, but are not limited to the following:

- Local academic achievement data,
- Graduation rate data,
- Instructional conditions,
- School safety data, and
- Student group performance on any available data.

PED staff are working to develop an accountability review process for schools with insufficient data to produce an overall ESSA score. This process will be comparable to the existing system and standardized for participating schools.

d. Identification of Schools (ESEA section 1111(c)(4)(D))

- c. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.**

The lowest performing five percent of Title I schools are identified using overall ESSA scores derived from all available accountability system indicators. The overall index, as described previously in this plan, is weighted based on the indicators that exist for each school. Schools missing indicators will have weights proportionally redistributed to existing indicators. New Mexico [replace with Month Year] identified the CSI 2023-2024 cohort as those schools in the lowest 5% of all schools receiving Title I funds, using data from Spring 2023 for support in the 2023-2024 school year. Schools are eligible for exit annually. The next cohort of schools will be eligible for identification using Spring 2026 data for the 2026-2027 school year. The number of schools identified for CSI will be based on the proportion of each school type (e.g., K-2, elementary, middle, high school, or alternative education sites). Schools that graduate students but have a non-traditional grade configuration (e.g., 6-12 or 7-12) are considered high schools.

For Alternative Education Sites (SAM Schools), New Mexico will identify the relative percentage that are Title I as CSI schools. Fewer than 20 Title I schools are SAM schools. So, the state will identify 1 SAM school for this category. New Mexico will first determine the statewide percentile of the school's overall points. If this does not differentiate the performance of the lowest performing SAM schools, New Mexico will then use the accountability review process introduced in the section above to determine which SAM school qualifies for comprehensive support and improvement.

- d. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.**

New Mexico will identify all public high schools in the state failing to graduate one-third or more of its students by using the 4-year SAU-weighted cohort graduation rate. New Mexico most recently identified schools for CSI using data from Spring 2023 (lagged from the 2021-2022 school year) for support in the 2023-2024 school year (i.e., the 2023-2024 cohort).

A school identified in need of comprehensive support and improvement can exit CSI status annually.

e. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

New Mexico will identify for Comprehensive Support and Improvement all public schools in the state that receive Title I, Part A funds and that have been previously identified as Additional Targeted Support and that do not satisfy exit criteria in six years from initial designation.

The most recent cohort of schools was identified for Additional Targeted Support in fall 2023 (i.e., the 2023-2024 cohort) using Spring 2023 data. Title I-receiving ATSI schools from this cohort that do not satisfy the statewide exit criteria within six years will be identified for CSI using Spring 2029 data for support in the 2029-2030 school year.

f. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

CSI schools will be identified every three years. The most recent round of identification for CSI schools occurred in the Fall of 2023, using Spring 2023 data. The next identification cycle is scheduled for the Fall of 2026, using Spring 2026 data (i.e., the 2026-2027 cohort).

g. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

A school is identified as needing Targeted Support and Improvement by serving any subgroup in the lowest 5th percentile for the most recent three years of data (as it becomes available) in elementary/middle schools and high schools. The most recent round of identification took place in the Fall of 2023, using Spring 2023 data.

TSI schools will be based on consistently underperforming subgroups that are identified in the lowest 5th percentile, using the referent group of that specific subgroup (e.g., schools serving

the lowest 5th percentile of economically disadvantaged students among all economically disadvantaged students in the state). This will ensure that schools will be notified of consistently underperforming subgroups across all possible subgroups in the state of New Mexico. If subgroups were based on the lowest 5th percentile of performance statewide, TSI schools would be overwhelmingly based on schools serving high populations of students with disabilities, economically disadvantaged students, and students from specific racial and ethnic groups. The proposed approach ensures that schools serving the lowest performing students within each subgroup, regardless of their absolute performance compared to other subgroups, will be notified of the relevant subgroup's need for targeted support and improvement annually.

h. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

Additional Targeted Support and Improvement schools will be selected from the pool of TSI schools beginning in the fall of 2026, using Spring 2026 data. The most recent set of ATSI schools were identified in school year 2023-2024, using Spring 2023 data (i.e., the 2023-2024 cohort). ATSI schools are identified every three years. A school is identified as needing ATSI by those schools that serve any subgroup in the lowest 5th percentile across the state from those schools identified as in need of targeted support and improvement (TSI).

Therefore, ATSI schools will be identified from the pool of TSI schools based on any subgroup, on its own, that falls below the 5th percentile of performance (i.e., the CSI threshold) on the state's system of annual meaningful differentiation. The 5th percentile thresholds are established separately for each school type (e.g., K-2, elementary/middle, and high schools). ATSI schools will have the opportunity to exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success.

i. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

In addition to the required school identification categories, New Mexico will also identify Spotlight Schools. Spotlight Schools are those schools that score at or above the 75th percentile of the New Mexico Accountability System. Any school that has a subgroup identified for TSI or

ATSI is not eligible to be identified as a Spotlight School. Spotlight Schools will be identified annually.

- e. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)):**
Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

The ESSA requirement that at least 95% of students participate in the statewide mathematics and reading/language arts assessments is satisfied in this manner: the academic achievement indicator calculation is adjusted based on participation rate when that rate is below 95%. Specifically, the denominator of the achievement calculation is the higher of either the number of FAY students with a completed test or it is adjusted to equal 95% of students enrolled during the academic year.

These calculations apply to all student groups and to all subgroups.

- f. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))**
c. Exit Criteria for Comprehensive Support and Improvement Schools.
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Any schools identified as CSI will be eligible to exit annually with the first opportunity using Spring 2024 data. Schools will be eligible to exit if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on two criteria. CSI schools will be eligible to exit if:

1. The overall index exceeds the 5th percentile, and
2. The absolute value of index performance, or any persistent data from the system of annual meaningful differentiation in the case of data being unavailable, has increased compared to the value at the time of identification.

Schools identified as CSI through a conversion from ATSI status (i.e., that do not exit from ATSI status within six years) are subject to the exit criteria described in item (b), below.

d. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Any schools identified as ATSI will be eligible to exit annually with their first opportunity being in the 2024-2025 school year using Spring 2024 data. Schools will be eligible to exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on two criteria for any subgroup, on its own, using the state's system of annual meaningful differentiation. ATSI schools will be eligible to exit if:

1. The subgroup's overall index exceeds the 5th percentile, and
2. The absolute value of index performance, or any persistent data from the system of annual meaningful differentiation in the case of data being unavailable, has increased compared to the value at the time of identification.

This methodology captures schools (Title I or non-Title I) with at least one lowest-performing subgroup of students across the state's system of annual meaningful differentiation that are not already identified as CSI.

e. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

In accordance with the current state administrative code, cases of persistent failure—schools failing to exit MRI Status after 3 years of implementing evidence-based interventions—PED will require more forceful restructuring, interventions include:

1. Restart;
2. Redesign, or
3. School closure

Note that the CSI exit criteria does not change for schools identified for more rigorous interventions.

f. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The PED will periodically review resource allocation in Local Education Agencies (LEAs) with 10% or more schools identified as MRI, CSI, or ATSI by conducting regular data analysis to identify disparities in resource distribution, utilizing needs assessments within these LEAs, and providing targeted support to address resource gaps, with the goal of ensuring equitable funding is directed towards school improvement initiatives in high-need schools.

This review will include both qualitative and quantitative data, incorporating feedback from school leaders, teachers, and community members to inform future resource allocation strategies utilizing Open Books Public Education Financial Transparency Portal, data gathered by the LEA and School via the Resource Equity Diagnostic for Districts through a facilitated conversation using the state developed Resource Allocation Review (RAR) protocol.

The PED identifies districts serving a significant number of schools identified for MRI, CSI, or ATSI determined by the following methodology:

- LEAs with 50% or more of active schools identified as MRI or CSI by the 2023-24 NM Vistas Designation
- LEAs with 50% or more of active schools identified as ATSI by the 2023-24 NM Vistas Designation

- A. Budget adjustment requests shall be submitted on the most current form prescribed by the department.
1. The school district shall maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level.
 2. The log is to be retained for audit purposes. School districts shall submit budget adjustment requests for the operating budget to the department for budget.
 3. Increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account.
 4. Expenditures shall not be made by the school district until budget authority has been established and approval is received from the department.
 5. Budget adjustments shall not be incorporated into the school district's accounting system until approval is received by the department.
 6. School districts shall submit periodic financial reports to the department using the department-approved format.
 7. Reporting shall be either monthly or quarterly.

REQUESTS FOR REIMBURSEMENT:

B. Fiscal documentation in the form of a detailed expenditure report, as required by the PED, must be submitted with each request for reimbursement that provides:

1. time/date;
2. original, adjustments, and current budget amounts;
3. current and year-to-date expenditures;
4. budget balance (budget minus expenditures);
5. encumbrances;
6. budget balance that represents the budget, minus the expenditures, plus encumbrances; and
7. remaining budget balance percentage.

C. Submissions should be organized and submitted in chronological order. Also include (as appropriate):

- a) Pre-approved subcontracts and invoices with detailed breakdown of services provided; and
- b) Supporting documentation for the following expenditure categories:
 1. In-Person Professional Development
 - a) Agenda
 - b) Itemized Travel Expenditure Summary
 - c) Receipts if Traveling Based on Actuals
 - d) Attendance Sign-In Roster (if applicable)
 2. Virtual Professional Development
 - a) Agenda – Identifies course, providing description, dates and time of course
 - b) Certificate of Completion from provider containing company logo or letterhead authenticating service provider Identifies professional development course, dates and time, prints full name of attendee
 3. If Certificate of Completion not available ->
 - a) Electronic Sign-In Roster
 - b) Lists each attendee by full name, date and time of login and logout, course time duration
 4. Supplies
 - a) Invoices, packing slips with signature verifying supplies received Equipment >= \$5K
 - b) Signed PED Equipment >= \$5,000 Pre-Approval to Purchase Form

- c) <https://webnew.ped.state.nm.us/bureaus/administrative-services/fiscal-grants-management/>
- d) Invoice
- e) Packing slip or other verifying documentation
- f) Items purchased or expenditures for deliverables must be traceable to line items included in the original, PED-approved budget.

g. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

New Mexico's support and technical assistance to districts and schools is rooted in collaboration and shared decision-making among stakeholders to foster positive educational change and improve student outcomes. This approach emphasizes intentional, continuous school improvement plans, backed by state and local data and systematic implementation.

Districts, schools, and the department each play essential roles in supporting Local Education Agencies (LEAs) and schools, especially those facing challenges. Ongoing collaboration and coordination among these entities, along with other state, regional, and local partners, ensure coherent technical assistance and support at the local level, effectively aligning efforts. This strategy includes setting parameters for the technical assistance the state will provide to each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

District Support and Readiness Assessment: The District Support and Readiness Assessment (DSRA) utilizes a qualitative design in which interviews are conducted, and multiple sources of evidence are collected and analyzed to identify how the district supports and holds its school(s) accountable for student performance outcomes. The DSRA focuses on the presence and effectiveness of the systems, structures, and processes related to the district's mission and the overarching domains and themes identified by the New Mexico Public Education Department (PED) and the Priority Schools Bureau (PSB):

1. Equity and Culture
2. Leadership
3. Instructional infrastructure
4. Talent Management
5. Support and Accountability

The DSRA examines the relationship between district leadership practices and their impact on schools in their charge. It provides an opportunity to enhance and improve the interaction between the district and schools by co-identifying the systems and structures that are currently in place and supporting schools with improving student performance outcomes and those needing further development.

School Support and Readiness: The School Support and Readiness Assessment (SSRA) utilizes a qualitative design in which interviews are conducted, and multiple sources of data and information are collected and analyzed to identify strengths and opportunities for improving student performance outcomes. It extends beyond standardized measures of student achievement to collecting evidence in relation to the mission of the school and the five overarching domains and themes identified by the New Mexico Public Education Department (PED) and the Priority Schools Bureau (PSB):

1. Equity and Culture
2. Leadership
3. Instructional infrastructure
4. Talent Management
5. Support and Accountability

While the primary purpose of the SSRA is to co-identify and address the root cause(s) of the school's performance challenges, it also identifies and highlights strengths and promising practices already in place. The SSRA intends to support school leaders in their forward movement, not to judge or demoralize their current performance.

School Improvement and Transformation Monitoring 2024-2027: All CSI and MRI Schools

The New Mexico Public Education Department School Improvement and Transformation Monitoring (SITM) visits provide essential information on the progress of schools identified for Comprehensive Support and Improvement (CSI) and More Rigorous Intervention (MRI).

The SITM process includes an interview with the school leader and, when necessary, the school leadership team or core team members. During the visit, the SITM Team will conduct a comprehensive review of the school's NM Dash annual and 90-day plans, School Support and Readiness Assessment Report and Survey, and leading and lagging data indicators identified by the PED, the Local Education Agency (LEA), and the school.

In year one, all CSI and MRI schools will receive two site visits: (1) a School Support and Readiness Assessment (SSRA) visit and (2) a School Improvement and Transformation Monitoring (SITM) visit.

In years two and three, each school will receive three SITM Visits: (1) SITM-Beginning of Year (BOY), (2) SITM-Middle of Year (MOY), and (3) SITM-End of Year (EOY).

These visits will be tailored to each school's individual mission, goals, and needs. However, all visits will include school leader interviews and evidence and data reviews to assess progress and document progress toward identified goals.

Findings from the SSRA and SITM visits are summarized in a report and shared with the school, district, PED, and the public once reports become available on the PED ESSA Website. These reports provide schools and districts with an external assessment of the school's progress toward their school improvement goals. The PED utilizes them to monitor progress, inform ongoing professional development opportunities, and identify additional district and school support.

Professional Learning

PED will facilitate three professional learning experiences for MRI and CSI School teams, which will include the principal, teachers/counselors, and a district representative. The professional learning will be grounded in the common themes of the School Support and Readiness Assessments and Monitoring visits.

Leadership Development Pathways and Professional Learning

School and teacher leaders are encouraged to apply for any of the PED Leadership Development programs. Applicants from MRI, CSI, and ATSI schools are prioritized for admission with the LEAs support.

Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

- 5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.³**

The PED will ensure that students attending Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. PED has created a demanding micro-credential licensure advancement program that offers mentoring throughout to support inexperienced teachers. This new program was implemented in November 2022. Beginning in 2020, the agency has offered National Board Certification Teacher scholarships with state-appropriated funds. Additionally, starting in 2020, PED statutorily requires each LEA to provide a one-year mentorship program for first-year teachers.

LEAs are required to submit a mentorship plan to the agency for approval on an annual basis. PED has created “grow your own” programs (Educator Fellows and teacher residencies) which include rigorous clinical practice experiences. The agency works in partnership with the Educator Preparation Programs (EPPs) (public higher education institutions and tribal colleges) and LEAs to implement these programs with state-appropriated funding. Currently, PED is working with EPPs to require national accreditation beyond the required state accreditation, which will increase the rigor of New Mexico EPPs. Furthermore, beginning in 2024-2025, PED will collect teaching vacancy data, EPP demographic data, student population data to compare to schools identified as Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), Comprehensive Support and Improvement (CSI), and More Rigorous Interventions (MRI) and determine if the agency’s efforts are reducing disparities in schools. Lastly, PED provides information on teacher license levels on the agency’s website.

PED implemented a new teacher evaluation system for the 2022-2023 school year. Starting in the 2024-2025 school year, data will be collected to determine ineffective teachers. Ineffective teachers are defined as “Not Demonstrating” the teaching methods and pedagogy as described in the teacher evaluation system. Based on patterns in the data, PED will develop online professional development in areas of need. Annually, schools receiving Title I dollars which have a disproportionate number of low-income, minority, EL, or SWD students being served by ineffective, out-of-field, or inexperienced teachers will need to address remediating these discrepancies in their Title II, Part A, Needs Assessment which is part of the Title II grant application. They must identify methods they will use to increase the number of students in these subgroups that are served by effective teachers prior to allocating Title II dollars for any other activity.

Ineffective Teachers

A new teacher evaluation system was launched in the school year 2022-2023, and the system will provide baseline data on ineffective teachers by school building. The evaluation system supports educator growth and development through domains and elements using a revised Danielson Framework. Based on a four-rating rubric, PED defines an ineffective teacher as “Not Demonstrating.” When teacher evaluation data becomes available in August 2024, the agency will review it to identify ineffective teachers and the areas where further support is needed, with a focus on addressing any disproportionate rates of ineffective teachers serving low-income and minority students in Title I schools. Online professional development courses will be created to address the needs. In addition, PED will publicly report progress through a memorandum, the agency’s website, and it will be clearly linked in New Mexico’s state and local report cards.

Out-of-Field Teachers

Out-of-field teachers are identified as teachers who do not hold a license and/or endorsement to teach in a particular grade/subject that they are currently assigned. Starting July 2024, PED will collect the data from LEAs through the agency’s data system for those teachers who are working outside their field, by school building. Once data has been collected and verified, PED will publicly report progress through a memorandum, the PED’s website, and it will be clearly

linked in New Mexico's state and local report cards. PED will address any disparities in rates of out-of-field teachers in Title I schools versus non-Title I schools, particularly focused on serving low income and minority students.

Inexperienced Teachers

New Mexico has a three-tier licensure system for teachers. The three-tier licensure system was created statutorily and Level I teachers must advance to Level II within three years to maintain licensure within New Mexico. Advancement includes successfully completing the micro-credential advancement program or National Board Certification, completing three full years of teaching, and having three years of successful evaluations. Teachers who hold a Level I license are identified as inexperienced. If teachers do not advance within the allotted time, their license is revoked. Starting July 2024, PED will use current licensure reports as well as collect the data from LEAs through the agency's data system for inexperienced teachers, disaggregated by school building and student demographics, to address any inequities. Once data has been collected and verified, PED will publicly report progress through a memorandum, the agency's website, and it will be clearly linked in New Mexico's state and local report cards. Currently, 21.8% of teachers in New Mexico have a Level I license. Teachers with a Level II license account for 40.6% of the teacher workforce and 37.6% of teachers have a Level III license. To advance to a Level II license, educators must successfully complete an advancement program that consists of a series of micro-credentials, having taught in a classroom for three years, and holding a master's degree. Additionally, PED requires LEAs to provide a mentorship program for all first-year teachers.

- 6. School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.**

The New Mexico Public Education Department (PED) works with LEAs to ensure that all students have access to safe and supportive learning environments that are conducive to learning. The PED provides technical assistance, training, and funding to support LEAs in their efforts to improve school conditions. The PED collects and analyzes data on school climate and discipline practices to identify areas for improvement. The PED supports LEAs with creating safe and supportive learning environments for all students. The PED also supports LEAs receiving assistance under Title I, Part A to improve school conditions for student learning by:

- Providing technical assistance and training on how to create and maintain safe and supportive learning environments;
- Supporting the development and implementation of evidence-based bullying prevention and intervention programs;
- Providing funding for school climate improvement initiatives; and

- Collecting and analyzing data on school climate and discipline practices to identify areas for improvement.

Bullying and Harassment: All schools in New Mexico including Title I schools are required to have an updated Wellness Policy and a school-level Safe Schools Plan that require specific policies and procedures that address bullying and harassment. This includes preventative programs and interventions, staff training, and a mechanism for reporting incidents. These policies and procedures are reviewed by the state at least every three years. Annual assurances are submitted through an online submission process. Information regarding this requirement for school-level Safe Schools Plans may be accessed at:

<http://ped.state.nm.us/sfsb/safeschools/index.html>.

The PED aims to reduce the incidences of bullying and harassment by:

- Promoting positive school climate and social-emotional learning;
- Providing training on bullying prevention and intervention to school staff, students, and parents when requested;
- Supporting evidence-based bullying prevention and intervention programs for LEAs; and
- Holding schools accountable for creating safe and supportive learning environments for all students.

Use of aversive behavioral interventions and practices that remove students from the classroom: Restraint and seclusion can only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and lesser restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm. Each school is required to develop policies and procedures for the use of restraint and seclusion techniques and include them in the school-level safe schools plan under New Mexico law. Staff are required to be trained and report and document incidents to parents/guardians. After the restraint or seclusion has occurred during a specified time period, schools are required to convene the student's SAT, IEP, or BIP team to address the behavior. The PED aims to reduce the use of aversive behavioral interventions that compromise student health and safety by:

- Promoting positive school climate and social-emotional learning;
- Providing training on positive behavior supports and interventions, like restorative practices, to school staff; and
- Supporting and providing guidance regarding implementing evidence-based positive behavior support programs through the MLSS; and
- Collecting and analyzing data on behavioral interventions to identify areas for improvement.

A wellness policy is a requirement of Local Education Agencies (LEA) by both the Federal and State governments. The New Mexico school district wellness policy rule supports school districts to create a wellness policy that includes the eight components of the Coordinated School Health Model approach to student health and well-being 6.12.6 NMAC. At a minimum, every LEA participating in the National School Lunch Program (NSLP) and School Breakfast

Program (SBP) must submit their wellness policy to the New Mexico Public Education Department (PED) Safe and Healthy Schools Bureau during the year selected for Administrative Review for approval. The Safe & Healthy Schools Bureau can assist any district or charter school who would like technical assistance with the development of their Local Wellness Policy. Further information and resources are available in the [Wellness Policy Formation and Implementation Guide](#) and [District and Charter School Wellness Policy Rubric](#) or the newly developed [Canvas Course](#) that clarifies requirements and best practices for Wellness Policies.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

New Mexico's strategic pillars focus on a belief in all students. The pillars are built in the strength of New Mexico's diverse communities and in the inherent value of multilingualism, resilience, creativity, culture, and compassion for one another. Each strategic pillar includes several strategies and metrics of success that are interwoven to support the academic and non-academic needs of all students. These strategies focus on an equitable education for New Mexico's most underrepresented students. As found in the Yazzie/Martinez v. State of New Mexico consolidated lawsuit, Native American students, English Learners, students with disabilities, and economically disadvantaged students have not received adequate treatment in a system that focused too heavily on low academic achievement and treated as impediments those qualities that should be seen as unique and crucial assets.

All students and families, regardless of their socioeconomic status, experience multiple transitions throughout the student's educational experience. These transitions, preschool/prekindergarten to kindergarten, elementary school to middle school, middle school to high school, and high school to college and career each come with their own set of challenges. Overcoming these challenges is the key to improved student achievement and success.

PRESCHOOL TO KINDER TRANSITIONS

New Mexico PreK (NM PreK) is a free program during the school year that delivers high-quality education in both community-based and school-based settings. NM PreK focuses on providing a fun, rewarding, and developmentally appropriate learning environment for children ages 3 and 4. NM PreK teachers plan play-based activities and lessons oriented toward children's physical, cognitive, language, and social-emotional stages of development. NM PreK program standards meet nine out of ten National Institute of Early Education Research (NIEER) benchmarks for preschool quality (one of only seven states to meet those benchmarks). Each PreK provider sets its own application processes, registration deadlines, and selection criteria. Some may include lotteries, wait lists, and other processes to accept students.

Through the work of the PED and several stakeholders, the New Mexico Early Learning Guidelines were developed for children ages 0-5. These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child's progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their K-12 education.

New Mexico PreK is a statewide, voluntary preschool program. The purpose of the PreK program is to ensure every child in New Mexico can attend a high-quality early childhood education program before entering kindergarten. The purpose of the New Mexico PreK program is to:

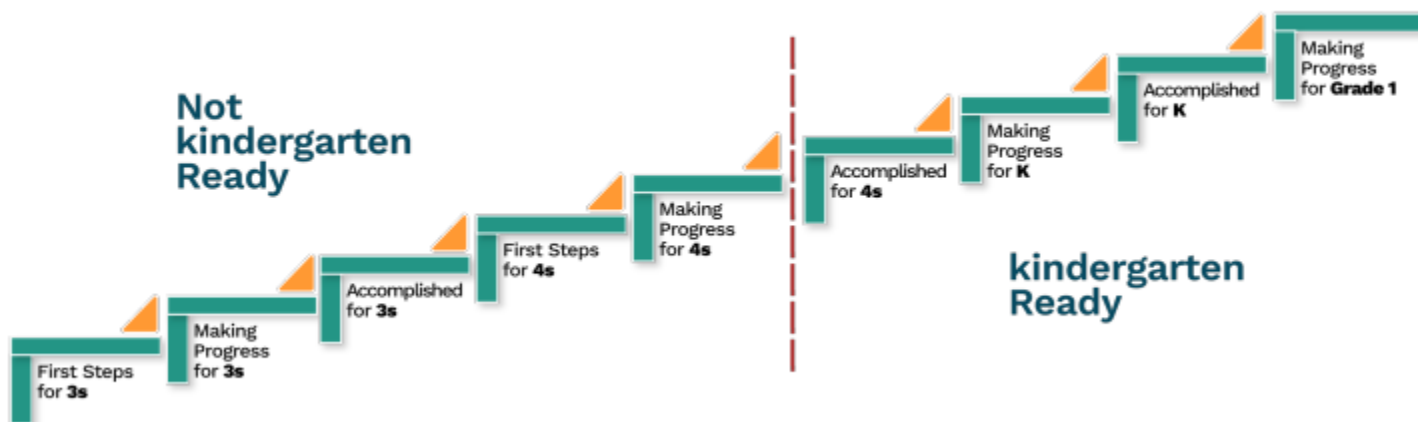
- 1) Increase access to high-quality pre-kindergarten programs
- 2) Provide developmentally appropriate activities for New Mexico children
- 3) Expand early childhood community capacity
- 4) Support linguistically and culturally appropriate curriculum
- 5) Focus on school readiness

To ensure that New Mexico's students with disabilities receive the maximum benefit from these programs and are given the opportunity to transition into kindergarten, ready to learn, it is important that they participate alongside their non-disabled peers. To assess the benefit of early childhood programs like prekindergarten and ensure students entering kindergarten are ready to learn, the PED has developed an observation-based assessment tool that is used as children enter kindergarten. This improved tool works off a similar instrument, the New Mexico PreK Observational Assessment, used for the last seven years to inform PreK teachers in the development of curriculum and planning for their students. The new assessment, the Kindergarten Observation Tool (KOT) incorporates many elements of the New Mexico PreK Observational Assessment, is aligned with assessments used once students move into kindergarten, is well-positioned to provide better information to support children, families, and teachers as students transition from early childhood programs to kindergarten including common measures, benchmarks and terminology. Teachers use a rubric rating system in the KOT to observe student behaviors and skills in the natural classroom and school environments. Six developmental domains are observed, giving the teacher a well-rounded view of the whole child that allows teachers to better meet student's individual needs. The six developmental domains are as follows:

- Physical Development, Health, and Well-Being
- Literacy
- Numeracy
- Scientific Conceptual Understanding
- Self, Family, and Community

- Approaches to Learning

FIGURE 1: KINDERGARTEN READINESS AS DEFINED BY THE KINDERGARTEN OBSERVATION TOOL (KOT)



ELEMENTARY SCHOOL TO MIDDLE SCHOOL TRANSITIONS

The transition from elementary to middle school is one of the most crucial transitions in a student's experience. How this transition is prepared for and executed is critical to ensure future student success, as the number of students who arrive at middle school underprepared is significant. For students to be prepared for this transition it is critical that proper academic preparation take place. Identifying students with issues that negatively affect their ability to learn is a priority for all schools. The earlier a student is identified the more effective interventions are. To leverage this best practice, New Mexico has developed a multi-layered system of supports (MLSS) that removes administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. The MLSS was developed in response to a growing concern from educators and administrators throughout the state that educators and administrators did not have a comprehensive and holistic framework for providing students with holistic academic, behavior, and wellness in a timely manner. Furthermore, school principals began to voice concerns about the growing number of students being referred to student assistance teams (SAT) that overloaded personnel with documentation, decreasing the amount of time and attention spent per student. Prior to the Yazzie/Martinez v. State of New Mexico consolidated lawsuit, the PED interviewed teachers and principals from Results Driven Accountability (RDA) schools during school site visits regarding student support systems, such as the Response to Intervention (RtI) and referral processes. Data from these site visits demonstrated that RtI failed in its purpose to provide educators with a framework of evidence-based decisions (data point A) and identify students in need of special education services (data point B). Therefore, creating a need for the MLSS and transitioning from RtI.

Below is a summary of data gathered from participating schools prior to the pilot launch of MLSS in 2019:

- Reading:
 - 86% remained in targeted intervention services throughout the year
 - 63% of students referred for testing did not qualify for services
- Math:
 - 93% remained in targeted intervention services throughout the year
 - 68% of students referred for testing did not qualify for services
- Behavior:
 - 95% remained in targeted intervention services throughout the year
 - 75% of students referred for testing did not qualify for services

This led New Mexico to develop a new MLSS framework that incorporated goals such as:

- Moving away from tiered interventions to a more fluid, layered model designed to meet the needs of the whole child
- Allowing teachers and health-and-wellness staff to quickly respond to the needs of students without delays and imposed timelines
- Creating a system in which supports at lower layers are maintained at higher layers
- Removing administrative barriers for educators and administrators

This framework addresses student achievement and positive behavior for all students using appropriate, research-based instruction and/or interventions, thus making the transition from elementary to middle and middle to high school a focused and supported process for students and families. Student progress is monitored over time and data is used to guide instructional decisions and behavioral strategies.

New Mexico statute also supports remediation programs. School districts are required to develop remediation programs and academic improvement programs to provide specialized instructional assistance to students. In addition, parents are required to be notified no later than the end of the second grading period when the student is not academically proficient. A parent-teacher conference is held and a written intervention plan is developed to include timelines, academic expectations and the measurements to be used to verify that the student has overcome the academic deficiencies. Decisions for students with disabilities who are struggling academically or behaviorally are addressed through the student's Individualized Education Program (IEP) team.

Additional academic supports are available to students from low-income families or those students in foster care to provide appropriate promotion practices and decrease the risk of dropping out. These include:

- Students deemed eligible for free or reduced-price school meals, or a student who has been identified by the Children, Youth and Families Department (CYFD) as being in the custody of the state, shall be deemed indigent for the purposes of remediation programs.

- Parents or guardians of a student who has not applied for free or reduced-price school meals shall be notified in writing by the local school board or governing body of a charter school of the availability of remediation at no charge upon an eligibility determination for free or reduced-price school meals.

Success for these students as they transition is also supported by the New Mexico's State Systemic Improvement Plan (SSIP), also known as Results Driven Accountability (RDA), which supports K–3 students with disabilities and at-risk learners in Title I schools. RDA focuses on providing support for teachers through job-embedded professional development and coaching in the areas of reading, math and positive behavioral interventions and supports (PBIS). The SSIP is implemented through the department's Title I Bureau and is funded through the State Personnel Development Grant (IDEA Part D), IDEA B state directed activities funds, and in-kind contributions from the Title I Bureau. This program has shown great success with the at-risk populations it serves, including many American Indian students.

Through the Attendance for Success Act, districts must submit an attendance improvement plan (AIP) in the first 45 days of the school year. The plans must include the required interventions for students in each tier of intervention including connecting with parents regarding student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences. The PED provides resources that are available to meet the requirements, including connections to possible funding sources.

MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS

Many of the supports used to establish proper transitions between elementary and middle schools are also applied in the transition from middle school to high school, including remediation programs, promotion policies, and MLSS.

In addition, to support students as they begin thinking and planning for life beyond high school, New Mexico requires that each student develop a Next Step Plan (NSP) beginning at age 14. This plan is a personal, written plan that is developed by each student at the end of middle school. The purpose of the plan is to target the student's postsecondary interests and establish a plan of study he or she will complete during high school to be on track for graduation and begin preparation for college or the workplace. The student reviews and updates his or her NSP annually during grades 9 through 11, to help direct the next steps of the educational path. During senior year, the NSP is used to ensure each student knows what he or she is doing next, whether the plan is university, community college, technical program, the military, or straight into a career. Students with disabilities also develop an NSP and those requirements are included in their transition Individualized Education Program (IEP) which is updated at least annually.

HIGH SCHOOL TO COLLEGE AND CAREER

ADVANCED PLACEMENT

In a state with high poverty rates, the ability for students to take AP courses and tests has the potential to reduce the money needed for these students to finish college. To support this resource, New Mexico, along with the College Board subsidizes the cost of these tests to the extent that students only pay 3 dollars per test. This has improved access for New Mexico's neediest students, supporting the dream to attend college. The PED offers both teachers, counselors, and students the opportunity to take courses about the AP program on the Canvas learning management system. There are five modules: Advanced Placement General Resources, Advanced Placement Professional Learning, AP Exams, Advanced Placement Testing Coordinators, and Counseling Resources for AP.

CAREER TECHNICAL EDUCATION

In New Mexico, students whose high school experience includes three or more career technical education (CTE) classes are considered CTE concentrators. For 2023, CTE concentrators graduated at a rate much higher than the state average: 95.77%. This is a significant increase from the 2017 CTE concentrator graduation rate of 86.7% and is a testament to the power of practical, skills-based learning. Therefore, CTE is an important component of New Mexico's plan to increase graduation rates for all students.

EXPECTING AND PARENTING YOUTH

A significant barrier to student success in New Mexico is teenage parenthood. To ensure teen parents are supported, New Mexico provides funding for the Graduation, Reality, and Dual-Role Skills (GRADS) in conjunction with the U.S. Health and Human Services Department Pregnant and Expecting Teen Grant. This program supports teen parents as they finish high school, facilitates parenting teens' opportunities for graduation, trains teens to achieve economic independence, promotes healthy multi-generational families, and reduces risk-taking behaviors. This program has shown great effect in improving graduation rates among teen parents, has reduced the incidence of second pregnancies, and has reduced the dropout rates of this group of students.

The PED will work to educate teachers and school leaders to ensure they understand the opportunities available to their students and provide quality professional development to ensure teaching to industry standards takes place and that students are well prepared for the future. The PED will continue to pursue initiatives that support districts in developing high-quality programs of study that reflect the needs of the workforce community. Efforts over the past several years to build rigorous CTE courses that are aligned with industry needs have increased CTE relevancy for both students and employers.

New Mexico believes that workforce alignment is critical for coursework to be relevant to careers and believes that alignment builds student engagement. New Mexico's CTE graduation rate of over 86 percent supports this vision. PED will continue to build on efforts to ensure that students completing high school career programs exit with a professional certificate to ensure that they can enter the workplace as full members of the trade or profession and not have to

retake these programs at another location. In addition, PED will expand efforts to encourage local and regional employers to offer career internship opportunities for students. In summary, New Mexico will continue to build relationships between educators and employers and to encourage districts to work with employers to build relevant career experiences.

SPECIAL EDUCATION TRANSITIONS

New Mexico provides students with disabilities with individualized programs of study to obtain a New Mexico Diploma of Excellence. A student's program of study is determined at the end of eighth grade and is reviewed and potentially revised annually as part of the IEP process. A student may continue to receive a FAPE, which will include transition services until the student meets the standard requirements for graduation or the student reaches the age of 22.

Post-secondary transition support for students with disabilities in varying local education agencies is provided through Project SEARCH, a workforce identification and training program for young adults with intellectual or developmental disabilities in addition to support provided through an agreement with the New Mexico Division of Vocational Rehabilitation (DVR).

As a result of New Mexico's Workforce Improvement Act, the PED has developed an agreement with DVR and a Regional Education Cooperative to provide pre-employment transition services (PETS) for students with disabilities under the IDEA. These PETS address the academic and non-academic needs of students with disabilities as they prepare for college, training, career, and independent living. In addition, the Department continues to focus on post-secondary transition as part of its annual training series. This series provides direct training and program resources to local education agencies to expand the use of transition resources like DVR as well as ensure that appropriate post-secondary transition planning and goal setting is occurring at the age of 14.

Title I, Part C: Education of Migratory Children

- 1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and**
 - iv. Measurable program objectives and outcomes.**

New Mexico identified the unique needs of migratory children, including preschool children and children who are out of school youth in the Comprehensive Needs Assessment (CNA). The New Mexico Service Delivery Plan (SDP) was informed by key stakeholders who convened to review and inform the CNA findings and developed implementation strategies as well as measurable program outcomes (MPOs). The SDP includes four goal areas: 1) English language arts and mathematics achievement for migratory children, 2) school readiness for migratory preschool children ages 3-5, 3) high school graduation and out-of-school youth, and 4) family and support services. The SDP further includes strategies, measurable program outcomes, and results and implementation evaluation questions. The MPOs in the SDP are the desired outcomes of the strategies that quantify the difference that the MEP will make. Furthermore, the SDP committee developed a project plan that proposes implementation methods and resources for each strategy of the SDP. As indicated in the SDP, student services include instructional services provided by teachers and paraprofessionals in various settings and includes after-school programs and summer school. High school services include credit accrual, identifying and working toward individual learning goals, and post-secondary preparation and planning. Support services include health and nutrition services, medical and dental services, transportation, and other services that help migratory children participate fully in their education.

New Mexico also supports the needs of migratory children through subgrants to local operating agencies (LOAs). Currently, the state supports projects in nine (9) local operating agencies which are all local education agencies (LEAs), and one of these LOAs serves as a Regional MEP that supports migratory students who are not currently enrolled in a subgrantee LEA. The application for subgrants includes the four main goals as identified in the SDP with local level implementation based on local needs including consultation with parents of migratory children and local parent advisory councils (PACs). The application also includes the

activities the LEA will undertake, the implementation strategy, specific support for students who need priority for services, and MPOs.

Title I Part C is housed with the Language and Culture Division of the PED to support the delivery of comprehensive services for migratory students, including language instruction programs under the Bilingual Multicultural Education Act of 1973, Title III subgrant supports, and the State Seal of Bilingualism and Biliteracy. The PED also holds regional Federal Program Directors' Meetings and during these events the districts are informed of which services migratory students are entitled to and of the supplement provision of the Title I Part C subgrant. This helps to ensure that migratory student needs are addressed through the full range of supports that are available for migratory children from appropriate local, state, and federal educational programs.

At the time of the most recent CNA, 59% of eligible migratory children were English learner (EL) students. Each MEP subgrantee is also a Title III Part A subgrantee or has a state-funded bilingual multicultural education program with language support services for English Learner students. The PED transitioned identification and recruitment (ID&R) responsibilities from LOA level recruiters to State Recruiters, that are employed by the Regional MEP, to provide LOAs the opportunity to focus on supporting student needs. PED participates in the ID&R MEP Consortium Incentive Grant (CIG) and has developed an occupational questionnaire that can be used by any LEA in the state to help New Mexico identify more eligible children.

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

New Mexico promotes interstate coordination of services for migratory children through consortium incentive grants (CIGs) with membership in two interstate consortia focused on the identification of migratory children, Identification and Recruitment Consortium-2 (IDRC) CIG, as well as on strengthening the involvement of migratory parents in the education of their children, Migratory Parent Empowerment Consortium Plus (MPEC+). New Mexico is also an active participant in the Migrant Student Information Exchange (MSIX) system. MSIX links states' migratory student record databases to facilitate the national exchange of migratory children's educational records and health information among states to ensure a timely transfer of such pertinent information. Additionally, the State organizes at least two Parent Advisory Council (PAC) meetings at the state-level in addition to local PAC meetings.

Currently, New Mexico uses the MIS2000 database for all data elements related to migratory children to ensure intrastate data flow from eligibility determination, enrollment procedures, and requirements for services. All this information is recorded appropriately and thus MIS2000

ensures seamless access to pertinent information when students move within the state. The information held in MIS2000 for migratory students enrolled in kindergarten through grade 12 is reported in Nova, the PED's student information system, and information for preschool children and out of school youth is directly reported in MIS2000. The PED will also work to enhance the training and coordination efforts through state and regional training on identification and recruitment, migratory services, and data collection as indicated in the latest New Mexico Service Delivery Plan (SDP).

New Mexico additionally promotes coordination through the MEP subgrant process. Currently, MEP subgrantees include nine local operating agencies (LOA) who submit a Title I Part C application that describes how the LOA will work to meet New Mexico's SDP goals. New Mexico is exploring the addition of other LOAs beyond the SEA and LEAs including public and private agencies within the state to provide additional support for preschool migratory children and out of school youth.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The CNA included information on the increase of the eligibility and recruitment of migratory children with expanded recruitment efforts and changes to recruitment methods. The emphasis on statewide identification and recruitment will now ensure broader identification and recruitment efforts around the state, including the northern areas. New Mexico will thus continue in the IDRC CIG. New Mexico will enhance training and coordination efforts for recruitment and data collection including MIS2000 and MSIX as well as increase the data collection with Nova which is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's kindergarten through grade 12 public education system.

New Mexico is also participating in the consortium, MPEC+ CIG. MPEC is designed to strengthen the involvement of migratory parents in the education of their children, including supporting their children's mathematics skills needed to be successful in science, technology, engineering, and mathematics (STEM) fields. The CNA indicated that family and support services are an area of concern for the MEP as well as migratory student achievement in mathematics.

The State MEP will continue using the subgranting process as a means of ensuring that LOAs implement their programs with fidelity to the SDP. Critical components of the Title I Part C applications include:

1. local needs assessment;
2. assurance that the local project will work to achieve the State MPOs and implement the strategies in the SDP;
3. additional or alternate strategies (if the local data show that the needs of migratory children in the community do not match those identified in the CNA);

4. activities to put the strategies into operation, included in a project plan;
5. an evaluation and data collection plan;
6. descriptions of how funds will be used for administrative activities, ID&R, regular school year activities, preschool, out of school youth and summer activities; and
7. a budget.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

PED strives to ensure students are supported as they enter, reside at, and are released from facilities. The students are considered significantly at-risk yet as they are released from incarceration, they may not have the support necessary to reintegrate back into student populations.

New Mexico Administrative Code (NMAC) provides specific requirements regarding timely graduation and support for students who experience disruption in their education. This includes students adjudicated due to neglect and delinquency. Whenever a student experiencing a disruption in their education transfers to a new school, the receiving school or school district must communicate with the sending school within two days of the student's enrollment. The sending school or school district must provide the records within two days of having received the communication. NMAC also provides requirements for Partial Credit to establish the parameters for awarding partial credits to students identified as adjudicated or mobile and who experience classroom disruption. Thus, both the LEA and the correctional facility will share educational records, transcripts, etc. for the student to be given credit for content work or grades, as well as ensuring that IEPs are being followed.

When transferring to a new school, students experiencing disruption in their education shall have a priority placement in classes that meet state graduation requirements and timely placement in elective classes that are comparable to those in which the student was enrolled in the previous school. High school students must receive timely assistance and advice from counselors to improve college and career readiness and equal access to participation in career and technical programs or other special programs in which the student qualifies. Transition support to locally operated programs, including other public schools, stepdown or transitional programs that offer education, or distance learning programs, is provided through liaisons or transition coordinators to ensure also that pertinent educational records are shared.

All students in grades 8 through 12 in New Mexico are required to develop and have in place, a Next Step Plan (NSP). The NSP identifies students' postsecondary interests and sets forth the studies he or she will need to complete to be on track for graduation. For students with disabilities, NSP requirements are incorporated into Individualized Education Program (IEP) transition plans. Facility and LEA compliance and communication regarding these plans will be a component of the PED plan. Elements of the following components of effective transition between LEAs and correctional facilities will be incorporated into the PED transition work:

- Interagency collaboration between entities such as correctional education staff at facilities, LEAs, and community-based programs such as mental health and social services;
- Intra-agency collaboration regarding the administration of state and district assessments, including those required for graduation under NM law. Collaborative agreements include the reporting of the students' progress at the LEA, correctional facility, school and state level for all students.
- Cooperative agreements among local agencies that provide transition services;
- Team-based planning: IEP team; correctional counselors; incarcerated youth and family members; general and special educators; and community agency personnel;
- Planned sequence of services after release; wraparound (as opposed to fragmented) services to deliver comprehensive and coordinated services; coordinated system of care encompassing all aspects of the youth's life; individualized services that focus on the strengths of the youth and his/her family;
- Outcomes-focused planning: detailed focus on youth outcomes, including those specified in a youth's IEP;
- Pre-release training in social skills, independent living skills, career exploration, vocational education, and pre-employment training;
- Tracking and monitoring: systematic and continual monitoring of youth through the system; periodic evaluations of transition processes; databases to track and monitor student progress
- The creation of indicators to assess transition planning between correctional facilities and LEAs.

PED currently provides Title I Part D subpart 1 funding for three state agencies: New Mexico Corrections Department, Children, Youth, and Family Department Juvenile Justice Services, and New Mexico Department of Health's Sequoyah Adolescent Treatment Center. Depending on each State agency's context students are provided educational assessments such as the test of adult basic education-TABE, and progress monitoring to assist in targeting educational gaps and academic progress. Career technical education may be provided as well as HiSET (High School Equivalency Exam) and GED (General Educational Development test) which are used to assist students gain a high school equivalency diploma for students who may not decide to return to an education program after leaving the facility. Students can use this diploma just like a regular high school diploma to gain employment or begin post-secondary education or training.

Each State agency (SA) receiving funds under Title I Part D subpart 1 completes the following requirements:

- annual program funding application which is reviewed through an iterative process
- annually collect, analyze, and report end of year data including academic achievement of children and youth
- monitoring which includes activities such as transition services, evaluation of student achievement, etc.
- annual count survey

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The program outcomes and objectives were developed in collaboration with Part D Subpart 1 and Subpart 2 representatives. Program outcomes and objectives will support NM's differentiated monitoring plan. As Part D programs are implemented consistent with the ED SCES and Part D program requirements, outcomes for students in correctional facilities will be measured by program objectives and outcomes listed below. Data in each of these areas will be collected through the yearly Title I Part D End of Year Report.

Objective 1: Provide educational opportunities for all students enrolled in Title I Part D funded programs in school districts and state supported programs to gain the academic skills needed to earn a high school diploma or the equivalent.

Outcomes:

- Students in Title I Part D funded programs in school districts and state supported programs make progress towards State academic standards in reading and language arts. This is measured through the pre-test and post-test over the course of their stay in the facility
- Students in Title I Part D funded programs in school districts and state supported programs make progress to meet State academic standards in mathematics. This is measured through the pre-test and post-test over the course of their stay in the facility.
- Students in Title I Part D funded programs earn credits toward a high school diploma or equivalent.

Objective 2: Provide services to all students enrolled in Title I Part D funded programs in school districts and state-supported programs to facilitate their successful transition to enrollment in public school, another care facility, postsecondary education, career technical education, or employment.

Outcomes:

- Records are shared between public schools, state-supported schools, correctional facilities, and treatment centers in a timely manner as required in the New Mexico Administrative Code.
- Students in facilities will be provided with at least one of the following support services: tutoring, mentoring, counseling, social work services, re-entry orientation programs, etc., to ensure opportunities to continue their education or find employment.
- Students in facilities are provided opportunities to enroll in career technical education, job training programs, or life skills courses.

Title II, Part A: Supporting Effective Instruction

- 1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.**

PED uses five percent of Title II, Part A, administrative costs to support positions within the agency. These funds are allocated for program managers who provide technical support (guidance, training, communities of practice, etc.) and ensure accountability (review Requests for Reimbursement, approval of applications, approval of budgets, etc.) of Title II, Part A, flow-through funds to LEAs. In addition, these funds are utilized for a position to support the site administrator evaluation system. The purpose is to provide technical support (guidance, educator training, office hours, learning management system support, etc.) and ensure accountability (implementation of the system, training for principal supervisors, etc.). Once aggregated evaluation data is available the agency will look for patterns where school leaders need additional professional learning. Title II, Part A, funds will be used to develop and implement professional learning in areas of need via a learning management system. Title II, Part A, funds are used to support professional development of PED staff by attending the National ESEA Conference and Council of Chief State School Officers for school improvement. Furthermore, PED provides professional development to teachers through the Teacher Leaders Network which focuses on improving student achievement, problems of practice at their own schools, and building their leadership capacity.

PED uses three percent of Title II, Part A, often braiding it with other funding, to pursue a web of interrelated strategies within the educator ecosystem aimed at school leader professional development that reflects the goals and strategies in the PED Strategic Plan. PED offers multiple on-going professional development opportunities and coaching in school leadership to support novice and veteran school leaders. These supports lead to higher retention rates of school leaders, in particular, novice leaders. PED recognizes that strong and committed school leaders elevate the state's students, communities, teachers, and educational staff. New Mexico's school leaders create the conditions for a culturally and linguistically relevant educational system that meets the social, emotional, and academic needs of all students.

- 2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools[1] (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

Recruitment and Retention

PED has developed a state educator recruitment campaign, funded by the state. To sustain the educator pipeline and build a robust, diverse educator ecosystem, PED is eliminating barriers to entering the profession by providing a wide variety of traditional and alternative pathways to licensure, reducing financial costs, and preparing educators that are representative of the ethnic diversity of the state. The goal of the agency's recruitment plan is to increase the number of teachers in the state, especially in the high needs areas of Special Education, Bilingual Education, and the subjects of Mathematics and Science. There is a need to recruit racially, ethnically, and linguistically diverse educators that better reflect our state's students.

Preparation

New Mexico teacher preparation programs are not producing the number of teachers needed to fill all available teacher positions with highly prepared teachers. To address this need, PED has partnered with New Mexico public post-secondary educational institutions and tribal colleges to establish teacher residency programs. Funding is a combination of state appropriations and federal grants - teacher residencies (DOE) and apprenticeships (DOL). Additionally, PED is partnering with higher education institutions and LEAs to support “grow your own” programs. Furthermore, PED conducts regular reviews of Educator Preparation Programs and to ensure that they meet state accreditation standards and produce qualified teachers. Key aspects include performance metrics, data collection on program outcomes, and adherence to accreditation standards.

Evaluation

Title II, Part A, funds are leveraged to support the PED’s new principal evaluation system which was implemented statewide during the 2024-2025 school year. PED recognizes that strong and committed principals and assistant principals elevate the state’s students, communities, teachers, and educational staff. New Mexico’s school-level administrators create the conditions for a culturally and linguistically relevant educational system that meets the social, emotional, and academic needs of all students. The evaluation system empowers site administrators as instructional leaders through meaningful, frequent, and actionable feedback from their supervisors and input from the school staff and community as well as through reflective conversations with their supervisors. PED supports the statewide system through professional development and technical support for both the content of the evaluation and the online learning management system in which the evaluation system resides. The evaluation system includes professional development plans, self-reflection surveys, documentation and evidence related to their goals, observations, site visits, multiple one-on-one meetings between the school leader and their supervisor, student academic achievement data, School Identification Designations, and a formal summary with ratings at the end of the year.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State’s system of certification and licensing of teachers, principals, or other school leaders[3].

PED uses licensing, endorsement, and renewal fees to fund New Mexico’s three-tier licensure system, accountability for licensing programs, and state-level development of effective teachers as required in 6.60.6.9 NMAC (requirements for Advancement and Renewal of Teaching Licenses). The three-tier licensure system creates minimum salaries for teachers at each tier. Level I teachers must advance to Level II after five years to maintain licensure within New Mexico. To secure a Level I teaching license, a teacher preparation program at an accredited college or university must be successfully completed. Another pathway is to successfully complete an alternative licensure program. In addition, a reading competency test for elementary teachers must be passed.

There are multiple alternative pathways to obtain a teaching license in New Mexico. The Alternative Educator Prep Program is a focused state-approved post-baccalaureate program for obtaining the New Mexico Level I teaching license. A nonrenewable, two-year license is granted to allow a person to simultaneously teach and complete face-to-face courses or online courses at an approved university or community college. An additional pathway is the Post-Secondary Experience which is a program that is set up for individuals who obtained a bachelor's and master's degree in a non-traditional education program and have taught at a post-secondary level (for a minimum of five years) and are interested in teaching in a K-12 school setting. Lastly, the Online Portfolio for Alternative Licensure (OPAL) Pathway Program allows an educator to teach at a school district for two years (with a nonrenewable license) while being mentored and evaluated in a New Mexico Public School District as well as simultaneously completing the required teaching of reading course(s) and required licensure exams. OPAL is a program that is set up for individuals who obtained a bachelor's degree in a non-traditional education program and are interested in teaching. A nonrenewable, one-year license granted allows a person to teach as a teacher of record under an internship license.

For Level I teachers to advance to Level II status, teachers must successfully complete a licensure advancement program consisting of a series of micro-credentials. Culturally linguistically responsive instruction has been woven into the advancement program with one micro-credential having it as the sole focus. A micro-credential is a competency-based process that is made up of several small "stacked" courses, each focused on a discrete skill or area aligned with the teacher evaluation system. The micro-credential is earned when the stacked courses have been successfully completed. Upon finishing the advancement program and being a teacher of record for three years with successful annual evaluations, an educator can apply for a Level II license. A minimum of a one-year participation in a mentorship program is a further requirement for a Level I teacher to advance to Level II. A similar micro-credential advancement program is provided for Level II teachers who wish to advance to Level III. Level II and Level III teachers may pursue an administrative license by successfully completing an administrator preparation program at an accredited college or university. There is also an alternative licensure pathway available. An applicant who has earned a post-baccalaureate degree and has at least six years of administrator experience at the post-secondary level is issued a one-year non-renewable internship license. To receive a standard license, the applicant must complete an internship of at least one full year while holding the internship license and working as an administrator.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Special Education

PED has implemented various initiatives and programs to improve the skills of educators in identifying students with specific learning needs and providing instruction based on those needs. Some include a special education mentorship program; training in Universal Design for Learning (UDL); training in Special Education history, law and processes, and culturally and linguistically responsive instruction; training for general education teachers in IEP development and implementation, modifications and accommodations, and behavioral supports; annual training for special education directors and teachers; and parent summit.

English Learner

PED has developed a myriad of materials to assist teachers and school leaders in supporting their English Learners. The following has been made available to all educators in New Mexico: the English Language Development Instructional Framework, the Serving English Language Learners Technical Assistance Manual, the Culturally and Linguistically Responsive Instruction for American Indian English Language Learners in New Mexico Guidance Document, and a guidance manual on Identifying and Serving English Learner Students with Disabilities. The agency requires the use of the World-Class Instruction Design and Assessment (WIDA), English language development standards, screeners and assessments to measure the English language proficiency of students. PED requires that English Learners receive at least 45 minutes per school day of designated English language development instruction, and integrated English language development in all other subject areas, where teachers provide instruction specific to English Learners needs. The agency has updated the Teaching English to Speakers of Other Languages (TESOL) licensure endorsement based on stakeholder feedback to ensure more educators have the language acquisition skills to serve English Learners in all courses and content areas.

Gifted and Talented

For gifted and talented students, a multi-level approach has been developed which include the following: the Rule in the state administrative code has been revised to align with gifted instructional best practices; educators are being trained to better identify gifted students, especially in rural areas and in under-represented student populations; and a professional learning course as well as a micro-credential are in development for PED's learning management system which when passed successfully, educators can apply for a newly created gifted endorsement to accompany their teaching license.

Multi-Layered System of Supports

The Multi-Layered System of Supports (MLSS) is a coordinated and comprehensive framework that uses increasingly intensive evidence-based academic and behavioral supports that address student needs as evidenced by student data. It is a model for holistic school improvement that provides progress measures for additional supports such as school-based team structures, professional development, health and wellness, and family and community engagement. MLSS satisfies the definition of “multi-tiered system of supports” contained within the ESSA. To ensure that district and school leaders have robust support with MLSS implementation, the PED requires all schools to submit an annual MLSS Self-Assessment and provides on-demand coaching support at no cost to the district and school. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence-based decisions that are fluid, timely, and meaningful. With the MLSS Continuum of Support Flowchart, educators are provided a holistic intervention framework that guides teachers and ancillary personnel, those closest to the student, to intervene quickly when students need additional supports. The MLSS framework reflects the supports that the classroom teacher, school, family as well as health and wellness staff offer toward readying students to experience academic and behavioral success in school resulting in students being ready for success.

Low Literacy Levels

PED has implemented a state-wide literacy initiative called Structured Literacy New Mexico. This initiative is focused on identifying struggling readers before they fail and supporting teachers through the Science of Reading and Structured Literacy. The goal is to increase the number of students achieving reading proficiency and reduce the number of students requiring special education services. PED provides structured early literacy, elementary literacy, and secondary literacy professional development for teachers, instructional/literacy coaches, and school leaders to apply evidence-based literacy strategies in the classroom. In addition, PED and Dual Language Education of New Mexico have partnered to provide guidance for teachers on using structured literacy for biliteracy instruction for emergent bilingual students in Bilingual Multicultural Education Programs. The guidance provided helps teachers understand how to generalize features of effective instruction with evidence-based practices for English literacy to Spanish literacy. Specific guidance on how these practices and strategies converge for instruction in English and Spanish will be with a focus on alignment and adherence to Structured Literacy. In addition, attention is given to areas of divergence for literacy instruction in English and Spanish to support teachers who teach in biliteracy settings.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

PED uses Title II, Part A, funds at the agency level to provide technical support (guidance, training, communities of practice, etc.) and ensure accountability (review Requests for Reimbursement, approval of applications, etc.) of flow-through funds to LEAs. Additionally, PED will use data and consult with key stakeholders when planning and adapting how to use state-

level Title II, Part A, funds in several ways. The agency has identified participants who are representative of key stakeholder groups during the consultation process. Stakeholder groups include, but are not limited to, LEA leaders, principals, teachers, parents, community members, and tribal community members. Multiple means of communicating will be used to elicit participation from as wide a variety of stakeholders as possible. Communication includes sending emails and making phone calls to LEAs to help identify specific stakeholder representatives to participate; making announcements in the PED monthly e-blasts and newsletters to LEA and tribal leaders; and posting it on the website. The liaisons will keep documentation of these participants to ensure as many stakeholder groups are represented in the consultation process as possible. Online focus groups will be held by January 31st annually to collect feedback. Feedback will be elicited from focus groups after a presentation about Title II, Part A, (to include allowable/non-allowable uses, how PED uses funds, any patterns identified in the needs assessments submitted by LEAs as part of their applications, student achievement data, etc.). By March 31st, on an annual basis, a survey will be disseminated to gather more feedback and data. In addition to the data collected in stakeholder surveys and focus groups, PED will review other data points, such as, but not limited to, feedback from Title II trainings provided throughout the year and how LEAs use their funds. This will occur on an annual basis by May 15th. Upon gathering all the data, it will be used to review PED's activities and adjust where appropriate, ensuring the agency's support of the LEAs is meeting their needs while following the Department of Education regulations.

A new principal evaluation system was implemented statewide during the 2024-2025 school year. PED utilizes the Title II, Part A, federal grant to provide technical support (guidance, training, office hours, learning management system support, etc.) and ensure accountability (implementation of system, training, etc.) to the LEAs. This use of the grant will be included as part of the data and consultation feedback process described previously. The new system includes data collection for LEAs and the agency. The data will be analyzed annually by PED to determine in what areas school leaders need more support and professional learning. Once areas are identified, professional development will be created by the agency and provided to school leaders.

Title II, Part A, funds are used by the agency to provide professional development through the Teacher Leaders Network (TLN). This professional learning is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. TLN meets monthly. It focuses on empowering educators through collaboration, professional development, and advocacy. Additionally, TLN focuses on problems of practice at their own schools. They work to bridge the gap between teacher professional learning and classroom practices, creating an environment that increases student outcomes. By prioritizing research-based strategies and systems, TLN cultivates a collaborative network and a culturally responsive educational teacher leadership team. Teacher leaders serve as a conduit for bilateral communication, fostering an environment where all community stakeholders are actively involved. They are committed to empowering teachers to create authentic, diverse, and appropriate pathways for student success, ensuring that each learner has the support they need to thrive. This use of the grant will be included as part of the data and consultation feedback process mentioned previously.

Additionally, Title II, Part A, funds are used to provide multiple on-going professional development opportunities and coaching in school leadership to support novice and veteran school leaders. Currently, there are three programs being offered to support school leaders. The first program has been designed to support new leaders with essential leadership understandings and provide examples of essential leadership moves of successful models and/or steps to approach the work. The second program was designed to support leaders in developing and implementing a successful and robust system for Observation, Feedback, and Coaching Cycles. The third program has been created to support and empower school leaders as they work to dramatically improve student achievement in their schools.

The recruitment and retention efforts, funded completely by the state, are monitored by a state higher education institution who annually tracks educator vacancies. PED has created an educator preparation program data dashboard which will be launched this year. This dashboard will allow PED to collect longitudinal data on educators who have completed an educator preparation program, track where they teach, and the retention rates at both the school and district level.

The teacher residency programs at New Mexico public post-secondary educational institutions and tribal colleges provide data annually to PED. This program is funded by state appropriations and a federal grant. Some of the key data points include the number and percentage of teaching residents who complete the program, the number who continue to teach in New Mexico, their diversity as compared to the schools where they teach, and the types of licenses and endorsements they are obtaining. The data gathered is used to determine the efficacy of each teacher residency program as well as the effectiveness of the overall state initiative. Adjustments to the programs will be made based on the data.

In 2022-2023, a new teacher evaluation system was implemented. The teacher evaluation system is funded through state appropriations. Title II, Part A, funds do not support this program as student achievement data is not included in teacher evaluations. The agency provides technical support (guidance, educator training, office hours, learning management system support, etc.) and ensures accountability (implementation of system, mandated calibration training for principals, etc.). PED has developed a measurement tool that can aggregate the data for LEAs and the agency. Data will be analyzed annually by PED to determine in what domains teachers need more support. Once areas have been identified, professional development will be created by the agency and provided.

The state-funded micro-credential advancement program is monitored in several ways. Participants are given quarterly surveys that collect data on their self-reported growth, the content provided, and how the content is presented. Micro-credential facilitators provide feedback on the course and participants. Based on the analysis of the data, adjustments are made as necessary. Additionally, enrollment and completion are tracked. Outreach by PED staff is done on a regular basis to Level I and Level II teachers who have yet to enroll in the program.

6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

PED is working on a variety of projects to improve educator preparation programs and strengthen support for educators. These include:

- Expanding teacher residencies to all public post-secondary educational institutions and tribal colleges in the state.
- Piloting an administrator residency program like the teacher residency program.
- Exploring accreditation options for institutes of higher education, in particular, national accreditation.
- Partnering with PED's Literacy & Humanities Bureau to provide professional development within educator preparation programs for the statewide structured literacy initiative.
- Partnering with public post-secondary educational institutions and tribal colleges to provide learning opportunities for pre-service teachers on the state's micro-credential advancement program and the teacher evaluation system.
- Collaborating with institutes of higher education in strengthening site administrator and principal supervisor support based upon the revised New Mexico school administrator evaluation system and the new school leader standards.
- Exploring a multi-tiered licensure system for school and district leaders, including superintendents.

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

- 1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

New Mexico was one of the first states to adopt statewide entrance and exit procedures for English Learner (EL) students. To meet these requirements and in consultation with key stakeholders, the Public Education Department (PED) developed the department-approved New Mexico language usage survey (LUS) and the companion LUS Guidance Handbook in 2016. The LUS replaces all locally developed home language surveys that may have been previously used for soliciting information for the purpose of entrance procedures. To ensure federal compliance, our regional Office for Civil Rights (OCR) has also reviewed and provided important feedback on the department-approved LUS and corresponding LUS Guidance Handbook. Further, to ensure a uniform process across New Mexico, the PED has amended the following sections of the New Mexico Administrative Code (NMAC), or regulation, regarding ELs: 6.29.5.11, Identification of English Language Learners; and 6.29.5.12, Exit Criteria for English Language Learner Status. Under 6.29.5.11 (D) the initial identification of a student as an English Learner and parent notification must occur no later than 30 days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school year. The department-approved LUS must be completed for all new students initially enrolling in a public school in kindergarten to grade 12. The LUS is only completed once in a student's kindergarten to grade 12 public education career beginning with the school year 2017-2018. Additionally, the PED has developed an English Learner Identification Process Training course for school staff focused on how to administer the LUS and support parents and families with its completion. New Mexico is part of the WIDA Consortium which provides standards, professional learning, and English language proficiency (ELP) screeners and assessments. Beginning with the 2021-2022 school year, New Mexico has implemented the WIDA Screener for Kindergarten as the English language proficiency screener for potential EL students in kindergarten as part of the state's EL identification process. Starting in school year (SY) 2023-2024, a WIDA Screener for Kindergarten oral language composite score (1st semester) or overall composite score (2nd semester) of 4.0 or lower identifies a student as an EL student, while an oral language composite score (1st semester) or overall composite score (2nd semester) of 4.5 or higher indicates a student is not an EL student and is thus, initial fluent English proficient (IFEP). New Mexico implements the WIDA Screener Online as the ELP screener for potential EL students in grades 1-12 as part of the EL identification process. A WIDA Screener paper version is available for potential EL students who are students with disabilities and require a paper-based assessment per their IEP or 504 Plan. A WIDA Screener paper version is also available for use with newcomers who are still learning to use technology. Starting in SY 2023- 2024 a WIDA Screener overall composite score of 4.0 or lower identifies a student as an EL student, while an overall composite score of 4.5 or higher indicates a student is

not an EL student and is thus IFEP. Starting with the results of the SY 2022-2023 ACCESS for ELLs administration, New Mexico will move to a proficiency score for ACCESS for ELLs at the overall composite score of 4.7 or higher, which also serves as the proficiency criteria to exit from EL status. At this ELP level, students are considered reclassified fluent English proficient (RFEP). The PED collaborated with the REL Southwest who analyzed student-level data for SYs 2017-2018 and 2018-2019 for ACCESS for ELLs, English language arts, and mathematics assessments to select the exit criteria. All students identified as EL must participate annually in an ELP assessment, regardless of disability category. The Alternate ACCESS for ELLs is an ELP assessment for students in grades K-12 who are classified as EL students and have significant cognitive disabilities that prevent them from meaningful participation in the ACCESS for ELLs assessment. These are students who take the Dynamic Learning Maps (DLM). Further information is available at:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/english-learner-identification/>

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

- i. **The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and ii. The challenging State academic standards.**

The PED has added the following section of the New Mexico Administrative Code (NMAC), or regulation, regarding ELs: 6.29.5.13, Required Instruction for English Language Learners. Under 6.29.5.13 subsection A and B. PED’s Language and Culture Division (LCD) requires that English Learners receive at least 45 minutes of specific English-language development instruction (designated ELD) per school day as well as integrated English language development, also known as sheltered content instruction. Integrating is an approach that connects the development of English language proficiency and the acquisition of grade level academic content area knowledge and academic skills. In addition to any LEA selected professional development, the WIDA eLearning program has been available to all New Mexico teachers since school year 2019–2020. WIDA includes on-demand self-paced eWorkshops to support English learners. The LCD holds EL and Title III Directors’ Meetings with a focus on technical assistance and guidance needed during the fall and spring of each school year. In addition to the Title III local plan, the LCD provides coaching and technical assistance support as needed and LEAs can submit amendments and preapprovals for their local plan. The Title III local plan is required for all subgrantee LEAs and must include use of funds for the three required activities, effective English language instruction educational programs for ELs, effective professional development for classroom teachers, principals, administrators and school leaders to improve instruction of ELs, and parent, family and community engagement activities to enhance or supplement the language instruction educational program. To amend an approved Title III Local Plan, an LEA submits a Title III Amendment Form to the LCD. The LCD may request further information or additional details before approving or disapproving the request. Title III Preapprovals can be submitted at any time during the duration of the Title III subgrant. The LCD

works with LEAs to collect further information or additional details before approving or disapproving the request. Further information is available at:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/title-iii-supplemental-funding/>

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

- i. **How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and**
- ii. **The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.**

The PED's LCD conducts technical assistance and focused monitoring (TAFM) reviews statewide specifically on EL programs and Title III supplemental program funding. The PED conducts thorough desktop data reviews using various data points such as data reported in the Student Teacher Accountability System (STARS) and Nova, English language proficiency data from the WIDA ACCESS for ELLs assessment, fiscal documents including requests for reimbursement, and documented concerns from parents, community members, and others including the Office for Civil Rights. LEAs are selected for TAFM reviews based on indicators such as student performance data, student demographic information including percentage of ELs in special education and in gifted programs as well as program information, which includes data accuracy and reporting concerns, patterns of miscommunication between program and business office, large carryover amounts, and high staff turnover in programs serving ELs. The onsite reviews are conducted to assess how LEAs monitor and evaluate the effectiveness of their chosen EL programs including the use of Title III supplemental program funding. This process includes document review of student cumulative files, which includes parent notification, parent engagement, and evidence of language instruction educational program, as well as review of lesson plans and other artifacts and documents. Further, on a TAFM review administrators and educators as well as parents are interviewed, and classroom instruction observed. LEA Title III reporting, as well as other reporting to the state, is used to conduct additional and targeted technical assistance and to design supports for LEAs, with local input. For example, when LEA ELP and academic data demonstrates that LEAs are not meeting annual targets that will ensure long-term goals for ELs are met, program improvement plans are required, and additional professional development training focused on understanding ELP assessment data and conducting relevant data analysis will be offered. Also, LEAs not meeting annual growth targets are required to submit additional information and be subject to conditions or pre-approval processes before expending Title III funding on goods/services that are proven to be effective in supporting the English language development and academic proficiency of ELs. Alignment of resources and language instruction educational program is important for ensuring a return on investment that positively impacts students. Further, LEAs whose Title III-funded language instruction educational programs are not effective will be required to make changes to instructional methods, curriculum and/or program after careful program evaluation and data analysis by both the LEA and state are conducted.

Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Prevention, Response, and Resiliency Program

The New Mexico Prevention, Response and Resiliency Program will work with New Mexico LEAs to reduce suspensions and expulsions while increasing academic achievement and attendance by way of Restorative Justice Practices (RJP). The program coordinator will meet the following objectives:

1. Identify model schools and model teachers to create a cohort of top schools in the state who are leading the way in RJP, to include and elevate students and student voice
2. Offer the cohort continued guidance, technical assistance and provide opportunities for continued professional learning opportunities
3. Develop and maintain Professional Learning Communities by offering 3 virtual meetings a month for the cohort and one virtual meeting a month that is open to the public
4. Create and refine a robust guidance document offering research, evidence and resources, to educational leaders on alternatives to suspension.
5. Provide statewide and regional trainings and technical assistance
6. Collaborate with relevant stakeholders to garner support for Restorative Justice/trauma-responsive practices
7. Identify, evaluate, and validate general education discipline data to create timely, data-informed policies and procedures
8. Improve the data collection tools and processes of discipline reporting through STARS (Student, Teacher Accountability Reporting System)
9. Create an interactive dashboard to be published on the PED website to visually illustrate school-level, district-level and state-level New Mexico Discipline Data that is inclusive of demographics and subpopulations_

Academic Enrichment Program

Part of the Student Support and Academic Enrichment (SSAE) grant's state-level activity funds will support the work of an Academic Enrichment Coordinator. This position for the Public Education Department's (PED's) Safe and Healthy Schools Bureau supports academic enrichment, including access to the curriculum for at-risk populations. This position provides administrative and fiscal oversight for programs supporting academic success for expectant and parenting youth and other at-risk populations, known as the GRADS Program (Graduation, Reality and Dual-role Skills). The NM GRADS Program will facilitate graduation and the pursuit of higher education and employment, ensure appropriate case management for healthy babies and families, promote healthy multi-generational parenting skills, foster leadership, self-sufficiency, and good citizenship as contributing members of society, and educate students on ways to reduce risk-taking behaviors for their entire families. GRADS will work to remove barriers to ensure successful students become successful parents. There are currently 29 GRADS sites around the state, serving an estimated 351 expectant and parenting youth (EPY) in school year 2023-2024. GRADS services will result in fewer dropouts due to pregnancy or

parenting, increased school engagement, and increased graduation rates. This contributes to advancing the state and PED goals related to closing the opportunity gap and increasing graduation rates for all students. The Academic Enrichment Coordinator position will also support attendance initiatives to improve access to an enriched curriculum. Objectives will include supporting the implementation of systems:

- To prevent absences
- To provide for earlier interventions for absences and chronic absenteeism
- To create a process for prevention, intervention, support, and referrals.

The two positions in the bureau seek to create a shared vocabulary among schools to provide for timely identification of students at risk for attendance issues, as well as provide a structured, tiered framework of intervention. These interventions are designed to increase awareness, support students and families in need, and utilize state and community resources to address, remediate and improve individual students' attendance rates. Finally, the Academic Enrichment Coordinator is responsible for providing programmatic support with the Whole School, Whole Community, Whole Child Model as part of coordinated school health program delivery.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The New Mexico Public Education Department (PED) will ensure that all subawards made to LEAs will comply with the minimum requirement of 4105(a)(2) by reducing larger awards to increase the awards for those with allocations less than \$10,000. ESEA-compliant Title IV Part A awards will be calculated by determining each LEA's percentage of the Title I Part A award from the prior year and multiplying those percentages by 95 percent of New Mexico's Title IV Part A award. Those awards that are less than \$10,000 will then be adjusted up to \$10,000. The sum of the \$10,000 awards will then be subtracted from 95 percent of the state's total Title IV Part A award. The percentage of the total remaining amount for those LEAs with awards larger than \$10,000 will then be calculated. Those percentages are then multiplied by 95 percent of New Mexico's Title IV Part A award less the sum of the \$10,000 awards to determine awards that are larger than \$10,000. Should any of the larger awards have dropped to less than \$10,000, that LEA's award will be adjusted up to \$10,000 and the ratable reduction performed again less those awards newly adjusted to \$10,000.

Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

No less than ninety-three percent (93%) of the 21st Century Community Learning Centers (21st CCLC) program funding New Mexico receives annually flows to the sub-grant awardees. Eligible entities receive funds through the competitive Request for Proposal (RFP) process which occurs every five years. The RFP process is described in detail in question number two of this section. Two percent (2%) of the annual funds are utilized for the state administration of the 21st Century Community Learning Center program grant. This includes the salary and benefits of the staff needed to administer the grant, award funds, and consult with the Governor's office and other state agencies responsible for administering youth development programs and adult learning activities. Staff also provide fiscal and program oversight, monitoring, and support the establishment of a peer-review process of the sub-grant application process described in detail in question number two of this section. State administration funds are also used to cover the administrative costs and the costs of staff travel, supplies, and materials. See Question E-1 of the 21st Century Community Learning Centers Non-Regulatory Guidance.

Up to five percent (5%) allocated of the annual funds are utilized for state activities. New Mexico's state activities include regional on-site and virtual technical assistance and support for the 21st Century Community Learning Centers. Monitoring and evaluation of the programs and activities of the centers is provided through regional monitoring and evaluation teams. The periodic evaluation of the programs and activities is completed by contracted staff with experience and background with the 21st CCLCs. State activity funds are used to provide in-person and virtual training, for eligible entities (sub-grantees). Examples of training include the use of evidence-based programs and activities that will help students meet State academic standards, the use of performance measures in the annual plan, social and emotional learning, data collection and submission, strategies to meet and keep attendance and meeting the needs of the whole child. State activity funds are also used to coordinate 21st Century Learning Center funds with other Federal (Title I, Title IV- Part A) and State funds (Community Schools (22-32-8 NMSA, 1978), K-12 Plus (Increased, Expanded and Enriched Learning), Out-of-School Time Programs) in order implement high-quality programs.

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Every five (5) years, the New Mexico Public Education Department (PED) creates a Request for Proposal (RFP) in accordance with New Mexico's Procurement Code Regulations at [1-4-1 NMAC](#), (New Mexico Administrative Code). PED must work directly with the [Purchasing Division](#)

of the State of New Mexico's General Services Department. The Purchasing Division's focus is on providing cost-effective products through competitive, open, and transparent purchases. The purchasing division provides step-by-step [Best Value Procurement Guides Volume I - Developing Request for RFPs](#) and [Best Value Procurement Guide Part 2 - The RFP Process](#) for all state agencies seeking procurement. Prior to the PED drafting the RFP, the PED must obtain written approval to proceed with the RFP from the procurement officer of the State Purchasing Division (SPD). After the procurement is approved, PED assigns a procurement manager.

Using the state's RFP template, the procurement manager develops the RFP. The RFP includes the purpose, background information, and scope. The scope section of the RFP describes what qualifying schools are and how the potential awardee will help participating students meet the challenging State academic standards and any local academic standards. As part of the RFP process, the potential Offeror (eligible entity) is required to:

- Describe the activities to be funded.
- Provide an assurance that the program will take place in a safe and easily accessible facility.
- Describe how students participating in the program carried out by the community learning center will travel safely to and from the center and home (if applicable).
- Describe how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.
- Describe how such activities are expected to improve student academic achievement as well as overall success.
- Demonstrate how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources.
- Provide an assurance that the proposed program was developed and will be carried out.
- Actively collaborate with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity and partnership entities.
- Align with the challenging State academic standards required under 22-2C-3 NMSA, 1978, and any local academic standards.
- Explain how the activities will meet the measures of effectiveness.
- Base the program on an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.
- Ground the program in an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
- If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards or any local academic standards.
- Ensure that the measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures.

- Collect the data necessary for the measure of student success.
- Provide an assurance that the program will target students who primarily attend schools that are eligible for Schoolwide Title I programs and include all groups identified in the Yazzie-Martinez decision.
- Ensure that activities support multilingualism.
- Describe the partnership between the local education agency, a community-based organization, and another public or private entity.
- Provide an evaluation of the community needs and available resources for the community learning center and a description of how the proposed program will address those needs (including the needs of working families).
- Demonstrate that best practices will be used, including research or evidence-based practices to provide educational and related activities.
- Describe a preliminary plan for how the community learning center will continue after funding ends.
- Provide an assurance that the community will be given notice of an intent to apply.
- Describe how volunteers will be used to carry out activities (if applicable) and how the eligible entity will encourage and use qualified persons as volunteers.

Section 4204 (b)(2)(N) allows for additional information and assurances from the SEA

- Other PED information and assurances:
- Provide an assurance that at least 40% of the student population is identified as being economically disadvantaged as demonstrated through free and reduced lunch eligibility data or by the USDA Community Eligibility Provision (CEP) and in need of additional academic support.
- Provide an assurance that students enrolled in the community learning center will be provided, at a minimum, an afterschool snack through the USDA afterschool snack program or the USDA Child and Adult Care Food Program [CACFP](#) supper program.
- Provide an assurance that the community learning center programming will be provided outside of the traditional learning day or periods when school is not in session, such as before and after school, holidays, weekends or summer recess.
- Demonstrate and document partnership(s) with participating local education agencies (LEAs) and principals from targeted schools.
- Provide an assurance that students with disabilities will have access to learning and developmental opportunities.

The sequence of events and due dates are also included in the RFP.

The SPD issues the public notice at least “10 days” prior to the deadline for LEAs to submit a proposal. The evaluation criteria and scoring matrix are developed. The SPD issues the RFP and conducts the Pre-Proposal Conference. Potential Offerors can submit questions that are answered by the procurement manager.

The evaluation committee, or peer reviewers, are put together. The peer reviewers are selected based on their expertise in providing effective academic, enrichment, youth development, and related services to students. They are provided training on the review process and scoring

matrix. Members of the evaluation committee must sign a Code of Conduct and Confidentiality Agreement.

The evaluation committee performs the evaluation of the proposals. The PED procurement manager may initiate discussions with potential offerors who submit responsive or potentially responsive proposals for the purpose of clarifying aspects of the proposals. The evaluation committee selects the finalists, and they are notified by the procurement manager. Finalist Offerors may be asked to submit revisions to their proposals for the purpose of obtaining best and final offers.

Priority is given to schools implementing Comprehensive Support and Improvement (CSI) activities and Targeted Support and Improvement (TSI) activities and schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models or families. To the extent practicable, funds shall be distributed equitably among geographic areas within New Mexico, including urban and rural communities, or underserved communities that currently lack out-of-school programming.

The contracts are awarded to the Offerors whose proposals are most advantageous to the State of New Mexico and the New Mexico Public Education Department. Potential Offerors are afforded the opportunity to protest the decision under [13-1-172 NMSA, 1978](#) within 15 calendar days.

Prior to being awarded a subgrant, eligible entities must complete a Request for Proposal (RFP), as described above, and have been selected as an offeror by the evaluation team also known as a “peer reviewer”. An eligible entity can be an individual public and charter school, Local Education Agency, Regional Education Cooperative, and Community-Based Organization. Eligible entities must provide programs and services to qualifying schools. A qualifying school is a school that operates a Schoolwide Title I program under Section 1114 of the ESEA and at least 40% of the student population is identified as being economically disadvantaged as demonstrated through free and reduced lunch eligibility data or by the USDA Community Eligibility Provision (CEP) and in need of additional academic support. Services will be targeted to students who attend schools eligible for schoolwide programs under section 1114 of the ESEA.

The PED issues the eligible entities a contract to provide the 21st Century Community Learning Center program. The awarded funds may be used to carry out a broad array of activities that advance student academic achievement and support student success. Authorized activities include:

- Academic enrichment learning programs, mentoring, remediation, and tutoring
- Well-rounded education activities including credit recovery
- Literacy, financial literacy, and environmental literacy programs
- Healthy and active lifestyle programs including nutrition and fitness
- Services for students with disabilities

- Programs for English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs for students who are truant, been suspended or expelled
- Drug and violence prevention and counseling
- Science Technology Engineering Math programs
- Career Technical Education (CTE)

The contract also includes some additional requirements:

- Provide PED-approved balanced program offerings that reinforce content introduced during the traditional learning day and provide real-world, hands-on applications of content
- Meet and document, at a minimum, the program delivery requirement at each learning center: eight (8) hours per week for a minimum of thirty (30) weeks
- Ensure a 75% attendance rate in the 21st CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:
 - English language learners,
 - Native Americans,
 - In the lowest 25% quartile of achievement,
 - Experiencing homelessness, and
 - Academically supported through the use of Individualized Education Programs (IEPs).
- Recruit families of participating students to attend events that showcase, in an interactive way, student work and learning. Events should be held once each semester.
- Recruit families of participating students to engage in educational services provided for them by the 21st CCLC. These services should target parents/legal guardians.
- Adult education sessions should be offered, and the adult education topics are selected based on family survey feedback.

Annually, the eligible entities must complete [Assurances](#): Program Delivery Assurances, Partnership Assurances, Program Leadership Assurances, and Fiscal Assurances. The eligible entities, subgrantees, are required to provide deliverables. The deliverables are highlighted in the [Subgrantee Deliverable Calendar](#). Annually, subgrantees review the State's Goals and Performance Measures and develop an action plan to meet the goals by the end of each academic year.

New Mexico Goals and Performance Measures

1. Maintain and improve student academic achievement in language arts and math.
 - a) Seventy-five percent (75%) of students earning a passing grade after the first grading period will maintain a passing grade by the close of the academic year.
 - b) Fifty percent (50%) of students earning below a passing grade after the first grading period will raise their grade by the close of the academic year.
2. Design and deliver a 21st CCLC program that meets the needs of all constituent groups.
 - a) Eighty-five percent (85%) of all survey participants will agree or strongly agree that the 21st CCLC program being offered in their community is high quality.
3. Implement a program that engages students.
 - a) Seventy-five percent (75%) of the target enrollment goal will be met each academic year.
 - b) An average attendance rate of (75%) will be maintained throughout the academic year.

Subgrantees must undergo a periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. Results are used to refine, improve, and strengthen the program or activity. The PED uses the results of the evaluations to determine whether or not a subgrant is eligible for renewal. Each year, for five consecutive years, the eligible entities are issued a contract renewal as long as they are in good standing with the PED.

Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The Rural and Low-Income Schools Program provides flexibility for LEAs to use grant funding to supplement the funding they receive under various ESSA programs. Specifically, RLIS grant funding can be used for activities authorized under Title I Part A, Title II Part A, Title III, Title IV Part A, and parental involvement activities. As grant funds are to be used based on needs identified by each LEA, the PED's measurable goals and objectives for this program will be based on the specific set of activities the LEA has opted to implement. LEAs will be required to use the RLIS funds to support the Title program(s) they have selected. Therefore, the measurable program objectives will be aligned with the specific Title program(s). The PED reviews RLIS applications thoroughly through an iterative process to ensure that program goals and activities align with the purpose of RLIS and that students are meeting state academic standards. Through monitoring, the PED then ensures that LEAs measure, using multiple data sources, how program goals are being met.

2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Eligible LEAs will receive technical assistance from PED through webinars specific to each of the allowable uses of RLIS funding under Title V, Part B, Subpart 2. Webinars will be presented by PED staff from the Title I, Title II, Title III, and Title IV-A program offices. This technical assistance will focus on supporting LEAs with implementing the two initiatives below:

- The Small, Rural School Achievement Program (CFDA no. 84.358A) authorizes the Secretary to award formula grants directly to eligible local educational agencies (LEAs) (i.e., those LEAs eligible under the Alternative Fund Use Authority (AFUA) described below) to carry out activities authorized under other specified Federal programs. The Alternative Fund Use Authority (AFUA) is a flexibility provision that allows eligible LEAs to combine funding under certain programs to carry out local activities under other specified Federal programs. An LEA eligible for the SRSA program not only benefits from SRSA grant program funds but also may exercise a key flexibility provision in the ESEA. Section 5211(a) of the ESEA, known as the Alternative Fund Use Authority (AFUA), gives an eligible LEA broad authority to spend funds the LEA receives under selected ESEA programs on activities authorized under several additional ESEA programs. The authority is specifically designed to give small, rural LEAs greater latitude to spend their federal funds in ways that best address an LEA's particular needs.

- The Rural and Low-Income School Program (CFDA no. 84.358B) is designed to address the needs of rural, low-income schools. The Secretary awards formula grants to State educational agencies (SEAs), which in turn award subgrants to eligible LEAs either competitively or on a formula basis. The funds are to be used to carry out activities specified by the statute. The PED developed a Rural and Low-Income School (RLIS) Program Guide. In addition to the use of funds, the PED provides guidance on cost principles as well as guidance related to supplement, not supplant requirements. The thorough request for reimbursement reviews also adds a further layer to ensure that RLIS expenditures meet the intended purposes and align with the approved activities in the RLIS application. Student needs at LEAs may change through the year and thus the RLIS application can be amended as needed.

Title VII, Subtitle B -Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The State Coordinator maintains an Education for Homeless Children and Youth (EHCY) State Advisory Committee that assists with the annual review and revision of state policies and procedures that relate to the educational success of students experiencing homelessness. Annually, LEA homeless liaisons participate in professional development on the identification of students experiencing homelessness. This is done in-person, virtually, and through McKinney-Vento.org. In turn, homeless liaisons provide training on identification procedures for school staff such as counselors, nurses and social workers, and those related service personnel who work very closely with students and families. In addition, school-based health center staff receive training in those LEAs where the New Mexico Department of Health is operating the centers.

The regional Title I, Part C Migrant Education Program (MEP) Coordinators provide training for the MEP recruiters on identification procedures and data collection. School Food Authorities (nutrition staff) receive professional development on how to identify students experiencing homelessness. They immediately directly certify and qualify students for free breakfast and lunch under the Community Eligibility Provision.

Annually, superintendents receive training and information on the identification of students experiencing homelessness. Key factors of this training include the review of the definition of a student experiencing homelessness and how to remove possible barriers to their education. They are provided information on how to utilize their federal Title I funds and McKinney-Vento Homeless Assistance Act funds to support the programs and services. During the monthly superintendent online meetings, when applicable, NMPED staff provides updates on state legislation (discipline procedures for students experiencing homelessness, birth certificates for enrollment, etc.), and policies and procedures (that need to be adopted at the local level) on the education of students experiencing homelessness.

LEA data coordinators participate in professional development activities on how to collect, enter, and submit data on students experiencing homelessness to the NMPED each reporting period. Data is submitted in the Student Teacher Accountability Reporting System (STARS) data warehouse. Every student in the state is assigned a unique identification number that is with them from pre-kindergarten through graduation. Data includes identification (students are “flagged”), enrollment (mobility can be tracked each reporting period), attendance, suspensions and expulsion, and promotion and retention. Each reporting period, this data is reviewed and approved (or returned if not valid) by the Education for Homeless Children and Youth (EHCY) state coordinator. The State Coordinator monitors and analyzes the data. Those

LEAs with valid and reflective data are spotlighted and serve as mentors for other LEAs. Those with invalid, low, or non-existent identification and enrollment data receive targeted technical assistance from the state coordinator. Accurate and valid data is critical for the state's ESSA data submission and USDA's data submissions.

The state's coordinator works closely with the National Center for Homeless Education (NCHE) on developing model forms for identifying students and families experiencing homelessness. The state's "Student Need Assessment and Action Plan" form asks parent(s) or guardian(s) about all children in their care (birth through age 21) which assists the LEA in identifying additional siblings or family members, including preschool students, facilitating enrollment in pre-kindergarten or preschool programs.

The state's "Homeless Student Referral Form for Community Partners" gathers information on the student and student's siblings or family members which assists with identification and enrollment (if not already enrolled in school). This form is used by community organizations and health and wellness providers and is sent to the LEA. These forms are provided to the LEAs and providers by the State Coordinator and are available on the Student Success and Wellness Bureau's website.

Posters for parents and unaccompanied youth developed by the U.S. Department of Education and the National Center for Homeless Education on parental and youth rights are posted in schools, community partners, and health and wellness providers. The information is available in English, Spanish, and Diné.

The State Coordinator works with partners at the federal, state, and local level to build awareness and the identification of students experiencing homelessness by routinely providing training, technical assistance, and dissemination of information about children and youth who are homeless for all program liaisons, LEAs, community-based organizations, partners, and educational entities on a regular basis. The State Coordinator meets regularly with the PED Foster Care Point of Contact, Children, Youth and Families Department (CYFD), and homeless liaisons to ensure students in the custody of the CYFD, who are in housing situation under the McKinney-Vento Homeless Assistance Act, are receiving the protections and services they are eligible for.

Monitoring of all LEAs is conducted to ensure that they are compliant with identifying and serving students experiencing homelessness. Monitoring is done via:

- Onsite programmatic and fiscal monitoring of any program based upon a risk assessment.
- Desktop monitoring each Student Teacher Accountability Report System (STARS) reporting period.
- Desktop monitoring of Requests for Reimbursements (RfR) through Operating Business Management System (OBMS) including detailed reviews of financial records.

- End of Year Report
- The State Coordinator prioritizes LEAs to monitor those who are at the greatest risk of non-compliance with the McKinney-Vento Act.
- PED's EHCY program was recently moved to the At-Risk Intervention Response (AIR) Team. This team works with LEAs as they improve the educational outcomes for at-risk student groups in New Mexico schools. The aspects of the team include the Anti-Racism Anti-Oppression Hotline, At-Risk Coordinators, and the At-Risk Intervention Response Team. The AIR team programs are designed to provide research-based, behavioral, and academic interventions to at-risk student groups and student groups identified by the Martinez/Yazzie findings which include Native American students, Hispanic students, Black students, economically disadvantaged students, students with disabilities, and English language learners.

Whenever a natural disaster occurs, such as the wildfires in Spring 2022, the state's Education for Homeless Children and Youth (EHCY) State Coordinator works with the homeless liaisons and LEAs on expediting the identification of students experiencing homelessness. This allows students to immediately receive support, services, and wrap-around services. Students are directly certified and immediately qualify for free breakfast and lunches.

Beginning in 2023-2024, when students enroll or re-enroll in school, the enrollment forms will ask questions about the parent's and student's current housing status. In addition, the form will also request them to list any other preschool or school-aged siblings in their family living with them. This will assist in the identification of students experiencing homelessness. The questions will be embedded in the enrollment forms or be an amendment to the forms. The same information will be used when students enroll in increased learning time and out-of-school time programs. This will not only assist with the identification of students but will also help with removing barriers and coordinating transportation. This information is routed to the homeless liaison for further intervention.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The NMPED has a very detailed guidance document New Mexico Educational Stability: Guidelines for Students Experiencing Homelessness on the dispute resolution process. The processes described in these procedures apply in the case of a complaint filed pursuant to the McKinney-Vento Education for Homeless Children and Youth Act relating to a dispute not resolved at the district level. The applicable disputes are those involving the eligibility, school selection/enrollment, participation, or transportation of a homeless child or youth.

Children or youth experiencing homelessness must be immediately enrolled in the school in which enrollment is sought, whether it be the school of origin or the school in the attendance area, regardless if they are missing school records, proof of residency, immunization, and other health records, lack of a parent or legal guardian or have unpaid fees. Immediate enrollment includes attending classes and participating fully in school activities including extracurricular activities. Students experiencing homelessness are to be directly certified for free school meals for the entire school year.

If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute, and must be immediately referred to the homeless liaison. In the case of an unaccompanied youth, the Homeless Liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

LEA/State Charter School Minimum Procedures for Resolving Disputes

When a dispute arises over eligibility, school selection, enrollment in a school or transportation, the LEA/State Charter School must:

- Immediately enroll the child or youth in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. [42 U.S.C. § 11432(g)(3)(E)(i)].
- Immediately enroll the unaccompanied youth, in the school the youth is seeking enrollment, pending a resolution of the dispute. [42 U.S.C. § 11432(g)(3)(E)(iv)].
- In the case of an unaccompanied youth, the LEA/State Charter School must ensure that the homeless liaison assists in placement or enrollment decisions and gives priority to the views of such unaccompanied youth.
- Allow students to participate fully in school and receive all services to which they are entitled, including transportation, while disputes are pending. [42 U.S.C. § 11434a(1)].
- Provide the parent or guardian of the child or youth or the unaccompanied youth a written explanation of any decisions related to school selection or enrollment made by the school or LEA/state charter school.
- Notice and written explanation from the LEA/State Charter School about the reason for its decision, at a minimum, should include the following:
 - An explanation of how the school reached its decision regarding eligibility, school selection or enrollment, which should include:
 - A description of the action proposed or refused by the school;
 - An explanation of why the action is proposed or refused;
 - A description of any other options the school considered;
 - The reasons why other options were rejected;
 - A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
 - Appropriate timelines to ensure any relevant deadlines are not missed; and

- Contact information for the homeless liaison and State Coordinator of Education for Homeless Children and Youth (ECHY) and a brief description of their roles.
- Ensure all decisions and notices are drafted using language and formatting appropriate for low literacy, limited vision readers and individuals with disabilities.
- Provide translation and interpretation services in connection with all stages of the dispute resolution process for children and youth and/or their parents or guardians who are English Learners or whose dominant language other than English.
- Provide electronic written notice to parents/guardians and unaccompanied youth who have email and follow up with the notice in person or by mail.
- Provide the rights of the parent, guardian, or unaccompanied youth to appeal such decisions. [42 U.S.C. § 11432(g)(3)(E)(ii)].
- If a dispute arises over eligibility, or school selection or enrollment in a school, the parent, guardian or unaccompanied youth shall be referred to the LEA/State Charter School liaison who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of such dispute. [42 U.S.C. § 11432(g)(3)(E)(iii)].

Procedures to Ensure that Parents, Guardians and Unaccompanied Youth Know their Rights

LEA/State Charter School liaisons must make sure that Parents, Guardians and Unaccompanied Youth are aware of the educational and related opportunities available, including transportation [42 U.S.C. § 11432(g)(6)(A)(v)] and must post public notice of the educational rights of homeless children and youths. [42 U.S.C. § 11432(g)(6)(A)(vi)]. Posters and other information about rights and services, translated into languages represented by the community, must be placed where homeless families and youths receive services.

The following information should be included in the LEA's/State Charter School's notice regarding the dispute resolution process:

- Right to file a complaint, raise a complaint issue, or file an appeal.
- Right to provide written or oral documentation to support the parent/guardian or unaccompanied youth's position.
- Step-by-step description of how to appeal the school's decision that includes a simple form parents, guardians, or unaccompanied youths can complete and submit to the school to initiate the dispute process.
- If the parent, guardian, or unaccompanied youths are English learners, use of a native language other than English, or need additional supports because of a disability, translators, interpreters, or other support services will be made available without charge
- Right to be enrolled immediately in the school in which enrollment is sought pending the final resolution of the dispute.
- Right to immediate enrollment includes receiving adequate and appropriate transportation to and from the school of origin and the ability to fully participate in all school activities.

- List of legal and advocacy service providers in the area that can provide additional assistance during any part of the process.
- Contact information for the homeless liaison and State Coordinator, with a brief description of their roles.
- Timelines for resolving district and state-level appeals.
- Overview of Dispute Resolution Process
**Every effort must be made to resolve the complaint or dispute at the local level before it is submitted to the PED.*

In a case where a dispute occurs regarding the eligibility, school selection/enrollment, participation, or transportation of a homeless child or youth, the following process must be followed:

- Level 1: School of Choice Informal Resolution
- Level 2: LEA/State Charter School Homeless Liaison Resolution
- Level 3: PED's State Coordinator of Education for Homeless Children and Youth (ECHY) Resolution

Note: The procedures for every level of dispute resolution are described in detail in the guidance document referenced above.

The NMPED provides a dispute resolution form to remove barriers to dispute resolution and assist parents and unaccompanied youth in resolving differences. The NMPED investigates the complaint in accordance with state law 6.10.3 NMAC Complaint Procedure.

All of the complaints are logged by the State Coordinator and are analyzed for immediate changes in procedures and guidance, if needed, for the LEAs and for future training for the homeless liaisons.

After the dispute has been resolved, the State Coordinator monitors the LEA's data and procedures to ensure compliance with the decision. Section C of 6.10.3.9 NMAC provides consequences if an LEA fails or refuses to comply with the decision.

Additional Applicable Complaint Procedures for Students Experiencing Homelessness

The parent(s) or unaccompanied youth can also file a formal complaint alleging violations of other Federal Title programs in accordance with 6.10.3 NMAC.

The parent(s) of a child experiencing homelessness or an unaccompanied youth suspected of having a disability or has a disability can file formal dispute resolution (state complaint or due process hearing) under the Individuals with Disabilities Education Act (IDEA). The complaint concerns include the identification, evaluation, and placement of a student with a disability. There are several Dispute Resolution Options and informal dispute resolutions available.

Unaccompanied youths, who are minors, suspected of having a disability, or who have a disability under the IDEA or NM law, have a right to have a surrogate parent assigned to them

as part of their Procedural Safeguards. The surrogate parent is assigned when the parent cannot be located. The surrogate parent makes parental decisions for the student regarding identification, evaluation, and placement.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The McKinney-Vento Act requires the homeless liaison to ensure that children and youth experiencing homelessness, including runaway and homeless children and youth, are identified by school personnel through outreach and coordination activities with other entities and agencies. In order for the liaisons to uphold their responsibilities, professional development must be provided across the entire spectrum of school personnel.

Annually, homeless liaisons are required to complete training using McKinney-Vento.org before school begins or soon thereafter. Their participation is monitored by the State Coordinator. The State Coordinator reaches out to those liaisons who have not completed the training to provide them with any assistance and support they may need.

New Mexico will be putting together a “train the trainer” model. The State Coordinator will train liaisons on the specific needs of students experiencing homelessness, including runaway and homeless children and youth, which will lead to a heightened awareness across the board. For example, the homeless liaison provides training for principals on removing barriers to enrollment (birth certificates, residency, immunization records, etc.) who in turn train their front-line staff (administrative support, school counselors, nurses, etc.) who enroll students, or the homeless liaison provides training for social workers on the needs of highly mobile students who in turn train attendance data entry staff and attendance coaches, so their work is synchronized.

In addition, the NMPED will provide an online professional development program designed specifically for school staff to ensure that all LEAs are receiving the same information. Specific modules will be available. This represents an innovative approach for NMPED’s program for statewide training of Homeless Education liaisons, as this program will track and certify liaisons’ successful training and professional development requirements for this program. Homeless Liaisons can choose to create their own MV training for staff or use the training provided by the EHCY program.

During the most recent legislative session, New Mexico updated its law regarding the minimum amount of instructional hours that are required along with the required instructional content. Schools are to provide evidence-based social-emotional interventions. In addition, the law provides for up to 60 professional work hours per school year at the elementary level and up to

30 hours per school year at the middle school and high school levels for professional work hours. Professional work hours can be used for educator training and professional development. This is a great opportunity for the homeless liaisons to provide professional development for staff on social-emotional learning for students experiencing homelessness in addition to any other applicable training.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**

Public Pre-Kindergarten programs are administered by the New Mexico Early Childhood Education & Care Department along with the Individuals with Disabilities Education Act, Part C Early Intervention Services (birth through age three), and the Individuals with Disabilities Education Act, Part B Section 619 preschool program (ages 3 – 5) are administered by the New Mexico Public Education Department.

In New Mexico, public Prekindergarten programs and services for eligible 3 and 4 year old children are provided by Community and School-based programs. Funding for the PreK providers is distributed through a competitive grant program. As part of the application process, potential awardees must prioritize recruitment and enrollment of children experiencing homelessness (page 16 of PreK application). The potential provider must include an action plan and strategies for recruitment and enrollment.

Students who are experiencing homelessness must have access to all programs and services for which they are eligible, including preschool programs. Regardless of whether a student experiencing homelessness attends a Community or School-based PreK, or an IDEA, Part B Section 619 preschool (ages 3 – 5), they have a right to remain in their schools of origin (the school the student attended when permanently housed or in which the student was last enrolled) if that is in the best interest of the student. Transportation must be provided to or from a student's school of origin at the request of the parent or guardian.

New Mexico law 8.9.8 NMAC requires early intervention providers (IDEA Part C programs birth through age 3) to conduct child find services in homeless family shelters and to collaborate with homeless family shelters on how to make a referral for an evaluation and services when there are concerns about a child's development. New Mexico law 6.31.2.10 NMAC requires each public agency (school district) to conduct child find activities to identify any age 3 – 21 year old highly mobile student in need of special education services be located, identified, and evaluated.

Preschool students with disabilities under the IDEA, Part C and IDEA, Part B must be provided special education and related services, without delay, in accordance with their Part C Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) regardless of

the students' housing circumstances. Families are afforded procedural safeguards and have options to resolve any disputes, informally or formally, regarding the identification, placement, and provision of services for their child. Siblings of students identified as experiencing homelessness that are ages 0-birth are documented and referred to early childhood programs, such as the Family Infant Toddler (FIT) Program, childcare, and home visiting programs. Additionally, the State Coordinator is a member of the Interagency Coordinating Council (ICC) and specifically helps with outreach to marginalized populations.

New Mexico's EHCY State Coordinator provides professional development for the McKinney-Vento homeless education liaisons. The professional development is provided in person, virtually, or through McKinney-Vento.org. Topics include the active recruitment and enrollment of preschool students experiencing homelessness. Homeless liaisons are provided ideas and strategies on how to identify students and prioritize enrollment including working closely with shelters in their area, working with federally qualified health centers and social services agencies such as the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Temporary Assistance for Needy Families (TANF), and other public benefits. When families enroll their children in school, another strategy used is having school staff ask the parents or guardians if they have any preschool-age children. The homeless liaison is made aware and works with the family to have that child immediately enrolled in preschool. If a preschool program funded by Title I is in operation, the child is automatically eligible to attend.

Homeless liaisons are also provided professional development on "child find" activities. Child find requires all children residing in the state who are suspected of having a disability and who are in need of early intervention services (IDEA, Part C) or special education and related services (IDEA, Part B) be located, identified, and evaluated regardless of the severity of their disability. The liaisons work with the LEA's special education program and Family Infant and Toddler (FIT) program.

The State Coordinator is an active member of the State's Individuals with Disabilities Education Act (IDEA) State Advisory Panel. One of the purposes of the IDEA Panel is to advise the state education agency of any unmet needs in the state in the education of children with disabilities. This includes ensuring that any barriers to learning are removed. As part of the state's advisory panel, the state's coordinator advises the state education agency in developing and implementing policies relating to the coordination of services for students with disabilities. For example, this includes the revision of the procedural safeguards to ensure unaccompanied youth with disabilities are assigned a surrogate parent.

- ii. **Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies;**

New Mexico law 22-12A-14 NMSA, 1978 provides protections for “students who have experienced a disruption in their education” which is a student who experiences one or more changes in public school or school district enrollment during a school year. A student identified as homeless under the McKinney-Vento Homeless Assistance Act qualifies for these protections.

When a student who has experienced a disruption in the student's education transfers to a new public school or school district, the receiving public school or school district shall communicate with the sending public school or school district within two days of the student's enrollment. The sending public school or school district shall provide the receiving public school or school district with any requested records within two days of having received the receiving public schools or school district's communication.

A student who has experienced a disruption in the student's education because of transferring to a new public school as the result of circumstances set forth in this section shall have:

- priority placement in classes that meet state graduation requirements; and
- timely placement in elective classes that are comparable to those in which the student was enrolled at the student's previous public school or schools as soon as the public school or school district receives verification from the student's records.

As of July 1, 2023, all students who have been identified as a student that is experiencing homelessness will have free access to birth certificates and ID cards, when needed for enrollment in school districts.

For a student who has experienced a disruption in the student's education at any time during the student's high school enrollment, a school district and public schools shall ensure:

- acceptance of the student's state graduation requirements for a diploma of excellence pursuant to the Public School Code;
- equal access to participation in sports and other extracurricular activities, career and technical programs or other special programs for which the student qualifies;
- timely assistance and advice from counselors to improve the student's college or career readiness; and
- that the student receives all special education services to which the student is entitled.

A student who has experienced a disruption in the student's education and has transferred between public schools in different school districts or between public schools within the same school district shall receive credit for any work completed prior to the transfer, regardless of whether the transfer occurred at the end of a grading period.

New Mexico law 6.30.18.10 NMAC prescribes the amount of high school credit a student experiencing disruption must earn. This credit is earned prior to the student transferring.

Section H of 6.11.2.10 NMAC states that removing students experiencing homelessness from school due to discipline shall be used only as a last resort. Discipline policies and procedures are to be reviewed at least annually. Professional development on the types of behaviors students exhibit and strategies and supports to work with them is also required.

If a student has been validly expelled or suspended from school, a local school board may provide alternative arrangements such as correspondence courses Section G(2) of 6.11.2 NMAC at the expense of the student or parent(s). However, the cost could be waived since it is considered a barrier to the student's learning. Correspondence courses and distance learning courses are allowed to be counted for graduation credit under Section K of 6.29.1 NMAC.

A student experiencing homelessness who has a disability and who is suspended or expelled (for greater than 10 days) must continue to receive services as part of a Free Appropriate Public Education (FAPE).

- iii. **Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

Students experiencing homelessness have a right to the same educational opportunities as housed students by removing as many barriers to learning as possible. Training on the access to programs and opportunities is provided to the homeless liaisons in-person, virtually, or through McKinney-Vento.org., accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs. School districts and charter schools are required to submit assurances that anti-discrimination policies and procedures are in place that prevent students experiencing homelessness from being denied access to academic and extracurricular activities. These are also conditions for receiving McKinney-Vento funds. The State Coordinator conducts desktop and onsite monitoring.

School districts are required to transport students experiencing homelessness in accordance with Section J of 6.41.4.9 NMAC. Students must receive transportation that is comparable to non-homeless students which includes extra-curricular activities, participation in off-site career

and technical education programs, and out-of-school time programs, also including magnet school, summer school, advanced placement, and charter school programs.

Beginning July 1, 2023, schools in New Mexico will provide Increased, Expanded and Enriched learning for all students. The implementation guidelines provide school districts and schools with how to apply the new law. The sections of the guidelines provide information and strategies on how to work specifically with students and families experiencing homelessness. For example: the benefits of evidence-based social emotional interventions, out-of-school time programs and home visiting. In addition, companion guides have been developed or are in the process of being developed for schools and homeless liaisons. The companion guides provide information on the benefits of the programs for students experiencing homelessness and materials to actively recruit the students for out-of-school time programs.

The state's K-12 Plus program (effective July 1, 2023) extends the school year for elementary, middle, and high schools. Students experiencing homelessness are to be actively recruited to participate and continue with that school. This is not a voluntary program for students. Attendance is mandatory and the state's "Attendance for Success Act" applies. The early warning system identifies students at risk of chronic or excessive absenteeism. The attendance improvement plan developed for those students keeps students in the educational setting and assists the students' family in removing barriers to school attendance.

New Mexico has a dispute resolution process for parents, students and unaccompanied youth to resolve any differences that may arise.

- 5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by**
- i. requirements of immunization and other required health records;**

According to New Mexico law, students experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment such as immunization records in accordance with 7.5.3.10 NMAC . If the child needs to obtain immunizations, or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated homeless liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.

Also, the liaison must work with state agencies that can provide ID's or birth certificates to these students. Starting in July, 2023, these documents will be provided at no cost to students that are experiencing homelessness that are approved by either LEA's liaison or the State coordinator.

ii. residency requirements;

New Mexico law [7.5.3.10 NMAC](#) states: Children experiencing homelessness: Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC § 11432(g)(3)(C)), children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

iii. lack of birth certificates, school records, or other documentation;

New Mexico law [7.5.3.10 NMAC](#) states: Children experiencing homelessness: Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC § 11432(g)(3)(C)), children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation (birth certificates). During New Mexico's 2023 Legislative session, House Bill 179 [Legislation - New Mexico Legislature \(nmlegis.gov\)](#) passed for free birth certificates.

House Bill 389 passed for free ID's during the 2023 Legislative session also. [Legislation - New Mexico Legislature \(nmlegis.gov\)](#) . These were signed by Governor Lujan-Grisham in March and April respectively and will be available to these vulnerable students on July 1, 2023.

New Mexico law [24-14-28 NMSA, 1978](#) waives the fees for students experiencing homelessness or an unaccompanied youth for searching or copying birth certificates. The [birth certificate application](#) and [Homeless Self-Attestation Form](#) are available on the NMPED's website.

iv. guardianship issues; or

New Mexico law [6.10.8.8 NMAC](#) states: "It is the policy of this state that school age persons receive an education and do not dropout or otherwise withdraw prematurely prior to completing an educational program. To that end, a school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate". Therefore, unaccompanied youth must be immediately enrolled in school even if they are not able to produce records normally required for enrollment.

An unaccompanied youth, under New Mexico law, is considered a student who experienced a disruption in the student's education. Consequently, provisions of the timely graduation and support for students who experience disruption in the student's education apply.

When a student who has experienced a disruption in the student's education transfers to a new public school or school district, the receiving public school or school district shall communicate with the sending public school or school district within two days of the student's

enrollment. The sending public school or school district shall provide the receiving public school or school district with any requested records within two days of having received the receiving public school's or school district's communication.

A student who has experienced a disruption in the student's education because of transferring to a new public school as the result of circumstances set forth in this section shall have:

- priority placement in classes that meet state graduation requirements; and
- timely placement in elective classes that are comparable to those in which the student was enrolled at the student's previous public school or schools as soon as the public school or school district receives verification from the student's records.

For a student who has experienced a disruption in the student's education at any time during the student's high school enrollment, a school district and public schools shall ensure:

- acceptance of the student's state graduation requirements for a diploma of excellence pursuant to the Public School Code;
- equal access to participation in sports and other extracurricular activities, career and technical programs or other special programs for which the student qualifies;
- timely assistance and advice from counselors to improve the student's college or career readiness; and
- that the student receives all special education services to which the student is entitled.

A student who has experienced a disruption in the student's education and has transferred between public schools in different school districts or between public schools within the same school district shall receive credit for any work completed prior to the transfer, regardless of whether the transfer occurred at the end of a grading period.

An unaccompanied youth that has a disability under the IDEA, Part B has [procedural safeguards](#) protections including the assignment of a surrogate parent, if the parent(s) cannot be located. The surrogate parent serves as the special education parental decision-maker for the minor student. The surrogate parent (1) must not be an employee of the Public Education Department, the school district or any other agency involved in the education or care of the child; (2) must not have any personal or professional interest that conflicts with the interest of the child; and (3) must have knowledge and skills that ensure adequate representation of the child.

- v. **uniform or dress code requirements.** [Section B\(3\) of 6.11.2.9 NMAC](#) *allows school boards and advisory councils to develop policies on students' dress and personal appearance. The policies should include non-disciplinary provisions as to how to handle circumstances when students are unable to meet the requirements.*

Uniform or dress code requirements can be considered an educational barrier and students experiencing homelessness cannot be denied enrollment in school for not meeting it. However, students will need to meet the requirements so they will not be stigmatized or feel different.

The homeless liaison works directly with the student and the student's family on obtaining the necessary clothing, shoes, and hygiene items to attend school. This can be done through donations from retailers or other community organizations. In addition, Title I, Part A [Homeless set-aside funds](#) can be used for items of clothing, particularly if necessary to meet a school's dress or uniform requirements. School district McKinney-Vento funds can also be used for this purpose.

Liaisons participate in professional development on removing barriers to school enrollment.

6. **Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act):** **Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.**

The NMPED provides model policies, procedures, and forms that meet compliance with the McKinney-Vento Act. The revised policies and procedures are presented to the state's Education for Homeless Children and Youth Advisory Committee for input and feedback. When developing policies and procedures, the NMPED utilizes the resources and materials available on the National Center for Homeless Education (ECHE) website. New Mexico resources are available on the NMPED's website [Education for Homeless Children and Youth Program](#).

The policies, procedures and forms are shared with the LEA's homeless liaisons. Training is provided, in person, virtually, or through McKinney-Vento.org. Every liaison is required to take the McKinney-Vento.org training prior to the school year beginning or soon thereafter. The training takes about five to eight hours. Topics include the identification of students experiencing homelessness, the identification and removal of barriers to the student's education, and enrollment procedures. The State Coordinator monitors the training site to ensure all liaisons have participated. The State Coordinator provides technical assistance and support to all homeless liaisons, but especially those who are new to the position or have not completed any or all of the required training on McKinney-Vento.org.

As part of the Education for Homeless Children and Youth funding application process, LEAs must submit a set of assurances that they have policies and procedures in place that remove barriers to the identification of homeless children and youth, the enrollment and retention of

homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences. The State Coordinator conducts desktop and onsite monitoring.

New Mexico has several laws to address the needs of students experiencing homelessness by removing barriers to the identification, enrollment, and retention including barriers to enrollment and retention due to outstanding fees or fines, or absences.

- [Transportation of Students Experiencing Homelessness](#)
- [School Discipline Policies and Student Rights and Responsibilities](#)
- [Immunization Requirements](#)
- [Partial Credit for High School Courses for Students Who Experience Disruption](#)
- [Eliminating Restrictions on Access to Vital Records \(Birth Certificates\) for Homeless Children or Youth and Unaccompanied Youth: HB0179 \(nmlegis.gov\)](#)
- [Minors' Consent for Health Care Services in New Mexico](#)

Enrollment, identification, High School Credit and access to Career Counselors

Students experiencing homelessness are considered to be “a student who has experienced a disruption in the student’s education” meaning they have experienced one or more changes in public school or school district enrollment during a single school year under [22-12A-14, NMSA 1978](#).

In New Mexico, when a student who has experienced a disruption in the student's education transfers to a new public school or school district, the receiving public school or school district shall communicate with the sending public school or school district within two days of the student's enrollment. The sending public school or school district shall provide the receiving public school or school district with any requested records within two days of having received the receiving public school's or school district's communication.

A student who has experienced a disruption in the student's education because of transferring to a new public school as the result of circumstances set forth in this section shall have:

- priority placement in classes that meet state graduation requirements; and
- timely placement in elective classes that are comparable to those in which the student was enrolled at the student's previous public school or schools as soon as the public school or school district receives verification from the student's records.

For a student who has experienced a disruption in the student's education at any time during the student's high school enrollment, a school district and public schools shall ensure:

- acceptance of the student's state graduation requirements for a diploma of excellence pursuant to the Public School Code;
- equal access to participation in sports and other extracurricular activities, career and technical programs or other special programs for which the student qualifies;

- timely assistance and advice from counselors to improve the student's college or career readiness; and
- that the student receives all special education services to which the student is entitled.

A student who has experienced a disruption in their education and has transferred between public schools in different school districts or between public schools within the same school district shall receive credit for any work completed prior to the transfer, regardless of whether the transfer occurred at the end of a grading period.

New Mexico law, [6.30.18 NMAC](#) Partial Credit for Adjudicated or Mobile Students requires schools to issue credit and partial credit for those students experiencing disruption.

SENDING SCHOOL REQUIREMENTS:

- A. Sending schools shall award partial credit for work completed to students identified as adjudicated or mobile.
- B. Sending schools shall provide the transferring student's records, including a department-approved partial credit form, within two business days of receiving a request from the receiving school.
- C. Sending schools shall certify that the school district, charter school, or institution has implemented a student information system to track student credit accrual and facilitate accurate and timely transfer of student academic credit.

RECEIVING SCHOOL REQUIREMENTS:

- A. Receiving schools shall request the transferring students' records from the sending school within two business days.
- B. Receiving schools shall apply all partial credits to the same or equivalent course and prioritize the adjudicated or mobile student's placement in courses required for graduation within two business days of receiving the partial credit form.
- C. Receiving schools shall certify that the school district, charter school, or institution has implemented a student information system to track student credit accrual and facilitate accurate and timely transfer of student academic credit.

DETERMINATION OF PARTIAL CREDIT:

An adjudicated or mobile student shall receive credit for any work completed prior to the transfer.

A. Public schools shall award up to a maximum of one credit as follows for courses:

- (1) 0.25 credit when a student was enrolled anywhere between ten and twenty-five percent of the total course;
- (2) 0.50 credit when a student was enrolled anywhere between twenty-six and fifty percent of the total course;
- (3) 0.75 credit when a student was enrolled anywhere between fifty-one and seventy-five percent of the total course; or
- (4) one credit when a student was enrolled anywhere between seventy-six and one hundred percent of the total course.

B. Public schools shall award up to a maximum of a half credit as follows for semester long courses:

- (1) 0.25 credit when a student was enrolled anywhere between five and fifty percent of the total course; or
- (2) 0.50 credit when a student was enrolled anywhere between fifty-one and one hundred percent of the total course.

Attendance, Enrollment and Access to Wrap-around Services

New Mexico's Attendance for Success Act [22-12A-8 NMSA, 1978](#) focuses on prevention and intervention for students who are absent or chronically absent, including students experiencing homelessness.

According to the Attendance for Success Act, a public school shall provide interventions to students who are absent or chronically absent, which may include:

1. assessing student and family needs and matching those needs with appropriate public or private providers, including civic and corporate sponsors;
2. making referrals to health care and social service providers;
3. collaborating and coordinating with health and social service agencies and organizations through school-based and off-site delivery systems;
4. recruiting service providers and business, community and civic organizations to provide needed services and goods that are not otherwise available to a student or the student's family;
5. establishing partnerships between the public school and community organizations, such as civic, business and professional groups and organizations and recreational, social and out-of-school programs;
6. identifying and coordinating age-appropriate resources for students in need of:
 - a. counseling, training and placement for employment;
 - b. drug and alcohol abuse counseling;

- c. family crisis counseling; and
 - d. mental health counseling;
7. promoting family support and parent education programs;
 8. seeking out other services or goods that a student or the student's family needs to assist the student to stay in school and succeed.

New Mexico law [22-12A-6 NMSA, 1978](#) requires public schools to maintain an attendance policy that:

- establishes an early warning system that includes evidence-based metrics to identify students at risk of chronic absenteeism or excessive absenteeism;
- provides for early identification of chronically absent and excessively absent students;
- employs an attendance improvement plan that focuses on:
 - keeping students in an educational setting;
 - prohibiting out-of-school suspension or expulsion as the punishment for absences;
 - assisting a student's family to remove barriers to the student's regular school attendance or attendance in another educational setting; and
- providing additional educational opportunities to students who are struggling with attendance;
- limits the ability of a student to withdraw to only after all intervention efforts by the public school or the children, youth and families department to keep the student in an educational setting have been exhausted;
- requires that accurate class attendance be taken for every instructional class and school day in a public school or school program;
- provides that a public school shall differentiate between different types of absences;
- requires a public school to document the following for each chronically or excessively absent student:
 - attempts by the public school to notify a parent that the student was absent from class or the school day;
 - attempts to improve attendance by talking to a student or parent to identify barriers to school attendance, identify solutions to improve the student's attendance behavior and discuss necessary interventions for the student or the student's family; and
- intervention strategies implemented to support keeping the student in an educational setting, including additional educational opportunities offered to the student;
- requires a student or the parent of a student who intends to claim excused absence because of medical condition, pregnancy or parenting to communicate the student's status to the appropriate school personnel and to provide required documentation; and
- encourages and supports compliant data sharing, pursuant to the federal Family Educational Rights and Privacy Act of 1974, between a public school and community-based organizations that provide services to students for the purpose of providing more personalized interventions and specialized supports as part of the public school's attendance improvement plan.

Students who are experiencing homelessness, identified by the LEA, are entered and “flagged” in the state’s Student Teacher Accountability Reporting System (STARS) by the LEA. This allows the state to review attendance data for students experiencing homelessness. In addition, the LEA is able to “flag” the student in the early warning system and employ the attendance improvement plan.

Removing barriers to enrollment and retention due to outstanding fees or fines.

New Mexico law [Section N of 6.29.1.9 NMAC](#) defines a student who is indigent as a student who has been deemed eligible for free and reduced-price meals, or a student who has been identified by the children, youth and families department as being in the custody. This includes students experiencing homelessness. Students experiencing homelessness are automatically eligible for free meals under the USDA’s Community Eligibility Provisions (CEP).

[Section B of 22-15-10 NMSA, 1978](#) states that a student who is considered indigent, including students who are homelessness, cannot have their grades, diploma and transcripts withheld due to fines or fees.

Remediation, Retention and Access to Services and Supports

New Mexico law [22-2C-6 NMSA, 1978](#) provides the state’s guidelines for remediation and promotion. If a student is not academically proficient by the end of the second grading period, a conference is held with the parent and teacher. During this conference, they discuss academic deficiencies and remediation strategies. A written intervention plan is developed. The plan includes timelines, academic expectations, and the measures that will be used to determine if the student has overcome the academic deficiencies. Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs, and other research-based interventions and models for student improvement. There is no cost to remediation and academic improvement programs for students in grades first through eighth. Students who are considered indigent under NM law (students experiencing homelessness) in grades 9 – 12 are provided at no cost to the student or parents.

At the end of the eighth grade, a student who is not academically proficient shall be retained in the eighth grade for no more than one school year to become academically proficient or if the student assistance team determines that retention of the student in the eighth grade will not assist the student to become academically proficient, the team shall design a high school graduation plan (Next Step Plan involving the career counselor) to meet the student's needs for entry into the workforce or a post-secondary educational institution. If a student is retained in the eighth grade, the student assistance team shall develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those academic deficiencies.

A student who does not demonstrate academic proficiency for two successive school years shall be referred to the student assistance team for placement in an alternative program designed by the school district. If needed, this alternative plan for students experiencing homelessness will

be at no cost to the student or parents. The plan will be designed to meet the unique needs of the student as well as the criterion of the Multi-Layered System of Support discussed below.

New Mexico's replacement for the Response to Intervention (RtI) framework is the Multi-Layered System of Support (MLSS). MLSS is a coordinated and comprehensive framework for educators to use to organize their schools and school systems to support learning. This support is accomplished by identifying and supporting students' learning and behavioral needs and by recognizing and providing the resources teachers, health and wellness personnel, and school administrators require for full implementation and long-term sustainability of MLSS. MLSS supports high-quality instruction and intervention, healthy students and safe learning environments.

In New Mexico students identified as experiencing an educational crisis are entitled to receive Layer 3, Intensive Interventions plus Layer 1 (universal) and Layer 2 (targeted) interventions under the state's Multi-Layered System of Support (MLSS). An educational crisis is an emotional or environmental situation that may be transitory or permanent in nature and that impacts the resilience of students and their potential for academic success. An educational crisis may be the results of social determinants of health. A crisis may be precipitated by school, community, and/or family factors including negative or unsafe school or community environment, a sustained lack of educational opportunity or rigor, food scarcity, lack of cross-cultural sensitivity, suicidal ideation or suicide attempts, death of family or friend, student or family drug/alcohol addiction, domestic violence, child abuse, and/or homelessness/unstable housing, among others. (Page 47-48, [MLSS Manual](#))

Layer 3 intensive interventions for students experiencing homelessness include progress monitoring on weekly to biweekly basis to assess students: responses to interventions. Frequent communications (at least bi-weekly) with parent(s) or guardian(s) regarding assessed student progress is mandatory during Layer 3 intensive interventions. Layer 3 interventions may include but are not limited to pullout services by a reading specialist, push-in services provided by a behavior specialist, counseling services, or interventions provided by a general education teacher in the classroom.

Layer 3 intensive interventions are used for remediation and as part of the "intervention plan" for students who potentially could be retained in accordance with state law. If a student experiencing homelessness is retained despite the intensive Layer 3 interventions (Plus Layer 1 and 2 interventions), supports and wrap-around services, the student experiencing homelessness will continue to receive Layer 3 intensive interventions the following school year since the student automatically qualifies for these interventions.

7. **Assistance from Counselors (722(g)(1)(K))**: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The McKinney-Vento Act requires school counselors to support students experiencing homelessness in their college and career readiness. In order to equip school counselors to meet this requirement and to contribute to the overall success of students experiencing homelessness, the PED has done the following.

EHCY State Advisory Committee has stakeholders from Higher Education, School Counselors, and college aged youth with lived experience of homelessness:

- The Program Manager for the Financial Aid Division of the Higher Education Department is a member of the committee. Rich conversations occur about the barriers and challenges youths face when applying for and succeeding in higher education.
- A School Counselor who is also a board member of the NM School Counselor Association.
- Youth with lived experience of homelessness who are now attending or have attended higher education institutes.

Conferences: Time is dedicated to focusing on creating a pathway to Higher Education for students experiencing homelessness. These sessions were recorded and are posted on PED's EHCY website.

Training: The State Coordinator works with the College and Career Readiness Bureau to provide training on the MVA to school counselors in person or virtually.

EHCY Website: PED's EHCY website provides resources related to Higher Education:

New Mexico law [22-12A-14 NMSA, 1978](#) "Timely graduation and support for students who experience disruption in the student's education" defines the procedures schools must follow. A student who has experienced disruption in the student's education means a student who experiences one or more changes in public school or school district enrollment during a school year as a result of homelessness as defined in the federal McKinney-Vento Homeless Assistance Act as determined by the public school or school district. For students who experienced disruption during the student's high school enrollment shall have equal access to participation in, career and technical education programs. In addition, students shall have timely assistance and advice from counselors to improve the student's college and career readiness. As eighth grade students prepare for their transition to high school and annually thereafter through eleventh grade, students must complete an interim next step plan in accordance with [22-13-1.1 NMSA, 1978](#) . The purpose of the interim next step plan is to set forth the coursework for the grades remaining until high school graduation. The final next step plan is completed in the student's senior year. The Next Step Plan is completed with the students' parents and guidance

counselor. Students with disabilities complete a transition plan as part of their Individualized Education Program (IEP). The next step plan is based on college and workplace readiness assessments. Part of the Next Step Plan includes extra help strategies. Students experiencing homelessness can receive extra help strategies including working with their school counselor in order to remove barriers to learning and achieving goals. Page 18 of the [Next Step Plan Template Guidance and Instructions](#).

Additionally, New Mexico residents can go to college for free. This includes students experiencing homelessness. With the New Mexico Opportunity and Lottery Scholarships, there are options for every New Mexican to pursue higher education without having to worry about the cost of tuition and fees.

Established by Gov. Lujan Grisham in 2020, the Opportunity Scholarship covers tuition and required fees for eligible New Mexico residents pursuing career training certificates, associate degrees, and bachelor's degrees at New Mexico public colleges and universities. The Opportunity Scholarship can be used to cover up to 100% of tuition and required fees at any New Mexico public college or university. The New Mexico Legislative Lottery Scholarship will pay up to 100% of tuition (up to an undergraduate degree) for students who meet the eligibility criteria. Go here for more information: www.reachhighernm.com.

Appendix A: Measures of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Language Arts Proficiency Targets by Group

Student Group	Baseline	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
All Students	36.04	39.24	42.44	45.63	48.83	52.03	55.23	58.43	61.62	64.82	68.02
African American	32.53	35.90	39.28	42.65	46.02	49.40	52.77	56.14	59.52	62.89	66.27
American Indian/Native American	21.08	25.03	28.97	32.92	36.86	40.81	44.76	48.70	52.65	56.59	60.54
Asian/Pacific Islander	54.7	56.97	59.23	61.50	63.76	66.03	68.29	70.56	72.82	75.09	77.35
Caucasian	37.78	40.89	44.00	47.11	50.22	53.34	56.45	59.56	62.67	65.78	68.89
Multi-race	42.89	45.75	48.60	51.46	54.31	57.17	60.02	62.88	65.73	68.59	71.45
Hispanic	31.8	35.21	38.62	42.03	45.44	48.85	52.26	55.67	59.08	62.49	65.90
Econ/Dis students	30.16	33.65	37.14	40.64	44.13	47.62	51.11	54.60	58.10	61.59	65.08
Students with Disabilities	11.56	15.98	20.40	24.83	29.25	33.67	38.09	42.51	46.94	51.36	55.78
English Language Learners	14.84	19.10	23.36	27.61	31.87	36.13	40.39	44.65	48.90	53.16	57.42

Mathematics Proficiency Targets by Group

Student Group	Baseline	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
All Students	24.71	28.47	32.24	36.00	39.77	43.53	47.30	51.06	54.83	58.59	62.36
African American	18.28	22.37	26.45	30.54	34.62	38.71	42.80	46.88	50.97	55.05	59.14
American Indian/Native American	12.94	17.29	21.65	26.00	30.35	34.71	39.06	43.41	47.76	52.12	56.47
Asian/Pacific Islander	47.19	49.83	52.47	55.11	57.75	60.39	63.03	65.67	68.31	70.95	73.60
Caucasian	25.74	29.45	33.17	36.88	40.59	44.31	48.02	51.73	55.44	59.16	62.87
Multi-race	30.23	33.72	37.21	40.70	44.18	47.67	51.16	54.65	58.14	61.63	65.12
Hispanic	19.97	23.97	27.97	31.97	35.98	39.98	43.98	47.98	51.98	55.98	59.99
Econ/Dis students	19.22	23.26	27.30	31.34	35.38	39.42	43.45	47.49	51.53	55.57	59.61
Students with Disabilities	7.39	12.02	16.65	21.28	25.91	30.54	35.17	39.80	44.43	49.06	53.70
English Language Learners	10.25	14.74	19.23	23.71	28.20	32.69	37.18	41.66	46.15	50.64	55.13

4-Year Adjusted Cohort Graduation Rate Targets by Group

Student Group	Baseline	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
All Students	76.71	77.87	79.04	80.20	81.37	82.53	83.70	84.86	86.03	87.19	88.36
African American	74.32	75.60	76.89	78.17	79.46	80.74	82.02	83.31	84.59	85.88	87.16
American Indian/Native American	72.01	73.41	74.81	76.21	77.61	79.01	80.41	81.81	83.21	84.61	86.01
Asian/Pacific Islander	89.21	89.75	90.29	90.83	91.37	91.91	92.45	92.99	93.53	94.07	94.61
Caucasian	80.08	81.08	82.07	83.07	84.06	85.06	86.06	87.05	88.05	89.04	90.04
Multi-race	77.25	78.39	79.53	80.66	81.80	82.94	84.08	85.21	86.35	87.49	88.63
Hispanic	76.05	77.25	78.45	79.64	80.84	82.04	83.24	84.43	85.63	86.83	88.03
Econ/Dis students	72.54	73.91	75.29	76.66	78.03	79.41	80.78	82.15	83.52	84.90	86.27
Students with Disabilities	72.40	73.78	75.16	76.54	77.92	79.30	80.68	82.06	83.44	84.82	86.20
English Language Learners	69.15	70.69	72.24	73.78	75.32	76.86	78.41	79.95	81.49	83.03	84.58

5-Year Adjusted Cohort Graduation Rate Targets by Group

Student Group	Baseline	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
All Students	82.55	83.42	84.30	85.17	86.04	86.91	87.79	88.66	89.53	90.40	91.28
African American	80.33	81.31	82.30	83.28	84.26	85.25	86.23	87.21	88.20	89.18	90.17
American Indian/Native American	78.9	79.96	81.01	82.07	83.12	84.18	85.23	86.29	87.34	88.40	89.45
Asian/Pacific Islander	93.41	93.74	94.07	94.40	94.73	95.06	95.39	95.72	96.05	96.38	96.71
Caucasian	84.41	85.19	85.97	86.75	87.53	88.31	89.09	89.87	90.65	91.43	92.21
Multi-race	84.15	84.94	85.74	86.53	87.32	88.11	88.91	89.70	90.49	91.28	92.08
Hispanic	82.41	83.29	84.17	85.05	85.93	86.81	87.69	88.57	89.45	90.33	91.21
Econ/Dis students	78.66	79.73	80.79	81.86	82.93	84.00	85.06	86.13	87.20	88.26	89.33
Students with Disabilities	75.93	77.13	78.34	79.54	80.74	81.95	83.15	84.35	85.56	86.76	87.97
English Language Learners	83.09	83.94	84.78	85.63	86.47	87.32	88.16	89.01	89.85	90.70	91.55

6-Year Adjusted Cohort Graduation Rate Targets by Group

Student Group	Baseline	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
All Students	84.68	85.45	86.21	86.98	87.74	88.51	89.28	90.04	90.81	91.57	92.34
African American	84.22	85.01	85.80	86.59	87.38	88.17	88.95	89.74	90.53	91.32	92.11
American Indian/Native American	80.45	81.43	82.41	83.38	84.36	85.34	86.32	87.29	88.27	89.25	90.23
Asian/Pacific Islander	92.78	93.14	93.50	93.86	94.22	94.59	94.95	95.31	95.67	96.03	96.39
Caucasian	86.66	87.33	87.99	88.66	89.33	90.00	90.66	91.33	92.00	92.66	93.33
Multi-race	85.42	86.15	86.88	87.61	88.34	89.07	89.79	90.52	91.25	91.98	92.71
Hispanic	84.50	85.28	86.05	86.83	87.60	88.38	89.15	89.93	90.70	91.48	92.25
Econ/Dis students	81.25	82.19	83.13	84.06	85.00	85.94	86.88	87.81	88.75	89.69	90.63
Students with Disabilities	79.02	80.07	81.12	82.17	83.22	84.27	85.31	86.36	87.41	88.46	89.51
English Language Learners	85.66	86.38	87.09	87.81	88.53	89.25	89.96	90.68	91.40	92.11	92.83

English Language Progress Rate Targets by Group

Student Group	Baseline	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
All Students	12.04	16.44	20.84	25.23	29.63	34.03	38.43	42.83	47.22	51.62	56.02

Appendix B: College and Career Readiness SQSS

For the College and Career Readiness SQSS indicator, evidence of *participation* and *success* is established through any of the available measures for high school students, shown below.

Table: CCR Assessments

AccuPlacer			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
College-level math	50	Sentence Skills	83
Elementary algebra	80	WritePlacer	6
Reading comprehension	82		
ACT			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	22	Reading	22
English Composition	18	Science	23
ACTAspire			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	432	Writing	428
English	428	Science	432
Reading	428		

Advanced Placement		Minimum Required Score for any subject area test listed below: 3	
AP Research	English language and composition	Japanese language and culture	Psychology
AP Seminar	English literature and composition	Latin	Spanish language and culture
Art History	Environmental science	Macroeconomics	Spanish literature and culture
Biology	European history	Microeconomics	Statistics
Calculus AB	French language and culture	Music Theory	Studio Art: 2-D design
Calculus BC	German language and culture	Physics 1: Algebra-based	Studio Art: 3-D design
Chemistry	Government and politics: comparative	Physics 2: Algebra-based	Studio Art: drawing
Chinese Language and Culture	Government and politics: United States	Physics C: electricity and magnetism	United States History
Computer Science A	Human geography	Physics C: mechanics	World History
Computer Science Principles	Italian language and culture		
Compass			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	52	Writing Essay (Scale 2-8)	7
Reading	88	Writing skills	77

Writing Essay (Scale 2-12)	9		
CTE Course Sequence		Dual Credit	
Type	Minimum Required Grade	Type	Minimum Required Grade
Any PED- recognized CTE Pathway	C	Non-remedial course	C
International Baccalaureate (IB): Tests		Minimum Required Score for any subject area test listed below: 4	
Arts	Experimental Sciences	Individuals and Society	Language and Literature (English or Spanish)
Literature (English or Spanish)	Mathematics		
IB Diploma		Minimum Required Credits	24
PSAT			
Test Subject	Minimum Required Score	SubjectSection	Minimum Required Score
Mathematics	480	Evidence based reading and writing	430
SAT			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	530	Reading and writing	480

SAT Subject Area Tests			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics Level 1	587	German	608
Mathematics Level 2	647	German with listening	594
Literature	574	Spanish	619
Chemistry	642	Spanish with listening	640
Ecological biology	593	Modern Hebrew	586
Molecular biology	624	Italian	671
Physics	632	Latin	586
U.S. history	610	Chinese with listening	739
World history	589	Japanese with listening	662
French	601	Korean with listening	749
French with listening	626		
ACT WorkKeys			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Applied mathematics	5	Applied technology	3
Listening for understanding	4	Teamwork	4

Reading for information	5	Location information	4
Business writing	3		
TABE			
Subtest	Minimum Required Score	Subtest	Minimum Required Score
Mathematics	506	Writing	524
Reading	518		
ASVAB: test and minimum score		AFQT	31

Appendix C: Summary of Public Comment

The PED solicited public comment from many New Mexican stakeholders—our students, parents, teachers, Tribes, school leaders, business leaders, and community members. The period for public comment began on June 22, 2024, and closed on August 2, 2024. A public comment survey link (in English and Spanish) was posted on the PED’s website, included in public communication, distributed during community meetings and conferences, and was emailed directly to internal and external stakeholders. During this time, the PED received over 240 pieces of public comment. The below tables provide the survey results and summary of public comment received for each program.

Title I, Part A

“I support the proposed changes and adjustments to the Title I, Part A section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
17.1%	37.1%	11.4%	17.1%	17.1%

General Feedback Theme	Details
Additional Demographic Category Needed	<ul style="list-style-type: none">-Desire for an additional demographic marker for multiracial students who identify as American Indian/Native American-Desire to clarify that “white” as a subgroup does not include students in the “Hispanic” subgroup
Alternative Methodology	<ul style="list-style-type: none">- Comments were made related to eliminating alternate achievement standards assessments to hold all students accountable to the same standard-Confusion on “traditional school support” designation and additional information needed on what indicators will be considered for schools that lack sufficient data
AP Exams	<ul style="list-style-type: none">-Value PED’s commitment to cover a portion of AP exams for low-income students
Attendance	<ul style="list-style-type: none">-Desire for less emphasis on attendance and more parent accountability
CSI/MRI Exit Criteria	<ul style="list-style-type: none">-Commenters suggest that PED must specify the number of years schools are expected to meet the exit criteria and update the State Plan to include information on improving graduation rates for CSI schools identified due to low graduation rates.-There is a need for clarity regarding interventions for MRI (More Rigorous Intervention) schools, particularly whether removal of the board or superintendent should be explicit options. Concerns are

	<p>raised about the lack of support and the punitive nature of the interventions for schools that fail to exit MRI status.</p> <p>-There is strong opposition to the four drastic restructuring options proposed for schools failing to meet exit criteria (closing the school, restarting the school, removing the board, or removing the superintendent), with suggestions for less drastic, supportive actions</p>
CSI/ATSI/Low Performing Schools	<p>-PED must detail how it will provide technical assistance to LEAs serving a significant number of schools identified for TSI (Targeted Support and Improvement) or ATSI (Additional Targeted Support and Improvement); several commenters felt the current system is largely punitive rather than supportive and lacks flexibility and room for innovation.</p> <p>-Commenters express disagreement with the state's approach to supporting low-performing schools, arguing that responsibilities have shifted from parents to schools. They emphasize that educators should not be held accountable for parental shortcomings and criticize the state's intervention programs as ineffective and lacking proper support for educators</p>
English Learner (EL)/English Language Proficiency (ELP) Concern	<p>-Desire for more specific information and examples on how ELP is calculated for students and how former EL students are included in the calculation</p> <p>-Confusion related to FAY criteria and the impact on ELP calculations</p>
Full Academic Year (FAY)	<p>-Confusion of FAY criteria and impact on calculations for several indicators</p> <p>-Desire to specify the number of days of attendance rather than a percentage of the school year for FAY definition</p>
General Concern	<p>-Several respondents point out language inaccuracies, request clarity on certain terms and definitions, and call for improved alignment with statutory requirements.</p>
Graduation Rate	<p>-Clarification is needed on how graduation rate points are awarded</p>
Navajo Student Concern	<p>-The Navajo Nation emphasizes the need for meaningful identifiers for student assessment that reflect Navajo culture, language, and pedagogies, and urges PED to incorporate these into their support structures.</p>
PED Strategic Plan	<p>-Desire for a stronger connection to the PED's strategic plan</p>
N-Size Concern	<p>-Desire to decrease n-size to a minimum of 10 students</p>
Point Allocation	<p>Suggestions are made for the State Plan to include a way to recognize schools that show significant growth, as well as a shift away from heavy emphasis on attendance as an accountability measure.</p>
Schools of Excellence	<p>-Commenters suggested proposing a school designation of Excellence for schools scoring above the 90th percentile</p>

Small/Rural LEA Concerns	-There is a call for more oversight of resource allocation, especially in small rural districts where issues with nepotism and conflicts of interest are reported. -Desire for more individual support for small rural school districts
Spanish Assessment Needed	-Feedback includes the need for equitable Spanish language assessments, particularly in mathematics for grade 11, and a call to replace the SAT with an assessment that aligns with New Mexico content standards.
School Quality Student Success (SQSS) Indicator	-Clarification is needed on how SQSS indicator points are awarded
Technical Assistance to LEAs	-The State Plan should describe how PED will periodically review resource allocation to support school improvement and how the reviews for reimbursement requests will be conducted.
Transparency and Clarity	- Concerns are raised about the lack of transparency in the proposed amendments to the State Plan, as there is no redlined version available to compare changes, making it difficult for stakeholders to provide informed feedback.

Title I, Part C

“I support the proposed changes and adjustments to the Title I, Part C section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
17.1%	42.9%	14.3%	17.4%	8.6%

General Feedback Theme	Details
General Concern	-There is a criticism of the vagueness in the descriptions of the proposed changes, and opposition to the changes is stated due to this lack of clarity.
Reporting Systems	-A commenter suggests that there is too much duplication in reporting requirements for subgroups of students. They advocate for a unified system that allows different departments within the Public Education Department (PED) to communicate more effectively, as navigating multiple systems is inefficient for LEAs.
Student Identification	-There is a question or an implied need for clarification about how migratory students are identified by the Local Education Agencies (LEAs).
Supplemental Services	-Recommendations that more educational services be offered to migratory students, especially those who have dropped out or are out of school youth (OSY), as these students may not be aware of the services available to them. The commenter emphasizes that

	priority should be given to 'priority for service' students to keep them motivated and engaged.
Transparency and Clarity	-The commenter finds it difficult to understand the proposed changes due to a lack of a redlined version that would highlight the amendments. They express that this lack of transparency makes it challenging to provide meaningful feedback and seem to question the intent behind this opacity.

Title I, Part D

“I support the proposed changes and adjustments to the Title I, Part D section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
20.0%	42.9%	20.0%	11.4%	5.7%

General Feedback Theme	Details
Incorporating Stakeholder Feedback	-A commenter emphasizes the importance of creating an implementation plan that involves ongoing communication with all stakeholders, including State-Supported Educational Programs (SSEPs), the Central Regional Education Cooperative (CREC) specifically REC 5, and PED. They note that this has not happened in the past.
Small/Rural Districts	-A commenter noted the need to additional support for students in rural communities.
Support for Transitions	-The commenter asks for clarification on how the New Mexico Public Education Department (PED) supports practices related to transitions between correctional facilities.
Navajo Nation Concern	-The Navajo Nation requests tribal consultation with LEAs that have students receiving services from correctional facilities, seeking assurances for accountability from those facilities serving Navajo students.

Title II, Part A

“I support the proposed changes and adjustments to the Title II, Part A section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
30.6%	38.9%	5.6%	8.3%	16.7%

General Feedback Theme	Details
Educator Preparation	<p>-There is support for partnering with PED’s Literacy & Humanities Bureau to provide professional development within educator preparation programs, emphasizing the need for cross-content collaboration.</p> <p>-Doubts are raised about the effectiveness of the micro-credential process, with suggestions for alternative advancement routes</p>
Evaluation Systems	-One commenter suggests funding positions to support evaluation systems, while another argues against it, advocating instead for improved teacher preparation and coaching.
Licensure/Certification System	-The comment criticizes the alternative licensure program, low pay, and lack of benefits as ineffective for attracting high-quality educators. It also suggests that Special Ed teachers handling multiple grade levels should be paid more.
Local Control	-One comment criticizes ESSA as government overreach and calls for its repeal, arguing it hampers critical and creative thinking.
Mentorship Programing	<p>-Support is expressed for qualified teachers and mentorship, with a stipulation that teachers in leadership development should return to classroom teaching after two years.</p> <p>-The commenter calls for high-quality professional development and effective mentorship programs, with oversight from PED to ensure quality.</p>
Teacher Preparation	-There is a concern about the current state of teacher preparation, with suggestions for rigorous training and higher standards for licensure.
Transparency and Clarity	<p>- The comment concludes with a general call for clarity in plans and training descriptions, expressing concern over vague definitions and the lack of detail in the proposed initiatives.</p> <p>- The commenter expresses frustration with the feedback process, questioning the PED's intent and suggesting that the state will proceed with its agenda regardless of feedback</p>
Use of Funds	-There is a call for incentives related to teacher performance, attendance, and accountability for growth. The commenter questions how effective teachers will be evaluated.

	-The suggestion is made to amend the 5% funding rule to ensure micro schools receive an adequate minimum amount, such as \$500.
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Title III, Part A

“I support the proposed changes and adjustments to the Title III, Part A section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
11.8%	35.2%	32.4%	8.8%	11.8%

General Feedback Theme	Details
Entrance and Exit	-Comments suggest a need for clarification on scoring and classification. There is confusion about the classification of students scoring between 4.1-4.4 on assessments and a request for clarification on the differences in services provided to various classified groups
Local Control	-There is a suggestion that certain decisions should be state-mandated rather than left to small districts.
Special Education Concerns	-A comment highlights the challenges in setting annual growth targets for EL students, especially for those with dual identification or learning disabilities
State Requirements	-Concerns are raised about the feasibility of providing 45 minutes of language development daily for all ELs due to financial and staffing constraints. -A question is raised about why all LEAs are expected to develop a Title III local plan, even if they may not be eligible for Title III funds. -A concern is expressed that additional requirements will detract from time spent assisting students, especially in rural districts where resources are limited.
Use of Funds	-There are questions about how training meetings for EL support are held, who bears the cost, and the lack of family engagement and translation support. -Doubts are expressed about the effective monitoring of programs and the clarity of the path for state funding dedicated to bilingual or EL initiatives.
WIDA Assessment Concerns	-Comments suggest that WIDA assessment is not well-calibrated and that fluent English speakers are unnecessarily placed in EL programs, while EL students miss out on other educational opportunities. The commenter suggests that high school students should be able to exit EL instruction to broaden their experiences.

Title IV, Part A

“I support the proposed changes and adjustments to the Title IV, Part A section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
28.6%	40.0%	5.7%	11.4%	14.2%

General Feedback Theme	Details
Funding Concerns	<p>-There is a call for funding positions and programming that build partnerships with families and engage them meaningfully.</p> <p>-Support for funding positions and programming that bolster attendance initiatives, suggesting that a well-rounded student is better prepared for the workforce.</p> <p>-Concern that local charter schools do not receive adequate federal funds and suggests that the ESSA plan should itemize allocations for local charters or ensure equitable calculations across the district.</p>
Martinez-Yazzie Concerns	<p>-The commenter recommends a detailed plan that aligns with the PED strategic plan, with a stronger focus on issues like culturally relevant curriculum as addressed in the Yazzie Martinez lawsuit.</p>
Student Discipline	<p>-Concerns that PED is placing too much responsibility on educators to manage chronic behavior issues and discipline, including vaping, instead of holding parents accountable. There is a call for alternative programs for students with behavior intervention plans.</p> <p>-Comments criticizes PED for placing too much responsibility on educators to manage chronic behavior issues and discipline, including vaping, instead of holding parents accountable. There is a call for alternative programs for students with behavior intervention plans.</p> <p>-Questions about whether the plan addresses the overuse of discipline practices that remove students from the classroom.</p>
Student Information Systems	<p>-There is resistance to introducing more platforms that could potentially publish inaccurate data. The commenter recommends that the state provide all schools with a single Student Information System (SIS) like PowerSchool and work directly with the vendor to meet reporting needs</p>
Student Mental Health	<p>-Suggestion that training on creating and maintaining safe and supportive learning environments should be mandatory, addressing issues like social media use and mental health, and advocates for public reporting of student and parent surveys</p>

Supporting the Whole Child	<p>-There is a proposal to create a committee focused on empowering LEAs and schools to support the whole child, integrating various educational opportunities, and fostering civic engagement.</p> <p>-The comment advocates for supporting students in all areas, implying that academic performance will rise if wrap-around services for students and families are in place.</p>
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Title IV, Part B

“I support the proposed changes and adjustments to the Title IV, Part B section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
20.6%	38.2%	8.8%	17.7%	14.7%

General Feedback Theme	Details
Martinez-Yazzie Concerns	-A comment suggests that the state priorities should include all groups identified in the Yazzie Martinez decision, and activities supporting multilingualism should be added to the priorities.
Navajo Student Concern	-The Navajo Nation proposes specific allocation percentages for sub-grantee awards, state administration, and state activities, with a focus on ensuring a significant majority of funds go to sub-grantees
Rural Considerations	<p>-Concerns that in rural communities, fine arts funds are not used but directed towards athletic programming instead.</p> <p>- A proposal is made to ensure that state priorities for contracts awarded include rural and underserved communities lacking out-of-school programming</p>
School Burden	-Comments points out that schools and districts are chronically understaffed and underfunded, and educators are underpaid, suggesting that community funding alone cannot resolve these issues.
Use of Funds	-There is a discussion about refining language to explain that services will target students attending schools eligible for schoolwide programs under section 1114 of the ESEA.

Title V, Part B

“I support the proposed changes and adjustments to the Title V, Part B section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
26.5%	35.3%	17.7%	8.8%	11.8%

General Feedback Theme	Details
Use of Funds	-A comment stresses the importance of flexibility in funding to allow local districts to address their specific needs effectively
Rural District Concerns	<p>-There is a concern that rural districts may be misusing funds by allocating them to personal gains or disproportionately to sports programs.</p> <p>-Rural districts are described as understaffed, and the additional requirement to collect and analyze data for state reporting adds to the workload of staff members who are already handling multiple roles. The commenter suggests that the state consider the impact of increased reporting obligations on these districts.</p> <p>-It is recommended that there should be a dedicated position within small districts solely responsible for managing data and fulfilling state reporting requirements to alleviate the strain on current staff.</p>

Title VII, Part B

“I support the proposed changes and adjustments to the Title VII, Part A section of the ESSA plan.”

Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
23.5%	44.1%	14.7%	8.8%	8.8%

General Feedback Theme	Details
Local Control vs. State Responsibility.	-Comments suggest that districts should be responsible for supporting this student population rather than the state. Several comments feel this is not the role of the state and could be government overreach. Others advocate for shared responsibility across all levels.
Role of Liaison	-Emphasis is placed on the importance of liaisons as neutral parties with firsthand experience, and a request to change the term "Homelessness Liaison" to "Homeless Liaison."

	-Suggestions include maintaining a listing of homeless liaisons and providing a "train the trainer" model, as well as establishing professional work hours for educator training.
Student Discipline Concerns	-The commenter feels that homeless students should not be exempt from standard disciplinary procedures, as it could be seen as discrimination against non-homeless peers.
Training and Support Needed	<p>-Training for staff and LEA is essential to identify homelessness issues and can serve as a preventative measure.</p> <p>-Training is considered essential as the nature of homelessness evolves, impacting both students and staff.</p> <p>There is a call for high-quality professional development for all, rather than relying on a "train the trainer" approach.</p>
Vaccination Concerns	-Commenters state opinions that vaccinations should be necessary for all students.



New Mexico Public Education Department
Consolidated State Plan Under the Every Student Succeeds Act (ESSA)