NEW MEXICO
Public Education Department

PERF Program Updates

Deputy Secretary Garcia

Deputy Secretary DeBell

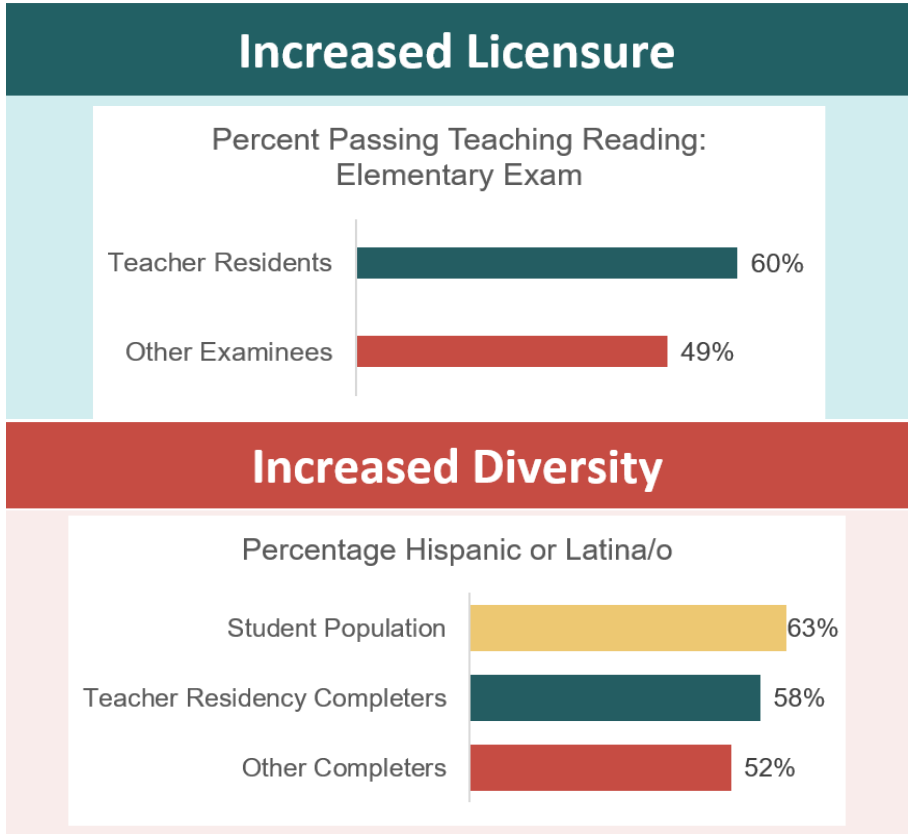
Deputy Secretary Vice

Presentation for Legislative Education Study Committee | July 15, 2026

Cohort 1 Updates

Educator Clinical Practice

Increased licensure and entry into teaching and improved diversity, preparedness, and retention.



Special Education Stipends

- Bulleted List

Attendance Improvement and Engagement Initiatives

Attendance Improvement Initiatives

Overview

- Development of district attendance system
- Family and community engagement
- Site capacity building

Goals

1. Increase attendance
2. Decrease chronic absenteeism
3. Improve student social/emotional and academic outcomes

Strategies

1. Provide grants to schools to develop and implement an attendance initiative with targeted interventions based on root causes.
2. Provide training and focused technical assistance to schools
3. Develop communities of practice for continuous improvement and support

Attendance Grants: District Requirements

- Family Engagement Initiatives
- Attendance Awareness Campaign Participation
- Student Well-Being Survey
- Attendance Data Review
- Trainings and Community of Practice Participation
  - Determining Root Causes
  - Evidence-based Strategies for sustainable results
  - Building District Capacity

Attendance Grants: Preliminary Results

- 21 LEAs and nearly 55% of all New Mexico students involved with attendance grants

- 1 year after implementation, the number of missed days between granted and non-granted schools is 3.5 days or less.

Attendance Improvement Initiatives

21 LEAs

Nearly 55% of all New Mexico students are/have been in a district receiving the grant.

Cohort 1 (SY2023-24)	Cohort 2 (SY2024-25)	Cohort 3 (SY2025-26)
Albuquerque Public Schools	Belen Consolidated Schools	Albuquerque Bilingual Academy
Deming Public Schools	Carlsbad Municipal Schools	Aztec Municipal Schools
Farmington Municipal Schools	Española Public Schools	Bloomfield School District
Las Cruces Public Schools	Gadsden Independent School District	Central Consolidated School District
Rio Rancho Public Schools	Gallup-McKinley County Schools	Clovis Municipal Schools
Santa Fe Public Schools	Truth or Consequences Municipal Schools	Cuba Independent Schools
		Las Montañas Charter School
		Los Lunas Schools
		Moriarty-Edgewood School District

Attendance District Grants Preliminary Results

Daily attendance rates improve 1-2 semesters after implementation

4%

Chronic Absence Reduction

Average reduction in chronic absence rates among top districts.

1k+

Home Visits Completed

Completed to successfully re-engage students and families back into the community.

Attendance District Grant Deliverables

Activities Implemented Throughout the Year

- Family Engagement Activities
- Implement the BeHereNM Awareness Campaign
- Reduce Chronic Absence Rates by 5% Annually
- Attend Monthly Professional Learning Communities
- Participate in the Student Well Being Survey (Panorama Survey)

Navigating Obstacles to Attendance Improvement

Challenges	Solutions
Attendance Plan review and feedback time	Faster and more consistent Attendance Plan reviews
School strategies not addressing root causes or sustainable change	Increased technical assistance for determining root causes and evidence-based strategies

Student Engagement

ENGAGE NM Initiative
Supports high school seniors who are facing barriers to graduation due to chronic absenteeism, credit deficiencies, or other school-identified risk factors.

Program Reach

8
School Districts

39
Active Schools

2,259
Students Served

Coaching

2.4

Weekly Engagements
average per student
Students are paired directly with a Success Coach to maintain consistent touchpoints.

Credit Recovery

262
Students Participated

313
Classes Completed

Outcomes

1,826

Seniors Graduated
with cohort in May 2026
Outstanding graduation success rate achieved through direct engagement.

Student Engagement

Graduation Reengagement Internship Program (GRIP)

A learning and credit recovery initiative designed to support high school seniors and juniors by connecting them to community via paid internships and by building their social capital and economic well-being.

Program Reach

23
School Districts & Charters

39
Active Schools

600
Student Served

Work-Based Learning

147 Students
Capstone Projects

92 Students
School-Based Projects

85 Students
Community-Based Projects

55% of interns (330 students) had established employer partners.

Program Outcomes

81.4%

Graduation Rate
for the 2026 cohort

272 Students
Successfully graduated with their high school cohort in 2026.

Supports for Students who are Unhoused: Guaranteed Payment Attendance (GPA)

GPA Program Enrollment

State Charter Schools

- Monte del Sol Charter School
- Sendero Prep Charter School
- School of Dreams Academy

Rural and Urban Districts

- Albuquerque Public Schools
- Taos Municipal Schools
- Cobre Consolidated Schools
- Pecos Independent Schools
- Dulce Independent Schools
- Santa Fe Public Schools
- Las Cruces Public Schools
- Artesia Public Schools
- Silver Consolidated Schools
- Cuba Independent Schools
- Roswell Independent Schools
- Carlsbad Municipal Schools

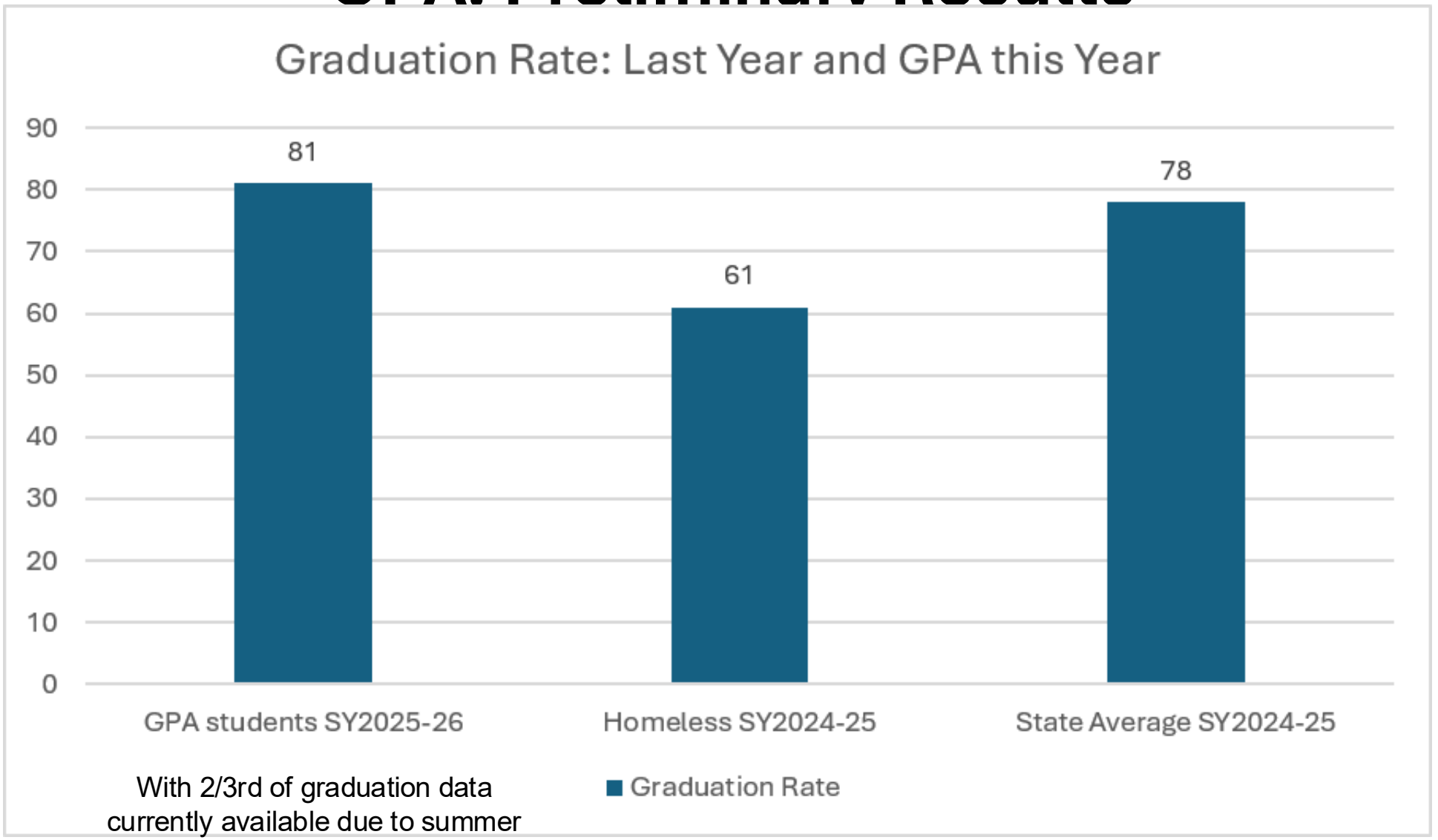
GPA Pilot Program LEA and School Requirements

Ongoing collaboration with NMPED and evaluators

GPA: Preliminary Results

- 328 students completed the GPA program in the SY2025-2026. 88% program completion rate.
- 26 students went from being unhoused to having housing.
- Students reported their school engagement changing from somewhat enjoying learning and paying attention to *actually* enjoying learning and paying attention.

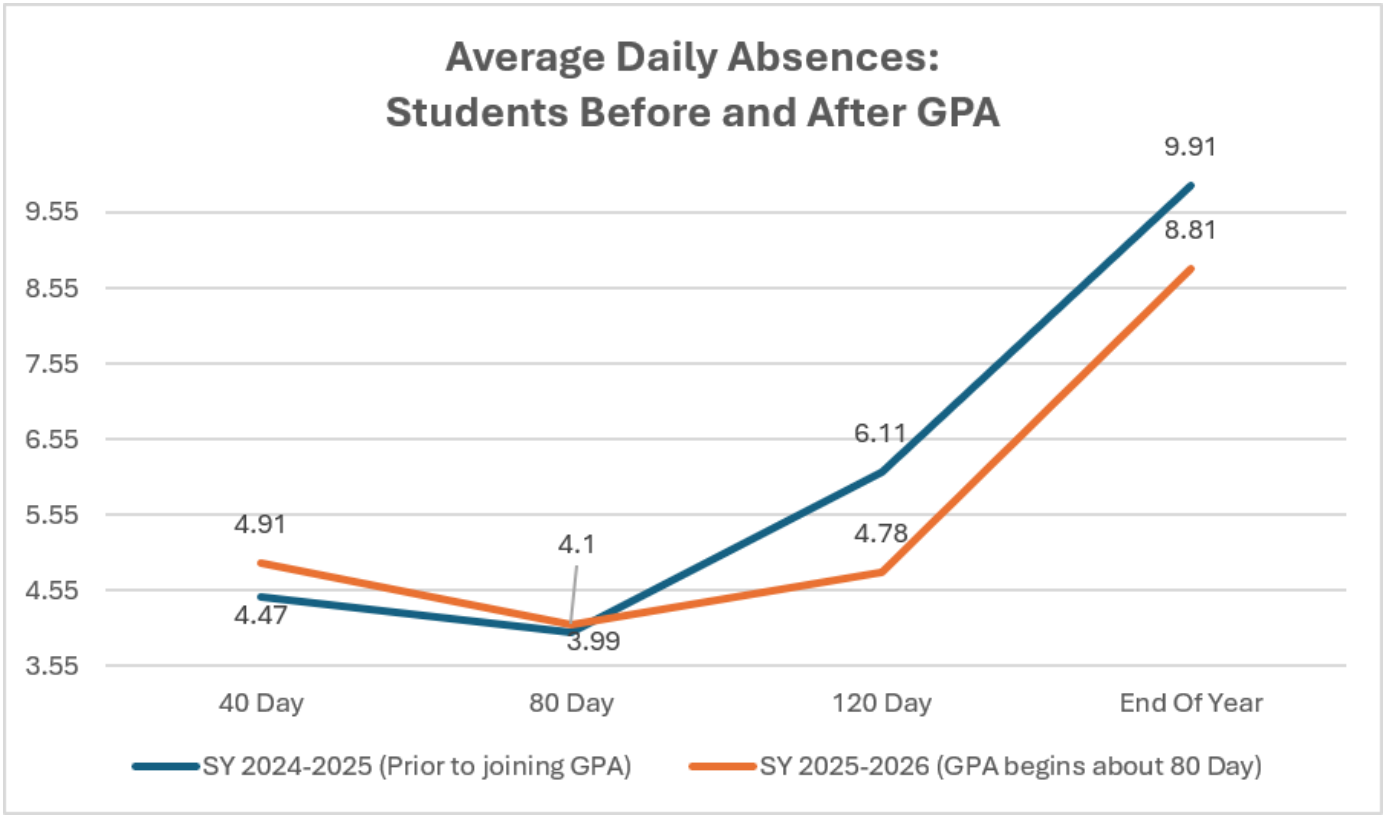
GPA: Preliminary Results



With 2/3rd of graduation data currently available due to summer graduations

GPA: Preliminary Results

Daily Absences				
	SY2025-26			
	40D	80D	120D	EOY
State Average (all students)	2.82	2.30	3.43	7.06
Homeless 10th-12th	4.78	4.04	5.92	10.36
GPA Participant	4.91	4.10	4.78	8.81



Student Impact: Real Results, Real Stories

"This funding allowed me to pay a deposit and secure housing."- Unaccompanied student

"This program has provided critical support during a difficult time."

"I can now afford healthier food, which supports my participation in athletics."

GPA Program: Lessons Learned

Partner Buy-In

Strong buy-in from partners is essential.

Access Barriers

Not all students can access payments (e.g., banking/ID barriers).

Flexible Options

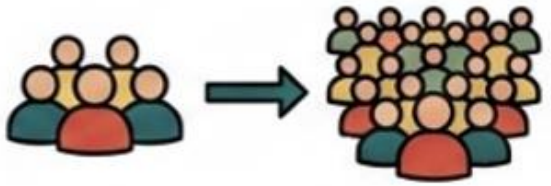
Flexible payment options are needed.

Setup Effort

Initial setup requires significant effort.

Dedicated Funding

Dedicated funding is needed to support staff.



Scaling Up

Current model must evolve to scale from 330 to 4,000 students.

Changes Planned for FY27

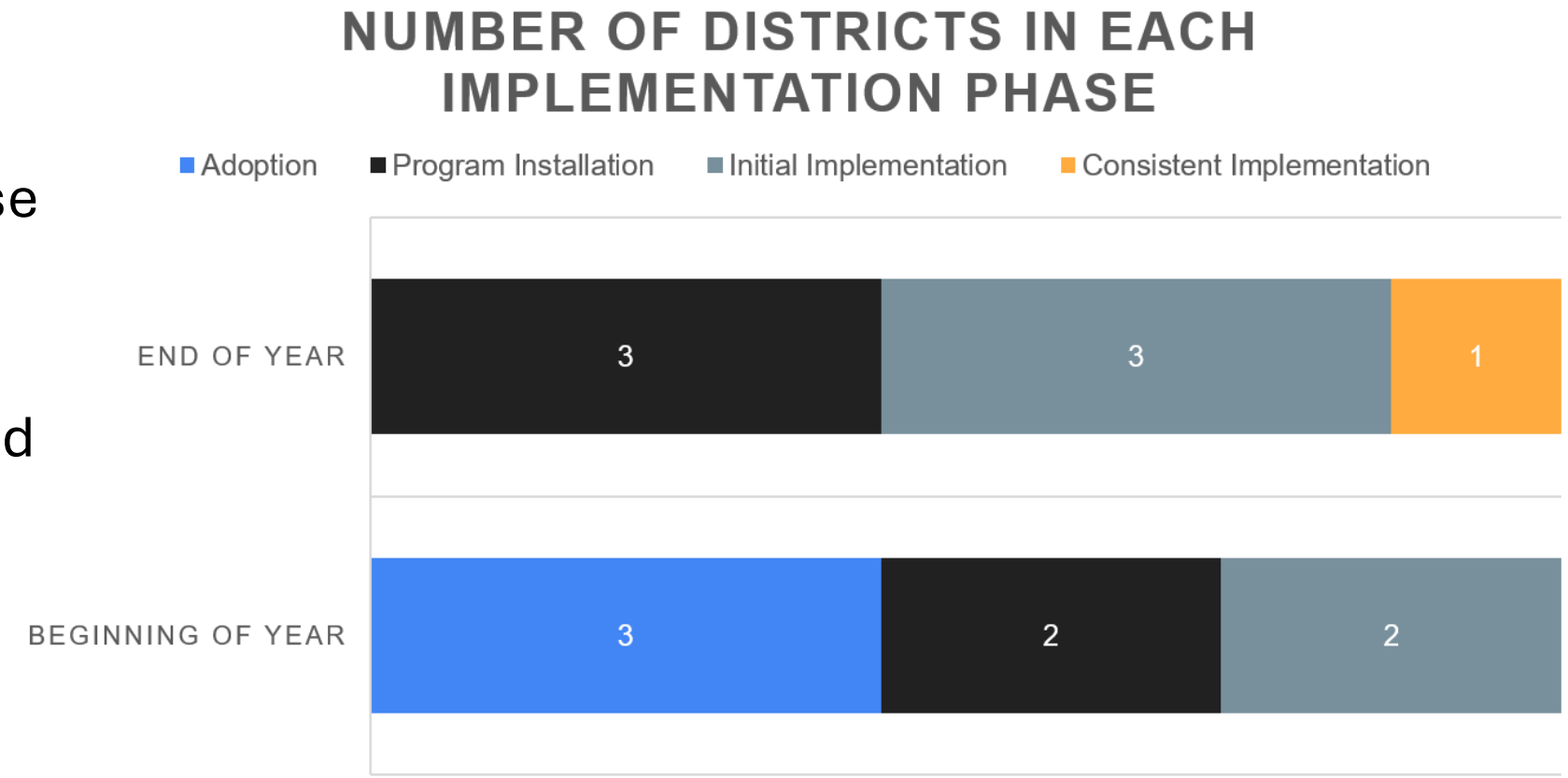
- More specific training for schools
- More payment options for students who are unable to open bank accounts
- Payments will begin earlier
- More background work with banks to alleviate issues with minors
- New Accounts will be with bank who will go to the school to open the accounts
- PED staff will have more direct communication with students and families
- GPA manual will expand to include guidance to students and teachers/school staff

Math Improvement Initiatives

HQIM Implementation Grants

Updates

- 100% of grantees moved from one phase of implementation to the next
- 9 districts were funded in Year 1
- 5 new districts being added in Year 2



HQIM Grants

Preliminary Findings

- Leaders increased focus on providing teachers HQIM aligned professional learning and teachers are using curriculum
- Teachers reported continued focus on modifying curriculum to meet needs of diverse learners
- Less teachers reported modifying rigor level of lessons—means that teachers are comfortable with curriculum and providing scaffolds to meet rigor set in curriculum

Quick Facts

70% of Teachers are excited about curriculum positively impact students

80% of District Leaders shifted from self-concerns to focus on ensuring new materials positively impact students

6 Districts brought in external supports to coach and observe teachers on implementation of HQIM

HQIM Grants

Lessons Learned

- Districts need technical support on interpreting the HQIM Implementation Tool phase indicators
- District leaders and teachers that engaged in common learning most focused on increasing positive curriculum impacts on students
- In Year 2, plan on collecting professional learning effectiveness data from vendors working in districts

NUMeROS

Preliminary Findings

- Observations also showed that teachers often set high expectations for all students, fostered reasoning and sense-making by allowing students to productively struggle, and that they expected evidence from students and explored their ideas and reasoning accordingly. Teachers also demonstrated instruction that activated students' prior knowledge to build their understanding of the content.
- Multiple sources of data indicated that teachers shifted their thinking from a largely procedural one to one that focused more on conceptual understanding, with more utilization of student discourse and collaborative techniques. Many teachers also became more confident in their ability to implement high impact math instructional approaches.
- With the instructional changes from NUMeROS, students in participating classrooms often grew in their engagement in math, as the lessons were more interactive and required them to explain their thinking. Student understanding of math concepts was also positively impacted, though the evidence was not as strong as feedback about impact on student engagement.

Focus on Algebra

Preliminary Findings

- 92% of teachers stated in-person trainings as the most valuable component of the program by participants.
- Across all instructional practices, teachers reported increased implementation across time:
  - Gains ranging from 28 to 48 percentage points.
- 90% of teachers reported regularly implementing instructional practices in the classroom.

Quick Facts

74% of students reported trying to understand their mistakes when getting something wrong in mathematics and **67% reported** thinking about different ways to solve problems

- This reflects increase mathematical engagement in classrooms.

56% of students reported better understanding concepts in math and **64% report** understanding why they use different math problems.

- This reflects students understanding math on a deeper level, focused on conceptual learning.

Innovative Staffing Strategies

Implementation Progress 2025-2026

- Public Impact's "Opportunity Culture" was awarded a contract through an RFP process
- Cohort #1 Schools – implementing July 1, 2026
  - Carlsbad Municipal Schools – Sunset ES, Riverside ES, Monterrey ES
  - East Mountain High School
  - Española Public Schools – James Rodregiuez ES, Carlos Vigil MS
  - House Municipal Schools – House MS, House HS
  - Moreno Valley Prep
  - Mountain Mahogany Community School
  - Monte del Sol Charter School

Implementation Progress 2025-2026

- Two 2-day Planning Workshops have been held. The following activities have been finalized:
  - Determined career ladders and stipends for the advanced classroom roles
  - Created the selection process and job descriptions for the advanced roles
  - Attended training on behavior event interview protocol for the advanced classroom roles
  - Development of school-level staffing and sustainability plans
  - Development of school-level schedules and small-group tutoring plans
  - Development of communications plans

Implementation Progress 2025-2026

- Public Impact has conducted 48 individual LEA coaching sessions
- Each LEA had a site visit conducted by their coach in May to finalize decisions related to implementation and for coaches to learn more about their individual context
- Carlsbad Municipal Schools hosted site visits on February 25th and May 12th
- In-person professional development for all educators in new classroom roles was held June 16th-17th
  - 41 attended - 24 MCL / MTRT participants, and 2 Reach associates, 15 school leaders

Secondary Literacy

For More Information

Presenter Name, Title
Bureau or Division
First.Last@ped.nm.gov
(505) 000 - 000

Presenter Name, Title
Bureau or Division
First.Last@ped.nm.gov
(505) 000 - 000

Presenter Name, Title
Bureau or Division
First.Last@ped.nm.gov
(505) 000 - 000

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(505) 000 - 000