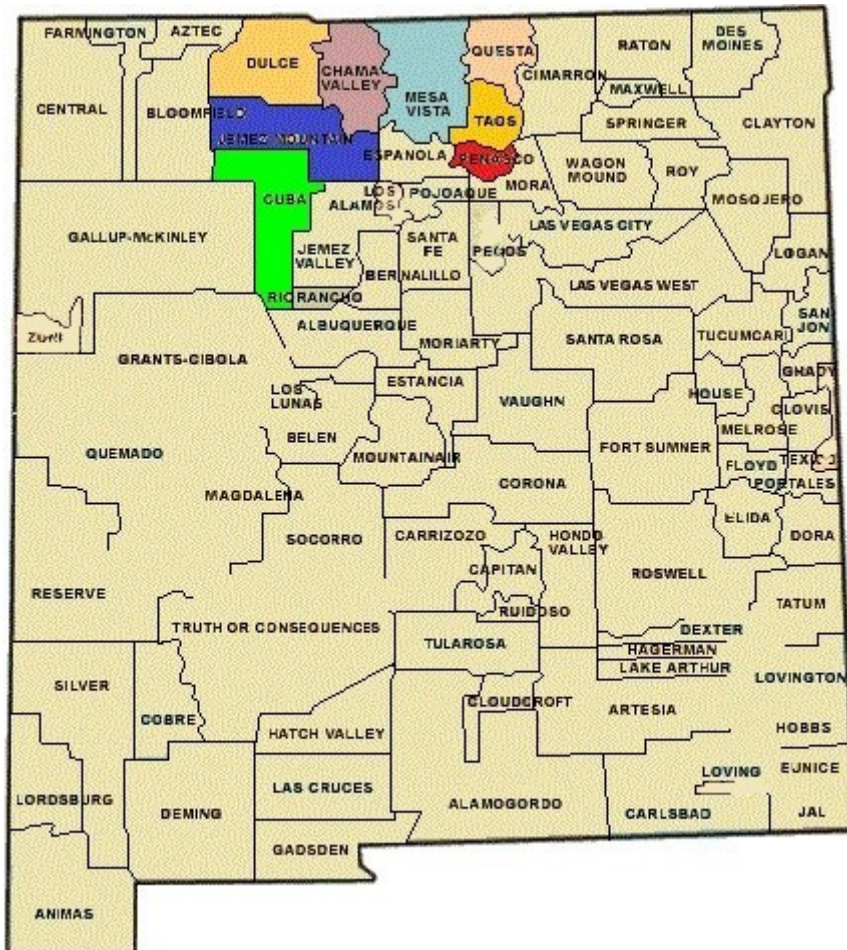




Annual Report

July 1, 2018-June 30, 2019

*Northwest Regional Education
Cooperative #2*



History of Legal Authority Regional Education Cooperatives

Legal Authority

A Regional Education Cooperative (REC) may be authorized by the New Mexico Public Education Department (PED) pursuant to the Regional Cooperative Education Act, NMSA 1978, § 22-2B-1 et. seq. and rules adopted by the Public Education Department (6.23.3 NMAC – Regional Education Cooperatives). Upon authorization, local school boards and other state-supported educational institutions may join an REC for the purpose of providing education-related services. The Act also provides for the creation of a Regional Education Governing Council (Council) to serve as the local governing body of a duly authorized REC.

Each REC is an individual state agency that is administratively attached to the Public Education Department. Pursuant to rules of the PED, an REC may own, and have control and management over, buildings and land independent of the facilities management division of the General Services Department (GSD). Unlike most state agencies, an REC does not submit a budget to the Department of Finance and Administration. Instead, each REC must submit a budget to the PED.

The PED is required to adopt rules relating to REC budgets and expenditures. These rules are to be based on the provisions of the Public School Finance Act, NMSA 1978, § 22-8-1 et. seq. The PED secretary may, after considering the factors specified in NMSA 1978, § 22-8-38, designate a local Council to serve as a board of finance with which all funds appropriated or distributed to it shall be deposited. If such a designation is not made or if such a designation is suspended by the PED secretary, the money appropriated or to be distributed to a cooperative must be deposited with the state treasurer.

With Council approval, an REC may provide revenue-generating education-related services to nonmembers, so long as those services do not detract from the REC's ability to fulfill its responsibilities to its members. An REC is also authorized, subject to Council approval, to apply for and receive public and private grants as well as gifts, donations, bequests and devises and use them to further the purposes and goals of the cooperative. Unexpended or unencumbered balances in the account of an REC shall not revert.

Pursuant to the Act, an REC is exempt from the provisions of the New Mexico State Personnel Act, NMSA 1978, § 10-9-1 et. seq. However, an REC is defined as a “state agency” under NMSA 1978, § 22-10A-2 (C) and is subject to the provisions of the New Mexico School Personnel Act, NMAS 1978, § 22-10A-1 et. seq.

History

In 1984, the New Mexico State Board of Education (SBE) established ten Regional Center Cooperatives (RCCs) under SBE Regulation No. 84-6 (Regional Center Cooperatives). The purpose of the REC's was to provide services for local education agencies and eligible state supported schools under Public Law 94-142, the Education for All Handicapped Children Act (EHA). EHA was enacted by the United State Congress in 1975 and was an amendment to Part B of the Education of the Handicapped Act of 1966. This law is currently enacted as the Individuals with Disabilities Education Act (IDEA), as amended in 1997. SBE Regulation No. 84-6, first filed in August 1984 and then amended in August 1990, permitted districts to submit a consolidated application for certain entitlement and discretionary funds under EHA-B.

In 1993, during the 41st Legislative Session, the Regional Cooperative Education Act was passed and signed into law by then Governor Bruce King. The Act authorized the establishment of Regional Education Cooperatives (RECs) and Governing Councils that could be their own board of finance that eliminated the requirement to have a member school district serve as the fiscal agent. Following the adoption of the Act, the State Board of Education adopted SBE Regulation No. 93-23 (Regional Education Cooperatives), which established the minimum criteria for the establishment, operation and oversight of REC's. SBE Regulation No. 93-23 was renumbered in 2001 to 6.23.3 NMAC by the Commission of Public Records – State Records and Archives.

With the creation of the Public Education Department in 2004, the secretary of public education being duly authorized to promulgate rules to carry out the duties of the department and its divisions, NMSA 1978, § 9-24-8 (D) (2004), repealed SBE Regulation No. 84-6 and amended 6.23.3 NMAC in November 2009.

Since 1984, RCC's and more recently RECs have established essence cooperative programs of education services with funding sources such as the Drug Free School and Communities Act of 1986, Title II funds for leadership and professional development, the Carl D. Perkins Vocational and Technical Education Act of 1884 and 1998, School-based Medicaid programs and other federal and state funding sources.

Establishment

Northwest Regional Education Cooperative #2 has been in operation since 1984 and was established to provide cooperative education services to eight school districts within the communities of Rio Arriba, Sandoval, and Taos Counties:

- Chama Valley Schools
- Cuba Independent Schools
- Dulce Independent Schools
- Jemez Mountain Schools
- Mesa Vista Consolidated Schools
- Peñasco Independent Schools
- Questa Independent Schools
- Taos Municipal Schools

STAUTORY REQUIREMENTS

Authority of the Governing Body

The REC is governed by a Regional Education Governing Council (Council). The Council is composed of the superintendents or chief administrative officers of each local school district or state-supported educational institution participating in the REC. NMSA 1978, § 22-2B-4 (A)

A Council member is a public officer but has no power or authority individually. State law, NMSA 1978, 22-2B-4 (C), vests power in the Council, and not in the members, either individually or otherwise. The Council shall not be bound in any way by the action or statement on the part of an individual Council member except when such a statement or action is in pursuance of specific instructions from the Council.

Organization of the Council

The members of the Council shall elect a Chair from its members and reserves the right to reorganize any time the Council votes in a majority to do so.

NMSA 1978, § 22-2B-4; 6.23.3.9 NMAC

By Laws and Policy Requirements

Pursuant to the rules of the Public Education Department, 6.23.3.9 (A) NMAC, the Council shall adopt by-laws for the purpose of the governance of the REC. At a minimum, the by-laws must include the following provisions:

- a) Procedures for electing a Council Chair;
- b) The term of office for the Council Chair;
- c) Procedures to establish any committees that Council may deem necessary or desirable; and
- d) Procedures to amend the policies as the Council deems necessary or desirable.

The Council shall also oversee the operation of the REC and develop a manual of policies and procedures governing the operation of the REC. However, the administrative and supervisory functions of the REC shall be delegated to the Executive Director.

The manual of policies and procedures must include the following policies relating to employees:

- a) the salary schedule(s) for all employees of the REC;
- b) policies related to the accrual and utilization of leave by employees; and
- c) policies relating to performance evaluation of employees.

Policies and procedures must be reviewed and updated annually and as needed.

Council Duties and Responsibilities

The Council is responsible for providing:

- a) education-related services for members of the REC;
- b) technical assistance and staff development opportunities for members of the REC;
- c) cooperative purchasing capabilities and fiscal management opportunities for members of the REC;
- d) such additional services for members of the REC as may be determined by the Council to be appropriate; and
- e) revenue-generating education-related services to nonmembers when the Council determines that the provision of such services will not interfere with the REC's ability to fulfill its responsibilities to its members.

Pursuant to PED rules the Council shall

- a) adopt an annual budget as necessary to carry out the purposes of the REC; and
- b) hire an executive director and necessary additional staff.

The council is responsible for ensuring the following:

- a) all employees meet the applicable certification or licensure requirements; and
- b) all applicable provisions of the School Personnel Act, Chapter 22, Article 10A NMSA 1978 are adhered to and reflected in its policies and procedures.

The Council shall have other powers and duties as are reasonably necessary to carry out the purpose of the Regional Cooperative Education Act and which are not inconsistent with the provisions of applicable state or federal statutes, rules and regulations. NMSA 1978, § 22-2B-5; 6.23.3.9 NMAC

Joint Powers Agreement

Each Council is subject to a Joint Powers Agreement that is executed between the members of the REC.

Vision, Mission and Core Values

Vision: The Northwest Regional Education Cooperative #2 aspires to be the premier provider of choice for comprehensive, specialized, and collaborative educational services to promote equity and excellence through support and service.

Mission: The Northwest Regional Education Cooperative #2 exists to be an indispensable partner to our Region's Member Districts. Working to enhance and maximize success through professional development to elevate student achievement.

Core Values: Professionalism, Respect, Integrity, Dedication, Excellence, Accountability, Building relationships, Collaborative, Cooperative.

Council Membership and Voting Privileges

The membership of the Council shall include superintendents of each member school district or state-supported educational institution.

Each member shall have one vote and only superintendents may exercise voting privileges. Termination of Council membership and voting privileges shall terminate when the member school district or state-supported educational institution withdraws membership from the REC.

The Executive Director or designee shall poll Council members prior to a meeting to determine whether there will be a quorum. In the event the poll indicates less than a quorum will attend the meeting, the meeting shall be rescheduled by the Council Chair or designee.

NMSA 1978, § 22-2B-4

NWREC #2 Governing Council Members 2018-2019

Northwest Regional Education Cooperative #2 is governed by an eight-member Governing Council consisting of the Superintendent from each member district. The council meets, in accordance with policy, a minimum of six times per year. Each council meeting follows the guidelines set forth in the Open Meetings Act.

Chama Valley Independent School District

Anthony Casados- Chairman

Cuba Independent School District

Karen Sanchez-Griego

Dulce Independent School District

James Cammon

Jemez Mountain School District

Dan Padilla – Vice-Chairman

Mesa Vista Consolidated School District

Albert Martinez

Peñasco Independent School District

Marvin MacAuley

Questa Independent School District

Michael Lovato - Secretary

Taos Municipal School District

Dr. Lillian Torrez

NWREC #2 Administrative and Program Staff

Valerie Trujillo, Executive Director

Vicky Abreu, Education Coordinator

Tom Savage, Business Manager

Jeannene Sparks, Assistant Business Manager

Kalinda Beach, Administrative Assistant

Vocational Transition Specialists (VTS) Assignments

Karen Georgina (Farmington, Aztec, Bloomfield)

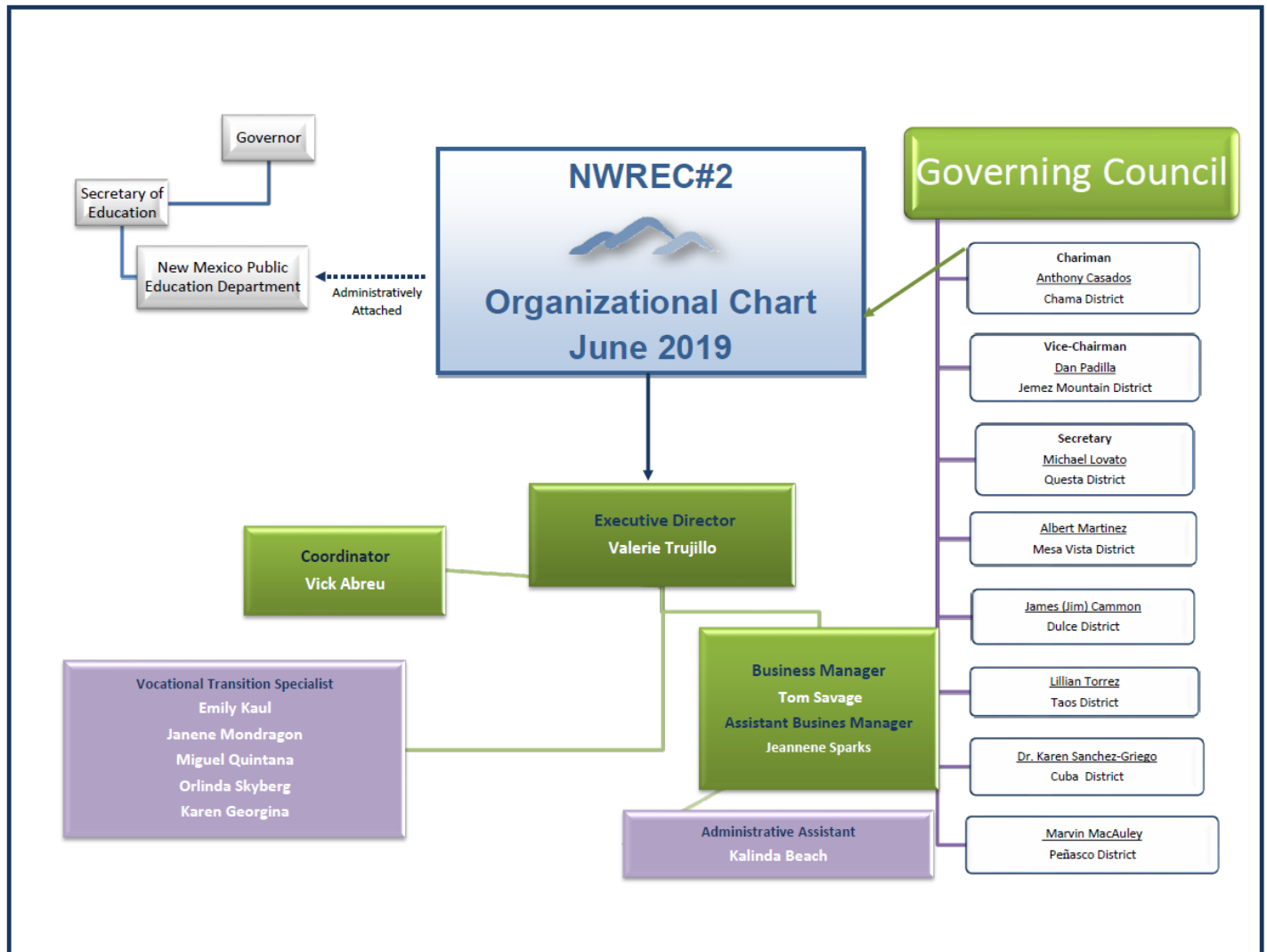
Emily Kaul (Farmington, Central, Cuba, Jemez Mountain)

Janene Mondragon (Chama Valley, Mesa Vista, Questa, Dulce, Española)

Miguel Quintana (Taos, Peñasco, Los Alamos)

Orlinda Skyberg (Gallup, Grants, Zuni)

2018-2019 – NWREC#2 Organizational Chart



About Us

Northwest Regional Educational Cooperative #2 (NWREC #2), located in Chama, is one of nine regional education cooperatives in New Mexico. NWREC#2 is a state agency, administratively attached to the Public Education Department. NWREC#2 accelerates the missions of the member school districts in Rio Arriba, Taos, and Sandoval counties by providing quality support and services to meet districts' needs.

NWREC#2 Member School Districts

Chama Valley Independent School District



Cuba Independent School District



Dulce Independent School district



Jemez Mountain School District



Mesa Vista Consolidated School District



Peñasco Independent School District



Questa Independent School District



Taos Municipal School District



NWREC#2 District Member Demographics

NWREC#2 Demographics

District Name(s): Chama, Cuba, Jemez Mountain, Mesa Vista, Peñasco, Questa, Dulce, Taos

School Districts	MRI/CSI/TSI Rating List 2017-2020
Chama Valley Schools	TSI – Escalante HS
Cuba Schools	CSI – Cuba HS
Jemez Mountain Schools	CSI – Coronado MS
Mesa Vista Schools	CSI – Mesa Vista MS
Peñasco Independent Schools	None
Questa Independent Schools	TSI – Alta Vista Intermediate, CSI – Questa HS
Dulce Independent Schools	CSI – Dulce Elem., TSI – Dulce Jr./Sr. High School
Taos Municipal Schools	TSI – Taos HS

Examples of Member District Targeted Priorities
1. Increase student academic achievement – Maximize the performance of each student in all academic Area through essential intervention.
2. Focus on Attendance, Truancy & Dropout Prevention – To utilize the Early Warning Truancy Prevention processes in a Tiered Drop-out Prevention Model.
3. Suitable programming with alternative/supplemental options for diverse learners. Connect teaching and learning.
4. Focus on Health & Safety – To develop, implement, and evaluate interventions. To provide a safe and healthy learning environment; to increase safety awareness; To make Bullying Prevention a priority.
5. Increase social-emotional learning and emphasis on the whole child. Create partnerships with behavioral health teams.
6. Engage parents, families and community to support student success in school. To develop, facilitate and support strategies to increase participation of students, staff and parents in school-related activities.
7. Balanced Instruction/CCSS alignment - Implement data driven differentiated instruction (responsive teaching) and train staff to meet the needs of all levels of learners using research-based programs.
8. Focus on College and Career Readiness – To help students gain the skills, knowledge, and expertise needed for their postsecondary success. Focus on school to work initiatives.
9. Examine trends in special education services and supports to maximize the effectiveness and efficiency of services and resources.
10. Focus on Climate & Culture – Create safe, healthy and welcoming learning environments where students attend are connected to their schools.

Profile of Member Districts and Region Student Enrollment by District and Regions

District	2014-15	2015-16	2016-17	2017-18	2018-2019
Chama Valley	383	376	395	383	404
Cuba	572	555	562	587	546
Dulce	699	675	693	674	587
Jemez Mountain	271	256	249	223	197
Mesa Vista	354	313	240	248	243
Peñasco	365	356	353	363	368
Questa	386	416	375	377	343
Taos	2841	2827	2834	2762	2720
Region Total	5871	5774	5701	5617	5408

Data Source: NMPED District Report Cards

District Size in Square Miles and Percent by Region

District	Size in Square Miles	Percent of Size by Region
Chama Valley	1178	13%
Cuba	1764	19%
Dulce	1294	14%
Jemez Mountain	1655	18%
Mesa Vista	1740	19%
Peñasco	262	3%
Questa	659	7%
Taos	637	7%
Region Total	9189	100%

Data Source: PSFA Facility Master Plans

Number of Students by District, Ethnic Category and Gender 2018

District	Asian	African American	Caucasian	Hispanic	Native American	Male	Female	Pacific Islander
Chama Valley	1	4	49	323	6	196	187	0
Cuba	3	0	23	162	398	321	266	1
Dulce	4	1	5	25	639	363	311	0
Jemez Mountain	0	0	25	133	65	118	105	0
Mesa Vista	0	4	27	217	0	129	119	0
Peñasco	0	1	31	292	39	207	156	0
Questa	0	6	59	306	5	187	190	1
Taos	21	13	612	1875	233	1443	1319	8
Region Total	29	29	831	3333	1385	2964	2653	10

Data Source: NMPED District Report Cards

Student Graduation Rate by District: 4 Year Cohort

District	2014	2015	2016	2017	2018	2019
Chama Valley	95.7%	>98 %	81.0%	88.3%	93.1%	94.3%
Cuba	61.3%	58.6%	74.0%	62.3%	70.4%	83.8%
Dulce	84.9%	72.3%	77.0%	83.7%	77.5%	70.3%
Jemez Mountain	86.6%	92.8%	>80 %	95%	96.6%	21.3%
Mesa Vista	89.4%	91.8%	74.0%	81%	67.1%	90.6%
Peñasco	75.0%	80.3%	>90 %	79.1%	70.2%	75.7%
Questa	85.7%	79.1%	88.0%	76.2%	77.4%	71.5%
Taos	75.7%	62.3%	77.0%	68.3%	72.3%	71.7%
Statewide	70.5%	68.6%	71.0%	71.1%	73.9%	74.9%

Data Source: NMPED District Report Cards

Number/Percent of Students Receiving Free/Reduced Lunch 2018

School Name	School Type	Program Option	Free and Reduced % or CEP % with 1.6 Multiplier
CHAMA ELEMENTARY	District	CEP	88.89%
CHAMA MIDDLE	District	CEP	67.88%
ESCALANTE MIDDLE/HIGH SCHOOL	District	Provision 2	94.19%
TIERRA AMARILLA ELEMENTARY	District	CEP	54.26%
CUBA ELEMENTARY	District	CEP	100.00%
CUBA HIGH	District	CEP	96.25%
CUBA MIDDLE	District	CEP	100.00%
DULCE ELEMENTARY	District	CEP	90.31%
DULCE JR-SR HIGH	District	CEP	63.48%
DULCE MIDDLE	District	CEP	75.73%
CORONADO HIGH	District	CEP	69.43%
CORONADO MIDDLE	District	CEP	72.26%
GALLINA ELEMENTARY	District	CEP	85.93%
LYBROOK ELEMENTARY	District	CEP	100.00%
EL RITO ELEMENTARY	District	CEP	77.84%
MESA VISTA HIGH	District	Provision 2	
MESA VISTA MIDDLE	District	CEP	71.43%
OJO CALIENTE ELEMENTARY	District	CEP	97.60%
PENASCO ELEMENTARY	District	CEP	88.98%
PENASCO HIGH	District	CEP	63.69%
PENASCO MIDDLE	District	CEP	100.00%
ALTA VISTA ELEMENTARY	District	CEP	77.80%
ALTA VISTA INTERMEDIATE	District	CEP	71.58%
QUESTA HIGH	District	CEP	67.37%
QUESTA JR HIGH	District	CEP	90.43%
RIO COSTILLA SW LEARNING ACADEMY	District	CEP	100.00%
ARROYO DEL NORTE ELEMENTARY	District	CEP	82.67%
CHRYSALIS ALTERNATIVE	District	CEP	53.33%
ENOS GARCIA ELEMENTARY	District	CEP	100.00%
RANCHOS DE TAOS ELEMENTARY	District	CEP	97.11%
TAOS CYBER MAGNET	District	CEP	100.00%
TAOS HIGH	District	Standard	69.61%
TAOS MIDDLE	District	CEP	81.36%

Achievement – Proficiency Summaries by Districts and Grades

Achievement - Proficiency Summaries by Grade

Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State	30	70	32	68		
3	Chama	15	85	27	73		
3	Cuba	≤ 10	≥ 90	≤ 10	≥ 90		
3	Dulce	≤ 5	≥ 95	6	94		
3	Jemez Mountain	22	78	28	72		
3	Mesa Vista	27	73	27	73		
3	Peñasco	17	83	17	83		
3	Questa	18	82	15	85		
3	Taos	29	71	29	71		
4	State	30	70	26	74	47	53
4	Chama	16	84	≤ 10	≥ 90	27	73
4	Cuba	15	85	≤ 10	≥ 90	53	47
4	Dulce	10	90	≤ 5	≥ 95	21	79
4	Jemez Mountain	27	73	≤ 20	≥ 80	≤ 20	≥ 80
4	Mesa Vista	≤ 20	≥ 80	≤ 20	≥ 80	43	57
4	Peñasco	≤ 10	≥ 90	≤ 10	≥ 90	29	71
4	Questa	28	72	19	81	34	66
4	Taos	23	77	19	81	41	59
5	State	31	69	28	72		
5	Chama	12	88	≤ 10	≥ 90		
5	Cuba	21	79	12	88		
5	Dulce	6	94	6	94		
5	Jemez Mountain	21	79	≤ 10	≥ 90		
5	Mesa Vista	35	65	≤ 20	≥ 80		
5	Peñasco	≤ 10	≥ 90	≤ 10	≥ 90		
5	Questa	24	76	≤ 10	≥ 90		
5	Taos	21	79	23	77		
6	State	29	71	21	79		
6	Chama	25	75	25	75		
6	Cuba	10	90	≤ 5	≥ 95		
6	Dulce	≤ 5	≥ 95	≤ 5	≥ 95		
6	Jemez Mountain	≤ 20	≥ 80	≤ 20	≥ 80		
6	Mesa Vista	22	78	≤ 20	≥ 80		
6	Peñasco	26	74	22	78		
6	Questa	≤ 10	≥ 90	≤ 10	≥ 90		
6	Taos	37	63	25	75		

7	State	30	70	21	79	43	57
7	Chama	32	68	21	79	42	58
7	Cuba	≤ 10	≥ 90	≤ 10	≥ 90	26	74
7	Dulce	≤ 10	≥ 90	≤ 10	≥ 90	≤ 10	≥ 90
7	Jemez Mountain	35	65	30	70	53	47
7	Mesa Vista	28	72	≤ 20	≥ 80	≤ 20	≥ 80
7	Peñasco	41	59	11	89	44	56
7	Questa	11	89	≤ 10	≥ 90	41	59
7	Taos	36	64	23	77	48	52
8	State	30	70	22	78		
8	Chama	21	79	14	86		
8	Cuba	25	75	23	77		
8	Dulce	6	94	≤ 5	≥ 95		
8	Jemez Mountain	≤ 20	≥ 80	≤ 20	≥ 80		
8	Mesa Vista	≤ 10	≥ 90	≤ 10	≥ 90		
8	Peñasco	66	34	34	66		
8	Questa	38	62	≤ 20	≥ 80		
8	Taos	27	73	21	79		
9	State	29	71	19	81		
9	Chama	31	69	≤ 10	≥ 90		
9	Cuba	16	84	7	93		
9	Dulce	6	94	≤ 5	≥ 95		
9	Jemez Mountain	31	69	≤ 20	≥ 80		
9	Mesa Vista	19	81	≤ 10	≥ 90		
9	Peñasco	18	82	≤ 10	≥ 90		
9	Questa	11	89	11	89		
9	Taos	30	70	13	87		
10	State	33	67	15	85		
10	Chama	39	61	≤ 10	≥ 90		
10	Cuba	12	88	≤ 5	≥ 95		
10	Dulce	12	88	≤ 5	≥ 95		
10	Jemez Mountain	23	77	≤ 20	≥ 80		
10	Mesa Vista	22	78	≤ 10	≥ 90		
10	Peñasco	28	72	11	89		
10	Questa	41	59	44	56		
10	Taos	29	71	11	89		
11	State	42	58	10	90	27	73
11	Chama	44	56	≤ 20	≥ 80	48	52
11	Cuba	39	61	6	94	12	88
11	Dulce	13	87	≤ 5	≥ 95	10	90
11	Jemez Mountain					≤ 20	≥ 80
11	Mesa Vista	50	50	≤ 20	≥ 80	32	68
11	Peñasco	33	67	≤ 10	≥ 90	21	79
11	Questa	32	68	≤ 20	≥ 80	19	81
11	Taos	37	63	4	96	28	72

Data Source: NMPED District Report Cards

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State	39	61	21	79	38	62
All Students	Chama	37	63	11	89	38	62
All Students	Cuba	25	75	6	94	22	78
All Students	Dulce	16	84	3	97	12	88
All Students	Jemez Mountain	28	72	15	85	31	69
All Students	Mesa Vista	31	69	3	97	27	73
All Students	Peñasco	39	61	12	88	30	70
All Students	Questa	33	67	14	86	30	70
All Students	Taos	38	62	18	82	37	63
English Language Learners	State	21	79	8	92	13	87
English Language Learners	Chama	35	65	14	86	≤ 20	≥ 80
English Language Learners	Cuba	11	89	≤ 2	≥ 98	10	90
English Language Learners	Dulce	13	87	≤ 5	≥ 95	≤ 10	≥ 90
English Language Learners	Jemez Mountain	12	88	≤ 10	≥ 90	≤ 20	≥ 80
English Language Learners	Mesa Vista	18	82	≤ 5	≥ 95	21	79
English Language Learners	Peñasco	≤ 20	≥ 80	≤ 20	≥ 80		
English Language Learners	Questa	≤ 10	≥ 90	≤ 10	≥ 90		
English Language Learners	Taos	22	78	≤ 2	≥ 98	5	95
Students with Disabilities	State	14	86	7	93	14	86
Students with Disabilities	Chama	15	85	6	94	≤ 20	≥ 80
Students with Disabilities	Cuba	9	91	≤ 5	≥ 95	15	85
Students with Disabilities	Dulce	9	91	≤ 5	≥ 95	≤ 10	≥ 90
Students with Disabilities	Jemez Mountain	≤ 10	≥ 90	≤ 10	≥ 90		
Students with Disabilities	Mesa Vista	19	81	≤ 20	≥ 80		
Students with Disabilities	Peñasco	21	79	7	93	≤ 20	≥ 80
Students with Disabilities	Questa	23	77	7	93	≤ 20	≥ 80
Students with Disabilities	Taos	17	83	8	92	15	85
Economically Disadvantaged	State	33	67	16	84	31	69
Economically Disadvantaged	Chama	37	63	11	89	38	62
Economically Disadvantaged	Cuba	25	75	6	94	23	77
Economically Disadvantaged	Dulce	16	84	3	97	12	88
Economically Disadvantaged	Jemez Mountain	27	73	14	86	26	74
Economically Disadvantaged	Mesa Vista	27	73	3	97	23	77
Economically Disadvantaged	Peñasco	39	61	11	89	29	71
Economically Disadvantaged	Questa	33	67	14	86	30	70
Economically Disadvantaged	Taos	33	67	15	85	31	69

State Level Intergovernmental Agreements:

Principals Pursuing Excellence (PPE)/Teachers Pursuing Excellence (TPE) IGA

Scope of work:

Develop, execute and provide contractual agreements and purchased services agreements with qualified and New Mexico Public Education Department (PED) approved organizations and/or individuals to provide support, technical assistance, training, monitoring, and reporting in support of Priority Schools (PSB) initiatives to New Mexico districts and schools.

Provide books, manuals and materials/supplies necessary to accomplish support, technical assistance, training, monitoring, reporting, and intervention actions.

Event planning to include maintenance of registration website, pre/post arrangements of events, obtain event space, acquire all needed Audio Video (AV), technology and accommodations needed to complete training and presentation(s) to NM districts and schools in support of Priority Schools (PSB) initiatives.

Contractor will submit formative and summary reports monthly from August 2018 to June 30, 2019 as required by PED/PSB. Contractor reports and invoices will indicate details regarding service rendered, facilities secured and cost.

Contractor shall ensure that all subcontract(s) are in place in a timely manner. Contractor will inform PSB regarding selection process and financial commitment(s) made to the subcontractor(s). Contractor shall present subcontractor credentials, job descriptions and relevant licenses to do business in New Mexico to PED for approval. Final approval of all Sub-Contractor work is the responsibility of the contractor.

Intervention and Support IGA

Scope of work:

Develop, execute and provide contractual agreements and purchased services agreements with qualified and New Mexico Public Education Department (PED) approved organizations and/or individuals to provide support, technical assistance, training, monitoring, and reporting in support of Priority Schools Bureau (PSB) initiatives to New Mexico districts and schools.

Provide books, manuals and materials/supplies necessary to accomplish support, technical assistance, training, monitoring, reporting, and intervention actions.

Event planning to include maintenance of registration website, pre/post arrangements of events, obtain event space, acquire all needed Audio Video (AV), technology and accommodations needed to complete training and presentation(s) to NM districts and schools in support of Priority Schools Bureau (PSB) initiatives.

Contractor will submit formative and summary reports monthly from August 2018 to June 30, 2019 as required by PED /PSB. Contractor reports and invoices will indicate details regarding service rendered, facilities secured and cost.

Contractor shall ensure that all subcontract(s) are in place in a timely manner. Contractor will inform PSB regarding selection process and financial commitment(s) made to the subcontractor(s). Contractor shall present subcontractor credentials, job descriptions and relevant licenses to do business in New Mexico to PED for approval. Final approval of all Sub-Contractor work is the responsibility of the contractor.

Math and Science IGA-197

Purpose: To provide professional development and support to K- 8 science teachers to implement the New Mexico STEM Ready! Science Standards.

Scope of Work:

NM STEM Ready! Science Standards Implementation Trainings in the Spring 2019 for 100 Teachers and 20 Administrators

Plan with the PED staff for NM STEM Ready! Science Standards trainings for approximately 100 teachers and 20 administrators twice during the 2018-2019 school year.

Making Sense of SCIENCE (MSS) – Four School Year Short Courses in the Fall 2018, Spring 2019, and Summer 2019 for 200 Teachers

Plan with the PED staff for two Making Sense of SCIENCE short courses for approximately 100 teachers during the 2018–2019 school year. The Fall two-day short course will be for elementary and middle school teachers. The second two-day course in the Spring will include more training for teachers on classroom implementation of the new science standards. The remaining three-day courses in the Summer 2019 will include additional training for elementary and middle school teachers on classroom implementation of the new science standards

Virtual Professional Learning Community (PLC) Support

Plan with the PED staff to support approximately 100 teachers through virtual professional learning community sessions, which may include facilitating communication and gathering information through surveys (Fall 2018 through Spring 2019). Supporting materials for teachers may include books and materials.
Teacher Stipends

Administer teacher stipends to teachers participating in the Science Readiness Partnership science standards implementation trainings and the Making Sense of SCIENCE short courses; one thousand (\$1,000.00) at the NM STEM Ready! Science Ambassadors Conference in the Spring 2019 for 150 Teachers and 50 Administrators
NM STEM Ready Ambassador Conference

Plan with the PED staff for two (2) Spring all-day Saturday conference with workshops and seminars to support approximately 150 teachers and 50 administrators as science ambassadors for the NM STEM Ready! Science Standards. Administer stipend to teachers and administrators participating in the NM STEM Ready Science Ambassador Conference.

Math and Science IGA-169

Purpose: To provide professional learning focused on STEM Ready! Science Standards to school and district leadership.

Scope of Work:

Educational Leadership Professional Learning

Coordinate with the PED staff for professional learning for:

- approximately 100 school and district leaders
- two separate, in-person meetings
- learning will focus on the implementation of the NM STEM Ready! Science Standards

NM Prep and NM Lead IGA

Scope of Work:

Educational Leadership Professional Learning:

Coordinate with the PED staff for professional learning for professional learning for approximately 100 educational leaders during the 2018- 2019 school year. Professional learning will focus on the implementation of the NM STEM Ready! Science Standards with two one-day experiential working sessions. Leadership will become familiar with the changes from the previous standards, the five innovations in the new standards, and will experience the vision encapsulated in the new standards.

NM Prep and NM Lead IGA

Scope of Work:

Educator Preparation Program (EPP) Summits:

New Mexico Public Education Department (PED) is working with deans and directors of educator preparation programs (EPPs) and leaders of alternative licensure programs to improve educator preparation in New Mexico. Following the first round of EPP scorecards, PED will convene deans and directors together with leaders from the field who have proven success in common areas of growth among the EPPs in order to bring new, strong practices to New Mexico.

Work with PED to identify professional development (PD) providers and serve as a liaison between PED and PD providers for all purposes as needed;

Serve as lead in partnership with PED staff for all logistics pertaining to venue selection and procurement, needed equipment, travel expense tracking for all participants including hotel if necessary and reimbursements.

Collaborate with PED staff and PD provider to develop the curriculum and produce session materials, as necessary. Additionally, contractor will collaborate with PED and PD providers to calendar all PD activities.

Provide on-site staffing communications and web-based registration, coordinating with PED regarding PD providers and cost, arrange all travel for PD providers and participants and handle reimbursements, generally liaise with PED and PD providers.

Collaborate with PED, PD providers and deans and directors of EPPs as needed and as possible following Summit events to provide technical assistance in order to improve the performance of EPPs in preparing “Day One Ready” teachers.

Scope of Work, Brand-Building for Teachers and School Leaders:

PED will engage with the NMTRUE campaign to promote teachers and school leaders through a variety of media over the upcoming fiscal year with the goal of increasing the number of high potential teachers and school leaders in our state.

Work with PED to produce and execute all necessary contracts related to the project and disburse and account for all payments as needed to contracted entities for the purpose of the project;

Meet with PED officials at stated times to provide updates on accounting and progress toward drawing down of the funds. Provide any and all necessary additional financial oversight for the project.

NWREC#2 2018-2019 Services & Technical Assistance – Member Districts

NWREC#2 Provides Professional Development and Technical Assistance ensuring continuous support throughout our Member Districts. Each District is given individualized assistance based on each districts' goal(s) and/or needs. We work closely with our Member Districts' Educational Staff to expose educators to new delivery methods, evaluation styles and record-keeping strategies.

The NWREC#2 supports our Member Districts in their efforts to address the challenges that today's administrators face. Through our roles we assist in developing the skills needed to inform school improvement decisions.

The NWREC#2 considers themselves as learning leaders. We conduct and facilitate successful professional development programs that support the learning and professional growth of our Member Districts.

- Fall SDAA Collaboration Meetings at each District
- Fall Special Education Academy
- Network & Learn Event
- Spring Special Education Academy
- Crisis Prevention Intervention (CPI) Trainings – Focus on classroom management (PBIS)
- SDAA Monitoring/Support/Technical Assistance
- NM TEACH Calibration and Assessment
- Walsh Gallegos Monthly Round Table Discussions
- Walsh Gallegos Handbook of Special Education Procedures Technical Assistance
- Special Education guidance intended for Discipline procedures
- Substitute Trainings
- Mentor/ Mentee Trainings
- Dossier Trainings, Guidance and Support
- Division Vocational Rehabilitation/Vocational Transition Specialists Trainings
- SAT/RTI Training
- Corrective Plans Assistance, Support and Implementation
- Root Cause Analysis – assist in development effective programs and procedures
- IDEA B Application Assistance
- IEP Guidance and professional development trainings/SEB compliance/SPP indicators
- Exit IEP's modeling and assistance/IEP Reviews
- Assurance training for proper identification of students with disabilities
- Alternative programming related to credit recovery
- PLAAFP – goal writing focused on student growth
- Prior Written Notice support focused on compliance and effective delivery of service
- Superintendent/District Administrators Mentorship
- Common Core Standards
- Manifestation determination support and training
- Functional Behavior Assessments/Behavior Intervention Plans

Key Focus Areas for 2019-2020

Teacher Effectiveness/Teacher Evaluation: NWREC#2 supports teachers with the NMTEACH Educator Effectiveness system that is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, will promote student success.

Blended Learning and Explicit Instruction: Domain 1: Planning and Preparation NMTEACH 1B: Designing coherent instruction the rapidly evolving education landscape increasingly requires teachers to incorporate technology to customize student learning. Blended learning, with its mix of technology and traditional face-to-face instruction, is the approach we are using.

PBIS: NMTEACH 2A: Creating an environment of respect and rapport. NWREC#2 provides Positive Behavioral Interventions and Supports (PBIS) training. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

Data Driven Instruction: Domain 3. NMTEACH 3D: Assessment in Instruction We focus on the PARCC Data (School Evidence Statement Analysis), specific to each standard at each individual school. We use essential elements to Analyze Data and assist with student achievement goals as needed.

NWREC#2 Consortium SSAE -Title IV grant: NWREC#2 collaborates with District Members and successfully applies for and receives the Student Support and Academic Enrichment Grant. The purpose of the SSAE funds is intended to help meet the goals by increasing the capacity of participating Member Districts to:

- Provide all students with access to a well-rounded education,
- Improve school conditions for student learning, and
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

Nonviolent Crisis Intervention Training (CPI):

NWREC#2 will provide district staff with the skills to safely recognize and respond to everyday crisis; CPI sessions for participating member districts have included; verbal intervention, recognizing nonverbal and paraverbal communication as barriers and solutions to effective communication. A staff member can help to de-escalate a protentional crisis by use of effective verbal and nonverbal communication subsequent to this training and continued use of intended methods. The primary focus of non-violent crisis intervention is for staff to use a variety of models before physical intervention or dis-engagement is needed, holding skills help to keep the individuals we serve and the staff member safe. NCI/CPI training complies with all current legislation and NM PED mandate, as it is evidence based and fully accredited.

Common Core State Standards: NWREC#2 supports its member districts in the continued implementation of the Common Core State Standards through systematic regional and site-based

training. In collaboration with the Priority School Bureau we have initiated professional development unpacking standards and identifying objectives that can be addressed by both the student and the teacher. In this professional development we target both the student and teacher and teach them how to unpack the standard and use Blended Learning Strategies to address the objective.

Special Education Support:

NWREC#2 assists member districts undergoing Correct Action Plan, by NM SPED. Identifying the Root Cause of non-compliance while simultaneously offering professional development in the areas of IEP development and compliance, placement decisions for students receiving special education services, developing successful transition teams and hands on resources for guidance in developing transition plans, along with parent involvement and regular education roles and responsibilities as it pertains to IDEA (Individuals with Disabilities Education Act). NWREC#2 team fosters a philosophy in helping districts shape their special education program to cater to their diverse learners, ensuring that policies and structure is in place to avoid non-compliance and due process as teams meet and serve students in program. Technical assistance addressing State Performance Plan Indicators (indicators that measure child and family outcomes and compliance with the requirements of the IDEA). Indicators requiring direct support to member districts have included Secondary Transition (SPP13), Behavior and Discipline, covering manifestation determinations, functional assessment and behavior intervention plan development (SPP4), SAT/RTI Tier 1 and Tier 2 process (SPP9&10) identification process protocols and timelines, Evaluation processes, timelines and procedures. (SPP11). Early transition support for required part C to B of IDEA has been provided to member districts, via direct service and provided resources and guidance via Northern Transition team (SPP12).

NWREC#2 has provided direct professional development to member districts in the areas of Paraprofessional Roles and Responsibilities in Special Education, Parent involvement and Regular Education Teacher Responsibilities as it relates to building strong teams, and increased communication and collaboration within Special Education Departments, in each district.

NWREC#2 has supported member districts in alternative programming during COVID 19 and prior to with Edgenuity and blended learning/ credit recovery for students in special programs.

Lastly, NWREC#2 has worked extensively with member districts providing guidance in goal writing focused on student growth and progress monitoring via formative assessments. This was done with the practice of developing a strong base of the students learning through the required Present Level of Academic and Functional Performance. Member districts who have participated now have appropriate baseline data in order to develop goals for each student to help close their educational and developmental GAPS, via classroom delivery, 1:1 models or direct service from an ancillary professional, i.e. Speech and Language.

NWREC#2 has secured Professional Development for member districts for the upcoming school year, to sustain previous training and participate in the newly transformed Non-Violent Crisis Prevention model

Monthly Round Table Discussions: NWREC#2 purchases legal services with the Walsh, Gallegos, Treviño, Russo & Kyle, P.C Law Firm, which includes Monthly Round Table Discussions and ongoing technical assistance to the region, as well as guidance on special education policy and procedures.

Every Student Succeeds Act (ESSA): ESSA is the primary K-12 education law in the U.S. It was enacted in 2015, replacing its predecessor the No Child Left Behind Act (NCLB). It covers every public school in the country with the goal of providing “all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” This includes students with disabilities. NWREC#2 provides technical assistance addressing the New Mexico ESSA Plan as requested.

Division of Vocational Rehabilitation/ Vocational Transition Services: The DVR/VTs Initiative has been a huge success. 4,096 students in rural and underserved areas across NM received a variety of Job Exploration Counseling, Self-Advocacy Training, Higher Learning Counseling, Workforce Readiness, & Work Experience. These figures will include students several times as many of them have received multiple Pre-ETS. Vocational Transition Specialists (VTs) also attended 1,153 IEPs. NWREC#2 Vocational Transition Specialists (VTs) served 787 students and attended 308 IEPs. 560 students in NWREC#2 region participated in Work Readiness. 65 DVR Referrals were completed.

Child Find: Child Find is part of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities ages 3-21 who need special education services. The NWREC#2 assists our Member Districts in setting up Initial screening of preschool-aged children whose parents/guardians have concerns about the child’s speaking, understanding of language, learning eye-hand coordination, movement, socialization, behavior, or other concerns. This service may lead to further evaluation(s) or referrals to other services.

Additional NWREC#2 2018-2019 Professional Developments and Technical Assistance

Personalized Professional Development Area Topics

- Blended Learning
- STEM
- Unpack Standards
- Data for Effective Instruction
- SEL
- CPI
- PBIS (classroom management)
- Common Core Support
- Paraprofessionals Trainings
- Substitute Training
- Superintendent /Admin. Mentorship
- Mentor/Mentee Training
- NM Teach Calibration
- Assessment
- SAT/RTI Training
- Goals Writing Training
- PWN Training



Special Education Technical Assistance

- Network & Learn-In collaboration with 8 other REC's
- Monthly Round Table Discussions
- Assist in Child Find Services
- Handbook of Special Ed. Procedures
- Fall/Spring SPED Academies
- Assist with IDEA B Applications
- Assist with Corrective Action Plans
- State Performance Plan Indicators
- Technical Assistance
- NM Teach Calibration & Assessment
- DVR/Vocational Transition Services

Business Operations of the NWREC#2

The NWREC#2 Business Operations Department provides some fiscal management to the Member Districts for certain grants: Chama Valley, Cuba, Dulce, Jemez Mountain, Mesa Vista, Peñasco, Questa, and Taos. The NWREC#2 also serves as liaison and fiscal administrator for programs associated with Intergovernmental Agreements with the New Mexico Public Education Department.

NWREC#2 Fiscal Department provides the following:

- Preparation, facilitation and fiscal management of SDAA budgets
- Title III Consortia Fiscal Administrator - English Language Learners
- Title IV Consortia Fiscal Administrator – Student Support and Academic Enrichment
- Administration of budget compliance and accountability for certain grants
- Responsible for submissions of timely reporting to NMPED and Governing Council

Services:

- Procurement, budget development, budget preparation and approval, budget maintenance, audit, submission of required budget reports, preparation of and presentation to the Governing Council regarding expenditures and revenues.
- Manage budgets and fiscal operations for all programs, district identified grants/contracts, and statewide initiatives.
- Serve as a link between management and employees by handling questions, interpreting and administering contracts and helping resolve work-related concerns.
- Analyze and modify compensation and benefits policies to establish competitive programs and ensure compliance with legal requirements.
- Identify staff vacancies and recruit, interview and assist with selection of applicants.
- Plan, organize, direct, control or coordinate the personnel, training, or evaluation procedures.

Outcomes:

- Beneficial programs that positively impact student achievement
- Efficient fiscal operations
- Accurate and timely budget submission and maintenance
- Liaison support between NM Public Education Department and Member Districts
- Effective/legal policies and procedures in place
- Accurate and timely staff and professional services recruitment and contracting
- Increased support for policies, procedures, and staff training

2018 - 2019 Revenue Governmental Funds

Revenue Source	Amount	Percentage
Federal	\$ 516,195	9%
State	\$4,991,050	91%
Local and Misc.	\$ 3,250	<1%
Total Revenue	\$5,510,495	100.00%
Net Increase	\$ 652,213	11%

2018 - 2019 Revenue General Fund 27101

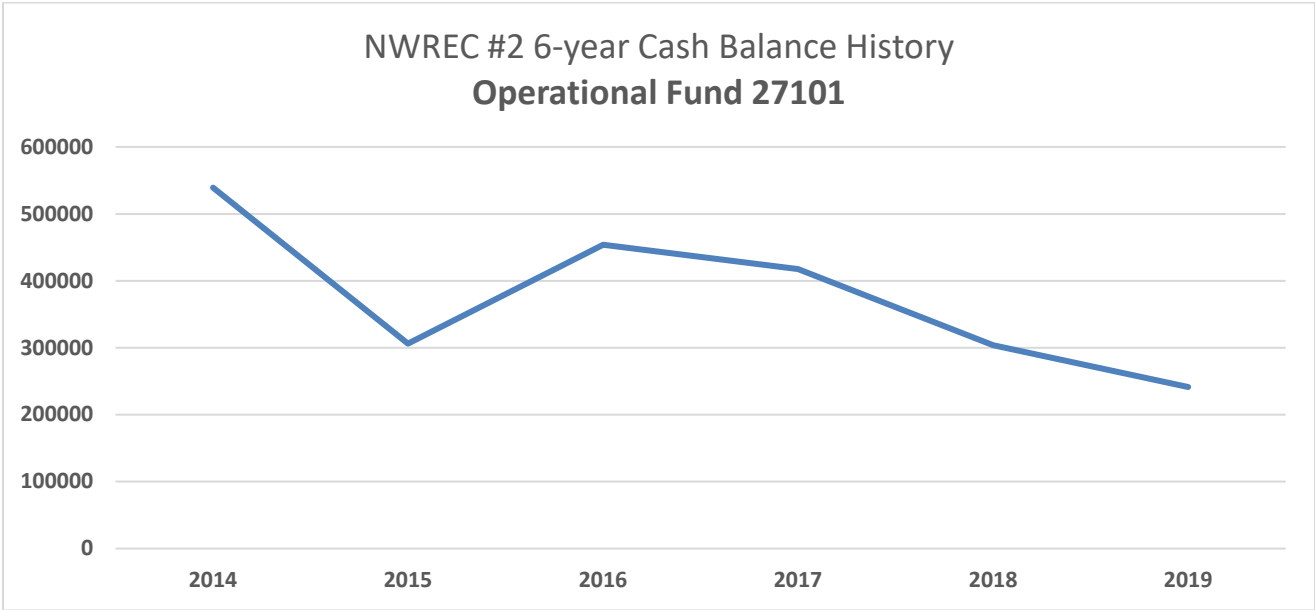
Revenue Source	Amount	Percentage
Federal	\$ 12,881	4%
State	\$ 329,997	96%
Total Revenue	\$ 342,878	100.00%
Net Increase	\$ 42,257	88%

2018 -2019 Operational Fund 27101 Expenditures

Expenditures	Amount	Percentage
Support Services: General Administration	\$ 132,117	32%
Support Services: Central Services	\$ 253,104	62%
Operation & Maintenance of Plant	\$ 24,884	6%
Total Expenditures	\$ 410,105	100.00%
Net Decrease	\$ 187,119	

6 Year Cash Balance History of the NW REC #2: The chart below represents the NW REC #2's cash balance on June 30 of each fiscal year since 2014.

Fiscal Year Ending	Operational Fund 27101
6/30/2014	\$539,180
6/30/2015	\$306,045
6/30/2016	\$453,676
6/30/2017	\$431,616
6/30/2018	\$308,592
6/30/2019	\$241,365
6 Year Average	\$380,079



Value-Added Report for Regional Schools

Northwest Regional Education Cooperative provided the following support and services in accordance with, and pursuant to each REC/District Agreement and to support each district in achieving their goals. The following table delineates an estimate of Value-Added Services that were available to Member Districts for 2018-2019.

Services	Description	Timeline	Associated Costs	Amount Paid by Districts	NWREC Value Add
Program Support and Technical Support Activities	Fall SDAA Meetings at Each Member District	August, 2018	\$2,874	\$0	\$2,874
	SDAA Monitoring/Support and Technical Assistance	July 2018 – June 2019	\$39,500	\$0	\$39,500
	PBIS Site Visits	July 2018– June 2019	\$17,002	\$0	\$17,002
	Handbook of Special Education Procedures and ongoing technical support	September 2018 – June 2019	\$3,539	\$0	\$3,539
	Title III Consortia Technical Assistance and Administration	July 2018 – June 2019	\$1,156	\$0	\$1,156
	Calibration & Observation	October 18 – June 2019	\$9,000	\$0	\$9,000
	Grant Writing	July 2018 – June 2019	\$2,882	\$0	\$2,882
	IDEA B Application Assistance	Spring 2019	\$2,250	\$0	\$2,250
	PowerSchool	July 2018- June 2019	\$11,538	\$0	\$11,538
	SEAS	July 2018- June 2019-	\$4,320	\$0	\$4,320
	Social Emotional Learning	July 2018- June 2019	\$8,485	\$0	\$8,485
	Innovative Learning Concepts RTI	July 2018 – June 2019	\$9,504	\$0	\$9,504
	Handbook of HR policy and procedures	July 2018 – June 2019	\$1,062	\$0	\$1,062
Professional Development Activities	Monthly Round-Table Discussions with Elena Gallegos of the Walsh Gallegos Law Firm	Monthly	\$1,330	\$0	\$1,330
	Mentor/Mentee Training	November 2018	\$2,250	\$0	\$2,250
	Fall Special Education Academy	November 29 and 30, 2018	\$20,978	\$0	\$20,978
	Singapore Math Training	July 2018	\$3,250	\$0	\$3,250
	SPED Leadership Academy	June 5-6 2019	\$19,274	\$0	\$19,274
	Substitute Trainings	Fall 2018 and Spring 2019	\$6,050	\$0	\$6,050
	IEP Facilitation/Training	Spring 2019	\$8,500	\$0	\$8,500

	Strategic Planning/Board Retreat	July/Sept 2018	\$6,374	\$0	\$6,374
	TPE/PPE Support for Member Districts	July 2018-June 2019	\$5,000	\$0	\$5,000
	Network and Learn Event	March 2019	\$4,318	\$0	\$4,318
	Blended Learning	Fall and Spring	\$2,624	\$0	\$2,624
	Champs Training	Fall and Spring	\$2,250	\$0	\$2,250
	Principal Mentorship	November 2018	\$2,000	\$0	\$2,000
Actual Cost					\$197,310.00
Amount Paid by Districts (Combined)					\$0.00
Total Value Added					<u>\$197,310.00</u>



**Northwest Regional Education
Cooperative #2**

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