



# EDUCATIONAL PLAN AND BUDGET SUBMISSION PROCESS

2020-2021



The State of New Mexico  
Public Education Department  
**Educational Plan and Budget Submission Process**

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**Required Notice**

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**Note**

This document was developed to support districts and charters in complying with the Martinez and Yazzie consolidated lawsuit requirements, §22-8-6 NMSA 1978 (House Bill 5, 2019), §22-8-23.3 NMSA 1978 (House Bill 5, 2019), and House Bill 2 from the 2020 New Mexico legislative session.

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## Shared Language

<p>At-Risk Student</p>	<p>Based on the legal authority cited below, an “at-risk student”<sup>1</sup> means a student who:</p> <ul style="list-style-type: none"> <li>• is designated an English language learner;<sup>2</sup></li> <li>• is economically disadvantaged<sup>3</sup>;</li> <li>• is Native American<sup>4</sup>;</li> <li>• has a disability<sup>5</sup>; or</li> <li>• is highly mobile, as shown by a failure to remain in school for an entire year or consecutive years<sup>6</sup>.</li> </ul> <p>These five categories combine the factors currently outlined in statute that generate at-risk funding and the categories identified as at-risk by the court in the Martinez and Yazzie consolidated lawsuit. Districts are allowed and expected to use at-risk funding for any or all of these groups.</p>
<p>At-Risk Program Units</p>	<p>From <a href="#">§22-8-23.3 NMSA 1978</a></p> <p>An at-risk student means a student who meets the criteria to be included in the calculation of the three-year average total rate*. The number of additional units to which a school district is entitled is computed in the following manner:</p> <p>At-Risk Index X MEM = Units</p> <p>where MEM is equal to the total district membership, including early childhood education, full-time-equivalent membership and special education membership and where the at-risk index is calculated in the following manner:</p> <p>Three-Year Average Total Rate X 0.3 = At-Risk Index</p> <p>*To calculate the three-year average total rate, the department shall compute a three-year average of the school district's percentage of membership used to determine its Title 1 allocation, a three-year average of the percentage of membership classified as English language learners using criteria established by the office for civil rights of the United States department of education and a three-year average of the percentage of student mobility. The department shall then add the three-year average rates. The number obtained from this calculation is the three-year average total rate.</p>

<sup>1</sup> For budget submission purposes.

<sup>2</sup> Using criteria established by the Office for Civil Rights of the United States Department of Education. Section 22-8-23.3(B) NMSA 1978, At-Risk Program Units. English learners are also identified as at-risk students in Judge Singleton’s Final Judgement and Order, 2/14/19, p. 2.

<sup>3</sup> Section 22-8-23.3(B) NMSA 1978, At-Risk Program Units. Economically disadvantaged students are also identified as at-risk students in Judge Singleton’s Final Judgement and Order, 2/14/19, p. 2.

<sup>4</sup> Martinez and Yazzie Final Judgement and Order, 2/14/19, p. 3.

<sup>5</sup> Martinez and Yazzie Final Judgement and Order, 2/14/19, p. 3.

<sup>6</sup> Martinez and Yazzie Decision and Order, 7/20/18, p. 47.

Culture	Means deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.
Culturally and Linguistically Relevant Materials	From <a href="#">NMAC 6.75.2.9.D.2.</a> (a) is culturally relevant, as outlined by the following: (i) informs culturally and linguistically responsive pedagogy; (ii) reflects the cultural diversity represented within the community, state, and nation; (iii) reflects the cultures, languages, and lived experiences of a multicultural society; (iv) addresses multiple ethnic descriptions, interpretations, or perspectives of events and experiences; and (v) encourages critical pedagogy.
District DASH	The NMPED’s platform for educational plan submissions.
Economically Disadvantaged	A student who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.
Educational Plan	The set of information required to be submitted annually by a local school board or governing body of a state-authorized charter school.
English Learner (EL)	Students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency.
Equity Council	Advisories to the local school board and Superintendent or Charter School Governing Body and Executive Director. Equity councils are responsible for informing and advising School Boards and Superintendents, or Charter School Executive Directors to ensure that the Martinez and Yazzie consolidated lawsuit decision is implemented with a focus on the students most in need of additional support. They are composed of district and school staff as well as representatives from the community that make recommendations about district budgets, services, and programs. Equity councils are also responsible for <ol style="list-style-type: none"> <li>1. completing the required Martinez and Yazzie Readiness Assessment,</li> <li>2. informing the design of the Educational Plan,</li> <li>3. putting forth a recommendation for the design of the culturally and linguistically responsive (CLR) framework for schools to the school board and the superintendent, and</li> <li>4. informing the at-risk funding report.</li> </ol> Please note: <i>Equity councils are not decision or policy-making bodies.</i>
House Bill 2 (HB2)	Legislation from the 2020 regular session that requires making general appropriations and authorizing expenditures by state agencies. This process handbook focuses on the following: <i>The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for at-risk program units, bilingual and multicultural education program units, extended learning time program units, K-5 plus program units, special education program units, instructional materials, new teacher mentorship and classroom instruction in fiscal year 2021 and</i>

	<i>report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020.</i>
House Bill 5 (HB5)	Legislation from the 2019 regular session that added operational budget narratives and at-risk services reporting to the school budget and finance chapters of the public school code.
Narrative	A typically brief written statement describing a program, service, budget allocation, or similar item. Based on NMPED direction, narratives may take the form of responses to given prompts; bulleted lists, tables, charts of relevant information; or written information.
Native American Student	A student who is a member or descendent of an American Indian tribe or band or Alaska Native.
Operating Budget Management System (OBMS)	The New Mexico Public Education Department (NMPED) school budget submission, analysis, and approval tool.
School Budget and Financial Analysis Bureau	The New Mexico Public Education Department bureau that: <ul style="list-style-type: none"> <li>• Reviews, analyzes, and approves all charter and district budgets;</li> <li>• Monitors the distribution and use of nearly half of the state’s General Fund appropriations each year; and</li> <li>• Provides school finance information to the legislature, the federal government, the general public, and other interested parties.</li> </ul>
New Mexico State Statute (NMSA)	A collection of state laws passed by the New Mexico Legislature and organized by subject area into chapters and sections.
New Mexico Administrative Code (NMAC)	The official collection of current rules (regulations) written and filed by state agencies to clarify and interpret laws (NMSA) passed by the Legislature.
Highly Mobile Student	Highly mobile children include children experiencing frequent family moves into new school districts, such as military-connected children, migrant children, children in the foster care system, and children who are homeless <sup>7</sup> .
Special Education	Instruction and services designed to meet the needs of children age three to 21 or who will turn three at any time in the school year, and who have one or more disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The purpose of special education services is to help a child with a qualifying disability to learn the information and skills that all children are learning.
Students with Disabilities	Students who:

<sup>7</sup> OSEP Dear Colleague Letter on Education for Highly Mobile Children (July 19, 2013), <https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-education-for-highly-mobile-children/>

	<ul style="list-style-type: none"> <li>• have an evaluation that finds the child has a disability as defined by the IDEA or New Mexico State Rules; and</li> <li>• have a disability that affects the child's ability to learn and progress in the same educational program or setting provided for all children.</li> </ul>
Uniform Chart of Accounts (UCA)	<p>A list of accounts developed for the use of public school districts and charter schools in New Mexico. The structure, the elements, and the description are meant to assist the districts and charter schools in consistent development of their budgets and in the consistent posting of district or charter school transactions. Please visit the SBFAB UCOA page: <a href="https://webnew.ped.state.nm.us/bureaus/school-budget-finance-analysis/ucoa-and-supplement-3/">https://webnew.ped.state.nm.us/bureaus/school-budget-finance-analysis/ucoa-and-supplement-3/</a></p>



## Purpose of the Process Handbook

This process handbook supports districts and charter schools in submitting information that is required by New Mexico statute (NMSA) and regulation (NMAC) as part of the operational budget component of the educational plan. The new educational plan information is required by the following statutory chapters that were modified/created through House Bill 5 (HB5) from the 2019 regular legislative session:

[§22-8-6. Operating budgets; educational plans; submission; failure to submit.](#)

AND

[§22-8-23.3. At-risk program units.](#)

*Note: this is not a comprehensive handbook that includes ALL state and federal submission requirements. This handbook addresses the 2019 requirements from HB5; primarily the operational budget narratives and at-risk services reporting.*

This handbook also supports the alignment with the requirements in House Bill 2 (HB2) from the 2020 legislative session. HB2 makes general appropriations and authorizes expenditures by state agencies. This manual focuses on the following component from page 177, lines 7-12:

*The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for at-risk program units, bilingual and multicultural education program units, extended learning time program units, K-5 plus program units, special education program units, instructional materials, new teacher mentorship and classroom instruction in fiscal year 2021 and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020.*

For more information please see: <https://www.nmlegis.gov/Sessions/20%20Regular/final/HB0002.pdf>

This process handbook is meant to guide and support districts and charter schools to organize their data and information submissions regarding at-risk funding to ensure that all students are provided the resources, programs, tools, and instruction to learn and succeed.

## What You Should Know About This Process

Districts and charter schools should keep in mind that the educational plan is not a single document that is submitted to the New Mexico Public Education Department (NMPED). The requirement is fulfilled through various submissions collected by the NMPED. For school year 2020-2021, the NMPED is utilizing a new submission platform to organize the HB5 required submission components. The platform is called the NMPED District DASH. Districts and charters should keep in mind that some submissions are new, while most are existing requirements that are submitted using the same tools as in previous years.

This process handbook includes a checklist on page 12 with information about submitting the educational plan components, and the District DASH is organized based on this checklist. Districts, charter schools, and Equity Councils are encouraged to review this handbook before, during, and after designing the operational budgets component of the educational plan to ensure that all the necessary information is included in the final submissions. A user guide for how to use the District DASH is also provided.

## How To Use This Process Handbook

Each section of this handbook guides districts and charter schools on how to submit information required by statute or NMPED regulation. There are 89 districts, 51 state-authorized charter schools, and 46 district-authorized charter schools in New Mexico. District-authorized charter school budgets are not included in their chartering district's budget, and educational plan components and must be submitted individually. This means that each district, state-authorized charter school, and district-authorized charter school in New Mexico is required to submit an operating budget as part of their educational plan for approval by the NMPED. Districts and charter schools may use the requirements checklist on page 12 of this document to track submissions.

Note: *The content to which some of the hyperlinks in this document leads may change over time as the NMPED updates its website and guidance based on the 2020 legislative session. Please check the NMPED webpage for updates to this document: [webnew.ped.state.nm.us](http://webnew.ped.state.nm.us).*

Each section in this process handbook includes the statutory or regulatory citing, submission information, the date due, if applicable, and the bureau or division that oversees the submission. Each citing of the law is linked to [Chapter 22 of New Mexico State Annotated Statutes](#) located at the New Mexico One Source website or the [New Mexico State Records Center and Archives](#).

Example:

NMSA 1978 or NMAC	<a href="#">§22-8-6.A.(1)-(7)</a>
Tool:	Spreadsheet, Online Platform, or Email
Where to upload or submit:	Online Platform
Date due:	XX, 2020
Bureau/Division:	XX Bureau

Below each citing and submission link is background information on the submission requirement, the bureau/division that manages the requirement, and any other pertinent information that supports districts and charter schools in the process. This handbook may be shared with equity councils, local school boards, charter school governing bodies, district leadership teams, parents, families, and community members interested in learning about current educational plans and budget submission requirements.

## The Role of Equity Councils in the Budget and Educational Plan Design Process

Equity councils are responsible for informing and advising school boards, superintendents, charter school governing bodies and executive directors to ensure that the Martinez and Yazzie consolidated lawsuit decision is implemented with a focus on the students most in need of additional support.

Districts and charter schools should review the Equity Council memo [https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/NMPED\\_EquityCouncils\\_Memo\\_11.22.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/NMPED_EquityCouncils_Memo_11.22.19.pdf) that can be found on the Martinez and Yazzie consolidated lawsuit webpage: <https://webnew.ped.state.nm.us/yazzie-martinez-updates/>.

Equity councils are also responsible for

1. completing the required Martinez and Yazzie Readiness Assessment,
2. informing the design of the educational plan,
3. putting forth a recommendation for the design of the culturally and linguistically responsive (CLR) framework for schools to the school board and the superintendent, and
4. informing the at-risk funding report.

Please note: *Equity councils are not decision or policy-making bodies.*

Equity councils will use the responses from the Martinez and Yazzie Readiness Assessment to inform and advise the district, superintendent, and charter school executive director on the design of the operational budget [§22-8-6. NMSA 1978](#), the budget narratives required in [§22-8-6.E.\(2\)-\(6\) NMSA 1978](#), and the educational plan [§22-8-6. NMSA 1978](#).

To learn more about the Martinez and Yazzie consolidated lawsuit, process, and tools, visit the following link:

<https://webnew.ped.state.nm.us/yazzie-martinez-updates/>

## Requirements Checklist

The operational budget and educational plan requirements and process are anchored in the following statutory requirements. This may also be used as a checklist to ensure complete and accurate submissions.

**Please note:** Districts and charter schools should keep in mind that the educational plan is not a single document that a district or charter school submits. The requirement is fulfilled through various submissions to the NMPED. For school year 2020-2021 the NMPED is utilizing a new submission platform to organize the HB5 required submission components. The platform is called the NMPED District DASH. Some submissions are new, while most are existing requirements that are submitted using the same tools as in previous years.

§22-8-6.E(1)-(7)- Operating budgets; educational plans; submission; failure to submit.

**E. For fiscal year 2021 and subsequent fiscal years, each school district's and each state-authorized or district-authorized charter school's educational plan shall include:**

✓	Item/requirement	Where to submit	NMPED Review/Oversight
	(1) information on the <b>instructional time</b> offered by the school district or charter school, including the number of <b>instructional days</b> by school site and the number of <b>hours in each instructional day</b> and the <b>frequency of early-release days</b> ;	A worksheet is submitted directly to the SBFAB. Submission is verified in the District DASH.  See Appendix A for an example of the worksheet.	School Budget and Financial Analysis Bureau
	(2) a <b>narrative</b> explaining the identified services to improve the academic success of <b>at-risk students</b> ;	The At-Risk Funding Report narratives are downloaded and submitted in the District DASH.  See Appendix D for an example of the template.  The At-Risk Worksheet is downloaded and submitted in the District DASH.  See Appendix E for an example of the worksheet.	Identity, Equity and Transformation Division
	(3)(a) a <b>narrative</b> explaining the services provided to students enrolled in <b>extended learning time programs</b> , including a report of how the extended learning time is used to improve the academic success of students and professional learning of teachers; and	Submitted in <a href="#">SharePoint</a> .  Submission confirmed in the District DASH.	Community Schools and Extended Learning Time Bureau
	(3)(b) a <b>narrative</b> explaining the services provided to students enrolled in <b>K-5 Plus programs</b> ;	K-5 Plus application submitted to the Literacy Bureau via email at <a href="mailto:KfiveP@state.nm.us">KfiveP@state.nm.us</a> .  Submission confirmed in the District DASH.	Literacy Bureau

§22-8-6.E(1)-(7)- Operating budgets; educational plans; submission; failure to submit.

**E. For fiscal year 2021 and subsequent fiscal years, each school district's and each state-authorized or district-authorized charter school's educational plan shall include:**

✓	Item/requirement	Where to submit	NMPED Review/Oversight
	(4) a <b>narrative</b> explaining the school district's or charter school's <b>beginning teacher mentorship</b> programs as well as class size and teaching load information;	Downloaded and submitted in the District DASH.  See Appendix F for an example of the template.	Educator Growth and Development Division
	(5) a <b>narrative</b> explaining supplemental programs or services offered by the school district or charter school to ensure that the <b>Bilingual Multicultural Education Act</b> [Chapter <a href="#">22</a> , Article <a href="#">23</a> NMSA 1978],	Submitted as part of the Bilingual Multicultural Education Program application in the NMPED SharePoint.  <a href="#">Bilingual Multicultural Education Program Funding Application</a>  Submission confirmed in the District DASH.	Language and Culture Division
	The <b>Indian Education Act</b> [Chapter <a href="#">22</a> , Article <a href="#">23A</a> NMSA 1978] and	Submitted as part of the Indian Education grants application in the NMPED SharePoint.  <a href="#">Indian Education Division Grants Management</a>  Submission confirmed in the District DASH.	Indian Education Division
	The <b>Hispanic Education Act</b> [Chapter <a href="#">22</a> , Article <a href="#">23B</a> NMSA 1978] are being implemented by the school district or charter school;	Hispanic Education Act narratives will not be required until fiscal year 2022.	Language and Culture Division
	(6) a <b>narrative</b> describing the amount of program cost generated for services to students with disabilities and the spending of these revenues on services to students with disabilities, which shall include the following:		Special Education Bureau
	(a) <b>program cost generated for students enrolled in approved special education programs;</b>	This is provided to districts and charter schools through the 910B-5. Districts and charter schools should work with their assigned budget analyst regarding the submission process.	Special Education Bureau
	(b) <b>budgeted expenditures of program cost, for students enrolled in approved special</b>	This cost is determined by the district or charter school and submitted within the budget (SEG)	Special Education Bureau

§22-8-6.E(1)-(7)- Operating budgets; educational plans; submission; failure to submit.

**E. For fiscal year 2021 and subsequent fiscal years, each school district's and each state-authorized or district-authorized charter school's educational plan shall include:**

✓	Item/requirement	Where to submit	NMPED Review/Oversight
	<b>education programs</b> , on students with disabilities;	to the SBFAB. Districts and charter schools should work with their assigned budget analyst regarding the submission process.	
	(c) the amount of <b>program cost generated for personnel providing ancillary and related services to students with disabilities</b> ;	This is provided to districts and charter schools through the 910B-5. Districts and charter schools should work with their assigned budget analyst regarding the submission process.	Special Education Bureau
	(d) <b>budgeted expenditures of program cost for personnel providing ancillary and related services to students with disabilities, on special education ancillary and related services personnel</b> ; and	This cost is determined by the district or charter school and submitted within the budget (SEG) to the SBFAB. Districts and charter schools should work with their assigned budget analyst regarding the submission process.	Special Education Bureau
	(e) a <b>description of the steps taken to ensure that students with disabilities have access to a free and appropriate public education</b> ; and	Downloaded and submitted in the District DASH.  See Appendix G for an example of the template.	Special Education Bureau
	(7) a common set of <b>performance targets and performance measures</b> , as determined by the department in consultation with the department of finance and administration, the legislative finance committee and the legislative education study committee.	Downloaded and submitted in the District DASH.	Policy, Strategy, and Accountability
<b>Narratives that align to HB2 and various statutes and rules that require districts and charters to support ALL students including English learners, Hispanic students, Native American Students, and students with disabilities.</b>			
	Instructional Materials: Ensuring they are High-Quality and Culturally and Linguistically Relevant (as part of the HB2 requirement).	Downloaded and submitted in the District DASH.  See Appendix H for an example of the template.	Instructional Materials Bureau

§22-8-6.E(1)-(7)- Operating budgets; educational plans; submission; failure to submit.

**E. For fiscal year 2021 and subsequent fiscal years, each school district's and each state-authorized or district-authorized charter school's educational plan shall include:**

✓	Item/requirement	Where to submit	NMPED Review/Oversight
	Interventions	Downloaded and submitted in the District DASH.  See Appendix I for an example of the template.	Student, School and Family Support Bureau/Academic Engagement and Student Success Division

## The At-Risk Funding Component of the Educational Plan

NMSA 1978 or NMAC	<a href="#">§22-8-6.E.(1)-(6) NMSA 1978</a> <a href="#">§22-8-23.3. NMSA 1978</a>
Tool:	At-Risk Spreadsheet in the District DASH
Where to upload:	Uploaded in the District DASH.
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	All bureaus and divisions listed in the checklist on page 12 of this handbook.

The at-risk funding budget is submitted through a spreadsheet to the SBFAB. Per [§22-8-23.3. NMSA 1978](#), a district or charter school only generates at-risk program funding if they have a department-approved educational plan. To learn about how at-risk units are calculated, please see Appendix C; to see an example of the spreadsheet, please see Appendix E.

### Required Components of the Education Plan

The components of the educational plan are taken directly from statute [§22-8-6.E.\(1\)-\(6\) NMSA 1978](#) and are the primary components in the checklist on page 12. Districts and charter schools should use the checklist to ensure that the components are submitted accurately.

- (1) information on the instructional time offered by the school district or charter school, including the number of instructional days by school site and the number of hours in each instructional day and the frequency of early- release days;
- (2) a narrative explaining the identified services to improve the academic success of at-risk students;
- (3) a narrative explaining the services provided to students enrolled in the following programs:
  - (a) extended learning time programs, including a report of how the extended learning time is used to improve the academic success of students and professional learning of teachers; and
  - (b) K-5 plus programs;
- (4) a narrative explaining the school district's or charter school's beginning teacher mentorship programs as well as class size and teaching load information;
- (5) a narrative explaining supplemental programs or services offered by the school district or charter school to ensure that the Bilingual Multicultural Education Act [Chapter 22, Article 23 NMSA 1978], the Indian Education Act [Chapter 22, Article 23A NMSA 1978] and the Hispanic Education Act [Chapter 22, Article 23B NMSA 1978] are being implemented by the school district or charter school;
- (6) a narrative describing the amount of program cost generated for services to students with disabilities and the spending of these revenues on services to students with disabilities, which shall include the following:
  - (a) program cost generated for students enrolled in approved special education programs;



(b) budgeted expenditures of program cost, for students enrolled in approved special education programs, on students with disabilities;

(c) the amount of program cost generated for personnel providing ancillary and related services to students with disabilities;

(d) budgeted expenditures of program cost for personnel providing ancillary and related services to students with disabilities, on special education ancillary and related services personnel; and

(e) a description of the steps taken to ensure that students with disabilities have access to a free and appropriate public education; and

(7) a common set of performance targets and performance measures, as determined by the department in consultation with the department of finance and administration, the legislative finance committee and the legislative education study committee.

### Programmatic Review of the Education Plan

Once the educational plan submissions have been completed and approved, the educational plan is reviewed against the Universal Chart of Accounts (UCOA) budget submission. The submitted budget will be compared with the educational plan to ensure that the resources necessary for the implementation of the plan are identified. If the budget does not adequately include the resources necessary for the implementation of the educational plan, the budget is returned to the district or charter school for amendment. If the budget is not approved by the SBFAB, an appeal may be requested from the NMPED Deputy Secretary of Finance and Operations.

The SBFAB will review both the operational budget submissions and the components of the educational plan during the budget approval process. If the NMPED finds the submission insufficient to award at-risk program units, the district or charter school is given the opportunity to amend the component(s) of the educational plan to meet program specifications by June 15<sup>th</sup>. If the district or charter school is unable to or chooses not to amend, the NMPED eliminates projected state equalization guarantee (SEG) funding for at-risk program units and requires the district or charter school to cut the budget by the appropriate amount. The district or charter school does not qualify for the SEG funding for at-risk program units the following fiscal year.

Note: If the district or charter school is unable to develop a budget that meets the requirements for approval, the NMPED is statutorily obligated to set the budget for the school district or charter school. District-authorized charter school budgets are not included in their chartering district's budget and educational plan components and must be submitted individually. This means that each district, state-authorized charter school, and district-authorized charter school in New Mexico is required to submit an operating budget as part of their educational plan for approval by the NMPED.

Districts and charters are asked to complete and upload the spreadsheet in the District DASH.

## Program Codes and The Universal Chart of Accounts

The NMPED requires the use of program codes from the UCOA as outlined in Supplement 3 of the [Public School Accounting and Budgeting Manual of Procedures](#). Please see the memorandum in Appendix A.

The NMPED has established the following program codes:

2000 SPECIAL PROGRAMS	<p>This may be used to help track expenditures related to activities for students with special needs designed to improve their ability to learn. Special needs include intellectual disability, orthopedic impairment emotional disturbance, developmental delay, specific learning disabilities, multiple disabilities, hearing impairment, other health impairments, visual impairments including blindness, autism, deaf-blindness, traumatic brain injury, and speech or language impairments. Special Programs also include Gifted and Talented Programs, though many school districts track these expenditures under a separate, or sub-program code. If using code 2000 please include all services provided under Individualized Education Programs (IEPs) and/or through IDEA funding.</p>
4020 AT-RISK PROGRAMS	<p>Includes at-risk education programs, such as research-based or evidence-based social, emotional or academic interventions and services such as:</p> <ul style="list-style-type: none"> <li>• case management, tutoring, reading interventions and after-school programs that are delivered by social workers, counselors, teachers or other professional staff;</li> <li>• culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education;</li> <li>• additional compensation strategies for high-need schools;</li> <li>• whole school interventions, including school-based health centers and community schools;</li> <li>• educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions; and</li> <li>• services to engage and support parents and families in the education of students.</li> </ul> <p>Only used in Function 1000 (Instruction). Operational fund amounts should facilitate comparisons to units and amounts generated for at-risk programs under the public school funding formula (i.e. at-risk index funding), and also should track to items submitted in the education plan to qualify for at-risk units.</p>
4025 AT-RISK SPECIAL PROGRAMS	<p>Activities for students with special needs designed to improve their ability to learn, but funded from at-risk funding sources. Special needs include intellectual disabilities, orthopedic impairment emotional disturbance, developmental delay, specific learning disabilities, multiple disabilities, hearing impairment, other health impairments, visual impairments including blindness, autism, deaf-blindness, traumatic brain injury, and speech or language impairments. Special Programs also include Gifted and Talented Programs. Include all services provided under Individualized Education Programs (IEPs) and/or through IDEA funding. Generally, only used in Functions 1000 (Instruction) and 2100 (Support Services - Students). Operational fund amounts should facilitate comparisons to units and amounts generated for either or both special education or at-risk funding under the public school funding formula (i.e. A/B, C, and D level MEM or ancillary services FTE and at-risk index dollars) and help with the approval of the education plan.</p>

<p>4030 K-5 PLUS ACT PROGRAMS</p>	<p>Activities for students enrolled in programs related to the K-5 Plus Act (22-13D-1 NMSA 1978). K-5 Plus Act units are available to local education agencies that have submitted applications and to, and have been approved by, PED to participate in the K-5 plus program. Expenditures in this program are related to: providing no fewer than twenty-five additional instructional days prior to the start of the regular school year, keeping students that participate in the K-5 plus program with the same teacher and cohort of students during the regular school year, including additional professional development for K-5 plus teachers in how young children learn to read, implementing the program school-wide and other related expenditures. Operational fund amounts should facilitate comparisons between K-5 Plus units generated in the public school funding formula and amounts in the K-5 Plus application and PED verify narrative K-5 Plus program statements in the education plan prior to approval.</p>
<p>4040 EXTENDED LEARNING TIME PROGRAMS</p>	<p>Activities for an extended learning time program, as described in the PED-approved Education Plan, to include expenditures for programs under 22-8-23.10 NMSA 1978:</p> <ul style="list-style-type: none"> <li>• that extend program service delivery for the number of days per school year, or extend the number instructional hours per instructional day for kindergarten through sixth grade and at least six instructional hours per day for seventh through twelfth grade;</li> <li>• for after-school program opportunities for academic learning or extracurricular enrichment to students that do not supplant federally funded programs; and</li> <li>• that provide a minimum of eighty non-instructional hours per school year for professional development for instructional staff.</li> </ul> <p>In statute there are separate requirements for schools that do and do not operate four-day school weeks. Operational fund amounts should facilitate comparisons between extended learning time units generated in the public school funding formula and help PED verify narrative Extended Learning Time program statements in the education plan prior to approval.</p>

Use the following link to submit the required budget forms:

<https://webnew.ped.state.nm.us/bureaus/school-budget-finance-analysis/2019-2020-budget-workbook-and-budget-files/>

## Parental Involvement Verification in the Budget Approval Process

NMSA 1978 or NMAC	<a href="#">§22-8-10.B. NMSA 1978</a> <a href="#">§22-8-11.C. NMSA 1978</a>
	<p>§22-8-10. Budgets; fixing the operating budget.</p> <p style="padding-left: 40px;">B. Prior to the public hearing held to fix the operating budget for the school district or charter school, the local school board or governing body of a charter school shall give notice to parents explaining the budget process and inviting parental involvement and input in that process prior to the date for the public hearing. The educational plan submitted by the local school board or the governing body of a charter school to the department shall include information on parental involvement and input.</p> <p>§22-8-11. Budgets; approval of operating budget.</p> <p style="padding-left: 40px;">C. The department shall not approve and certify an operating budget of any school district or charter school that fails to demonstrate that parental involvement in the budget process was solicited.</p>
Tool:	Districts and Charters will submit this information within their budget worksheet.
Where to submit:	Districts and charter schools will follow the SBFAB submission process.
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget submissions. Submissions will be confirmed in the District DASH.
Bureau/Division:	School Budget and Finance and Analysis Bureau

The parent involvement verification component is met through the operational budget submission requirement. Districts and charter schools are asked to verify parental involvement. Examples of ways that parental involvement could be tracked by districts or charter schools are through meeting sign-in sheets, Equity Council participation, and any parent participation in the budget process offered by the district or charter school.

For more information on how to further engage parents, districts and charter schools may visit the NM Engaged website ([nmengaged.com](http://nmengaged.com)) to learn more about sustainable family engagement and the NMPED Parent Guide website (<https://families.ped.state.nm.us/>).

## Instructional Time

NMSA 1978 or NMAC	<p><a href="#">§22-8-6.E.(1). NMSA 1978</a></p> <p>E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:</p> <p>(1) information on the instructional time offered by the school district or charter school, including the number of instructional days by school site and the number of hours in each instructional day and the frequency of early- release days;</p>
Tool:	<p>Districts and Charter School should use this form found on the SBFAB webpage: <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/04/9-2019-2020-School-Calendar-and-Check-Forms.xlsx">https://webnew.ped.state.nm.us/wp-content/uploads/2019/04/9-2019-2020-School-Calendar-and-Check-Forms.xlsx</a></p>
Where to submit:	<p>Districts and charters will submit to the SBFAB. Submission is confirmed in the District DASH.</p>
Date due:	<p>Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.</p>
Bureau/Division:	<p>School Budget and Finance and Analysis Bureau</p>

Districts and charter schools are asked to submit the “2020-2021 School Calendar Check Forms” directly to the SBFAB. See an example of the calendar worksheet in Appendix B.

§22-2-8.1 NMSA 1978 requires the district to have regular students be in school-directed programs, exclusive of lunch, for a minimum of the following:

- (1) kindergarten (K), for half-day programs, two and one-half hours per day or four hundred fifty hours (450) per year or, for full-day programs, five and one-half hours per day or nine hundred ninety hours (990) per year;
- (2) grades one through six (1-6), five and one-half hours per day or nine hundred ninety hours (990) per year; and
- (3) grades seven through twelve (7-12), six hours per day or one thousand eighty hours (1080) per year.

## The At-Risk Funding Report

NMSA 1978 or NMAC	<a href="#">§22-8-23.3.A. NMSA 1978</a> A. A school district is eligible for additional program units if it establishes within its department-approved educational plan identified services to assist students to reach their full academic potential. A school district receiving additional at-risk program units shall include a report of specified services implemented to improve the academic success of at-risk students. <b>The report shall identify the ways in which the school district and individual public schools use funding generated through the at-risk index and the intended outcomes.</b>
Tool:	Downloadable within the District DASH
Where to submit:	The District DASH
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	Identity, Equity, and Transformation Division

The at-risk funding report component is fulfilled through a submission in the District DASH. An example of the report template is in Appendix D. Per [§22-8-23.3.A. NMSA 1978](#), a school district or charter school receiving additional at-risk program units shall include a report of specified services implemented to improve the academic success of at-risk students. The report shall identify the ways in which the school district and individual public schools use funding generated through the at-risk index and the intended outcomes. Districts and charter schools are asked to design the report based on the services chosen.

Per [§22-8-23.3.D.\(1\)-\(6\). NMSA 1978](#), districts and charter schools can choose from these at-risk service(s). The NMPED will also accept an educational plan submission with an at-risk service not listed in (1)-(6) below. For purposes of this section, "services" means research-based or evidence-based social, emotional or academic interventions, such as:

- (1) case management, tutoring, reading interventions and after-school programs that are delivered by social workers, counselors, teachers or other professional staff;
- (2) culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education;
- (3) additional compensation strategies for high-need schools;
- (4) whole school interventions, including school-based health centers and community schools;
- (5) educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions; and
- (6) services to engage and support parents and families in the education of students.

OTHER: [district or charter school may choose their own research-based or evidenced-based service/program for approval by the NMPED]

Superintendents and charter school executive directors may partner with their equity council to inform the design of the report and inform the budgeting of the at-risk funding.

## Extended Learning Time Program

NMSA 1978 or NMAC	<a href="#">§22-8-6.E.3.(a) NMSA 1978</a> (Narrative) <a href="#">22-8-23.10 NMSA 1978 Extended Learning Time Program</a> (Guidance)
	<p>E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:</p> <p style="padding-left: 40px;">(3) a narrative explaining the services provided to students enrolled in the following programs:</p> <p style="padding-left: 80px;">(a) extended learning time programs, including a report of how the extended learning time is used to improve the academic success of students and professional learning of teachers; and</p>
Tool	Application in the NMPED SharePoint
Where to submit:	Community Schools and Extended Learning SharePoint with submission confirmed in the District DASH
Date due:	March 15, 2020
Bureau/Division:	Community Schools and Extended Learning Time Bureau

The Extended Learning Time Program (ELTP) narrative component is fulfilled through the ELTP application. All schools, districts and charters are asked to submit an application to certify their ELTP status. Districts and charter schools participating will answer the following questions within the application:

1. Describe in some detail each after-school program and/or extracurricular enrichment for each school identified.
2. Provide a brief description of the academic content and program for the 10 additional instructional days through the ELTP.
3. Describe how your ELTP will be used to improve the professional development for instructional staff.

Extended Learning SharePoint site:

<https://eui.ped.state.nm.us/sites/stars/DocumentRepository/SitePages/Home.aspx>.

Districts and Charters must contact Debbie Garcia to obtain credentials to access the SharePoint site: [Debbie.Garcia2@state.nm.us](mailto:Debbie.Garcia2@state.nm.us)

For more information about ELTP see the NMPED's Community Schools page: <https://webnew.ped.state.nm.us/bureaus/community-schools/>.



## K-5 Plus Programs

NMSA 1978 or NMAC	<a href="#">§22-8-6.E.(3)(b) NMSA 1978</a> (Narrative) <a href="#">§22-13D-2.-4. NMSA 1978</a> (Guidance)
	<p>E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:</p> <p style="padding-left: 40px;">(3) a narrative explaining the services provided to students enrolled in the following programs:</p> <p style="padding-left: 80px;">(b) K-5 plus programs;</p>
Tool:	K-5 Plus Application on the K-5 Plus webpage: <a href="https://webnew.ped.state.nm.us/bureaus/literacy-humanities/new-mexico-k-3-plus/">https://webnew.ped.state.nm.us/bureaus/literacy-humanities/new-mexico-k-3-plus/</a> .
Where to submit:	Application submission email to: <a href="mailto:KfiveP.Literacy@state.nm.us">KfiveP.Literacy@state.nm.us</a> Confirmation of submission in the District DASH
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	Literacy Bureau

The K-5 Plus narratives component is fulfilled through the K-5 Plus application narrative. All districts and charters are asked to submit an application to certify their participation status. Districts and charter schools *not participating* must indicate on the first page of the application and email it to: [KfiveP@state.nm.us](mailto:KfiveP@state.nm.us) and will confirm the application submission through the District DASH.

Districts and charter schools applying for K-5 Plus funding are asked how they will commit to supporting the K-5 Plus program, how they will guide and ensure alignment to the Common Core State Standards (CCSS), and how they will commit to high-quality curricula that promote student learning.

The purpose of K-5 Plus is to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between at-risk students and other students, increases cognitive skills and leads to higher test scores for all participants. For more information, districts and charter schools should explore the K-5 Plus webpage: <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/new-mexico-k-3-plus/>.

## Beginning Teacher Mentorship

NMSA 1978 or NMAC	<a href="#">§22-8-6.E.(4)</a> (Narrative)
	<a href="#">§22-10A-9</a> (Guidance)
	E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:  <b>(4) a narrative explaining the school district's or charter school's beginning teacher mentorship programs</b>
Tool:	Downloadable in the District DASH
Where to submit:	The District DASH
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	Educator Growth and Development Division

The beginning teacher mentorship narrative submission is fulfilled through a form uploaded in the District DASH. Districts and charter school will answer the following questions:

1. How is individual support for first-year teachers from designated mentors aligned to the competencies outlined in the Educator Effectiveness system?
2. What structured and evidence-based training activities exist for designated mentors?
3. What structured processes exist for the selection of designated mentors to match criteria specified in [NMAC 6.69.4](#)?
4. How is compensation provided to designated mentors?
5. What requirements designate completion of the mentorship program?
6. Does the mentorship program last at least one year in length and include provisions whereby support for an additional one or two years may be provided to teachers who do not successfully complete the first-year teacher mentorship program when they continue to be employed in the public school district, charter school, or state educational institution?

All mentorship programs will receive annual approval from the Director of the Educator Quality Division prior to implementation and shall align with all competencies outlined in the state's Educator Effectiveness Evaluation System, in accordance with [NMAC 6.69.8](#), and all other competencies outlined in agency regulation and guidance. See Appendix F for statutory guidance and an example of the narrative template.

## Class Size and Teaching Load

NMSA 1978 or NMAC	<a href="#">§22-8-6.E.(4) NMSA 1978</a> (narrative)
	<a href="#">§22-10A-20. NMSA 1978</a> (guidance) E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:  (4) class size and teaching load information;
Tool:	Districts will submit an assurance directly in the District DASH
Where to submit:	The District DASH
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	Educator Growth and Development Division

The class size and teaching load narrative will be submitted as follows:

1. An assurance in the District DASH that if class size and teacher load statutory limits are exceeded at any time during the school year, a waiver will be submitted to the NMPED.
2. Districts and charter schools that do exceed the class size and teacher load statutory limits will fulfill the narrative requirement by answering the following questions within the waiver form <https://webnew.ped.state.nm.us/information/waivers/>:
  - a. If this waiver is for Kindergarten or first grade, is there an instructional assistant provided?
  - b. Will the teacher of record be working with a student teacher?
  - c. Has a mentor been assigned to the teacher?
  - d. Is there a student aide in the room?
  - e. Is there clerical support for the teacher?
  - f. Have parents been notified in writing, including the school's plan to achieve compliance with the class load requirements?
  - g. Are there parent volunteers in the classroom?
  - h. Please provide any supporting information you would like the NMPED to consider regarding this waiver:

See the statutory guidance here: [§22-10A-20. NMSA 1978 Staffing patterns; class load; teaching load](#).

The NMPED will review previous fiscal-year waivers during the budget and educational plan review process.

## Supplemental Programs Narratives for the Bilingual Multicultural, Hispanic, and Indian Education Acts

Districts and charter schools are required to submit narratives about how they operationalize the Bilingual Multicultural, Hispanic, and Indian Education Acts. Please see each individual act and details below.

### Bilingual Multicultural Education Act Narrative

<p>NMSA 1978 or NMAC</p>	<p><a href="#">§22-8-6-E.(5) NMSA 1978</a> (Narrative)  <a href="#">§22-23 NMSA 1978</a> (Guidance)  <a href="#">NMAC 6.32.2</a> (Guidance)</p> <p>E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:</p> <p style="padding-left: 40px;">(5) a narrative explaining supplemental programs or services offered by the school district or charter school to ensure that the Bilingual Multicultural Education Act [Chapter <a href="#">22</a>, Article <a href="#">23</a> NMSA 1978], the Indian Education Act [Chapter <a href="#">22</a>, Article <a href="#">23A</a> NMSA 1978] and the Hispanic Education Act [Chapter <a href="#">22</a>, Article <a href="#">23B</a> NMSA 1978] are being implemented by the school district or charter school;</p>
<p>Tool:</p>	<p>SharePoint (see link below)</p>
<p>Where to submit if you receive Bilingual Multicultural Education program funding:</p>	<p><a href="https://eui.ped.state.nm.us/sites/bmeb/SitePages/BMEPApp.aspx">https://eui.ped.state.nm.us/sites/bmeb/SitePages/BMEPApp.aspx</a></p>
<p>Date due:</p>	<p>May 11, 2020</p>
<p>Bureau/Division:</p>	<p>Language and Culture Division</p>

The Bilingual Multicultural Education Act narrative is submitted through the Bilingual Multicultural Education program funding applications by each school. Districts and charter schools that do not have a state-funded Bilingual Multicultural Education Program (BMEP) are not required to submit a supplemental programs narrative.

## Indian Education Act Narrative

<p>NMSA 1978 or NMAC</p>	<p><a href="#">§22-8-6-E.(5) NMSA 1978</a> (Narrative)  <a href="#">§22-23-A</a> (Guidance)</p> <p>E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:</p> <p style="padding-left: 40px;">(5) a narrative explaining supplemental programs or services offered by the school district or charter school to ensure that the Bilingual Multicultural Education Act [Chapter <a href="#">22</a>, Article <a href="#">23</a> NMSA 1978], the Indian Education Act [Chapter <a href="#">22</a>, Article <a href="#">23A</a> NMSA 1978] and the Hispanic Education Act [Chapter <a href="#">22</a>, Article <a href="#">23B</a> NMSA 1978] are being implemented by the school district or charter school;</p>
<p>Tool:</p>	<p>SharePoint (see link below)</p>
<p>Where to submit if you receive Indian Education Program funding:</p>	<p><a href="http://webed.ped.state.nm.us/sites/IEDGrantManagement/SitePages/WELCOME%20TO%20THE%20IED%20GRANTS%20MANAGEMENT.aspx">http://webed.ped.state.nm.us/sites/IEDGrantManagement/SitePages/WELCOME TO THE IED GRANTS MANAGMENT.aspx</a></p>
<p>Date Due</p>	<p>See the Indian Education Division programs page:  <a href="https://webnew.ped.state.nm.us/bureaus/indian-education/programs/">https://webnew.ped.state.nm.us/bureaus/indian-education/programs/</a></p>
<p>Bureau/Division:</p>	<p>Indian Education Division</p>

The Indian Education Act narrative is submitted through the Indian Education program funding applications. Districts and charter schools that do not apply/receive Indian Education program funding are not required to submit a supplemental programs narrative.

## Hispanic Education Act Narrative

NMSA 1978 or NMAC	<a href="#">§22-8-6-E.(5) NMSA 1978</a>
	<p>E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:</p> <p style="padding-left: 40px;">(5) a narrative explaining supplemental programs or services offered by the school district or charter school to ensure that the Bilingual Multicultural Education Act [Chapter <u>22</u>, Article <u>23</u> NMSA 1978], the Indian Education Act [Chapter <u>22</u>, Article <u>23A</u> NMSA 1978] and the Hispanic Education Act [Chapter <u>22</u>, Article <u>23B</u> NMSA 1978] are being implemented by the school district or charter school;</p>
Tool:	N/A
Where to submit:	<i>Supplemental Programs for the Hispanic Education Act will not be collected until fiscal year 2022.</i>
Date due:	N/A
Bureau/Division:	Language and Culture Division

At this time, the Hispanic Education Act is a statute largely focused on ensuring the NMPED has systems, process, and procedures in place to support the purpose of the Hispanic Education Act:

- A. provide for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates;
- B. encourage and foster parental involvement in the education of their children; and
- C. provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.

The NMPED plans to develop guidance through the NMAC to support districts and charters in the implementation of the Act.

## Services for Students with Disabilities

NMSA 1978 or NMAC	<a href="#">§22-8-6-E.6.(a)-(e) NMSA 1978</a>
Tool:	Services for Students with Disabilities Narratives Template downloadable through the District DASH.
Where to submit:	The District DASH
Date due:	May 15, 2020
Bureau/Division:	Special Education Bureau

The narratives for services to students with disabilities requirement is fulfilled through the data/responses submitted by districts and charter schools in the District DASH. See Appendix G for sample template. Districts and charter schools must provide details on:

(6) a narrative describing the amount of program cost generated for services to students with disabilities and the spending of these revenues on services to students with disabilities, which shall include the following:

(a) program cost generated for students enrolled in approved special education programs (*provided by NMPED*);

(b) budgeted expenditures of program cost, for students enrolled in approved special education programs, on students with disabilities (*submitted by district or charter school within their operational budget*);

(c) the amount of program cost generated for personnel providing ancillary and related services to students with disabilities (*provided by NMPED*);

(d) budgeted expenditures of program cost for personnel providing ancillary and related services to students with disabilities, on special education ancillary and related services personnel (*submitted by district or charter school within their operational budget*); and

(e) a description of the steps taken to ensure that students with disabilities have access to a free and appropriate public education (*See Appendix G for narrative template*)

Note: Districts and charter schools are provided with a preliminary unit value generated through the SEG in mid-April by school through the SBFAB. Districts submit to SBFAB a school-by-school breakdown of how this funding is budgeted, and explain variances over 10%. Districts and charters will be provided the amount of program cost associated with the unit of analysis; be it current year operating budget or prior year actuals.

## Performance Targets/Measures

NMSA 1978 or NMAC	<a href="#">§22-8-6-E.(7) NMSA 1978</a>
Tool:	Downloadable through the District DASH
Where to submit:	The District DASH
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	Policy, Strategy, and Accountability

Districts and Charters will track the current level of performance and desired targets over the next three years. Districts and charter schools should submit their performance targets in the District DASH using this form for letters (a)-(e) <https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Webfiles-2019-Proficiencies-All-by-State-by-District-by-School-by-Grade.xlsx>. For letters (f)-(h) districts and charters will use information from their operational budget.

Performance Metric	End of FY19	Current Year (FY20) Goal	FY21 Goal	FY22 Goal	FY23 Goal
(a) Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in reading					
(b) Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics					
(c) Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in reading					
(d) Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics					
(e) Four-year cohort graduation rate					
(f) Percent of dollars budgeted (SEG) for instructional support budget category 1000					
(g) Percent of dollars budgeted (SEG) for instructional support budget category 2100					
(h) Percent of dollars budgeted (SEG) for instructional support budget category 2200					

The performance targets/metrics were determined by the NMPED in consultation with the Department of Finance and Administration, the Legislative Finance Committee and the Legislative Education Study Committee.



## Ensuring Instructional Materials are High-Quality and Culturally and Linguistically Relevant

NMSA 1978 or NMAC	<a href="#">§22-15-7 NMSA 1978</a> HB2 from the 2020 legislative session, page 177, lines 7-12: <a href="https://www.nmlegis.gov/Sessions/20%20Regular/final/HB0002.pdf">https://www.nmlegis.gov/Sessions/20%20Regular/final/HB0002.pdf</a> Various sections of statute and rule regarding district and charter school responsibility to provide support to ALL students including English learners, Hispanic, Native American, and students with disabilities.
Tool:	Downloadable through the District DASH
Where to submit:	The District DASH
Date due:	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division:	Instructional Material Bureau

The HB2 requirement that the NMPED monitor and evaluate the ways districts and charter schools purchase and use instructional materials will be met through districts and charter schools responding to the data requested in this spreadsheet <https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Education-Plan-Instructional-Materials-Final.xlsx>.

and uploaded into the District DASH. The requested data include:

1. How will the instructional materials you purchase reflect the diversity in cultures, languages, traditions, beliefs, values, and customs of the students in your district or charter?
2. Describe the process you will use in evaluating the materials that you plan to purchase to meet the -cultural and linguistic needs of students in your local context?

Per HB2, if the district or charter school is not using the estimated share of the SEG allocation for instructional materials, the district or charter school is required to provide a description of how that "allocation was used and demonstrate that budgeted spending levels for instructional materials are sufficient to provide a free and appropriate public education to all students". This information is requested in the spreadsheet: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Education-Plan-Instructional-Materials-Final.xlsx>

A growing body of research suggests that for students to achieve grade-level standards that all students should have access to on-grade-level instruction every day through high-quality, culturally and linguistically relevant curriculum, which includes high-quality instructional materials (HQIM). Districts and charters should ensure: All students receive core instruction using high-quality instructional materials (HQIM) that are:

- a. Evidence-based as supported by:
  - i. an independently conducted experimental or quasi-experimental research study;
  - ii. a review by nationally-recognized, independent experts in curricula review.
- b. Aligned to New Mexico state content standards and benchmarks through:
  - i. review by NM educators and listed on the NMPED adopted multiple list as core (CIM/CB).

- ii. if not on the NMPED adopted multiple list as core (CIM/CB), reviewed by EdReports and found to meet expectations for alignment with gateways 1 & 2 or reviewed by rigorous independent review.
- c. Culturally and Linguistically Relevant as evaluated using the NMPED Language and Culture Division's rubric or tool with similar criteria.

## Intervention Programs

NMSA 1978 or NMAC	<p>Various sections of statute and rule regarding the responsibility districts and charter schools have to provide academic and behavioral supports and interventions to ALL students including English learners, Hispanic, Native American, migrant, highly-mobile, youth in foster care, students experiencing homelessness, and students with disabilities.</p> <p>6.29.1.9 PROCEDURAL REQUIREMENTS</p> <p>6.30.12.9 PROGRAM ELEMENT INSTRUCTION: K3 Plus</p> <p>6.31.2.10 IDENTIFICATION, EVALUATIONS AND ELIGIBILITY DETERMINATIONS</p>
Tool	Downloadable through the District DASH
Where to Submit	The District DASH
Date Due	Districts and charter schools will follow the SBFAB schedule for their budget and educational plan submissions.
Bureau/Division	Student, School and Family Support Bureau/Academic Engagement and Student Success Division

The intervention narratives component of the educational plan is fulfilled through districts and charter schools answering the following questions in a downloadable template in the District DASH. See Appendix I for a sample template.

1. How does the district or charter school prepare classroom teachers and support personnel to make decisions regarding layered interventions?
2. How does the district or charter school prepare classroom teachers and support personnel to use their professional judgement and make data-informed decisions regarding the students in their classrooms?
3. How does the district or charter school prioritize family supports through on-site programs and community outreach?
4. How does the district or charter school monitor protocols for conducting collaboration meetings that involve all relevant stakeholders?
5. How does the district or charter school prioritize and develop plans for components of the MLSS framework identified as needs through the MLSS Implementation Tool? Please visit the NMPED MLSS webpage to access the MLSS Implementation Tool: <https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/>.

All districts and charters are either implementing the Response to Intervention system of support or are part of the Multi-Layered System of Support (MLSS) pilot. Beginning July 1, 2020 all districts and charter schools will implement the MLSS.

To learn more about the MLSS, review webinars about interventions, and explore intervention tools: <https://webnew.ped.state.nm.us/bureaus/title-i/multi-layered-system-of-supports-mlss/>

# Appendix A: Program Codes Memorandum



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PUBLIC EDUCATION DEPARTMENT  
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RYAN STEWART, ED.L.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

April 6, 2020

## MEMORANDUM

**TO:** School Business Officials, Superintendents, and Charter School Head Administrators

**FROM:** Adán Delgado, Deputy Secretary of Finance and Operations 

**RE:** **Required use of Program Codes in the UCOA for Fiscal Year 2020-2021 Operating Budgets**

---

Legislation passed during the 2019 Regular Legislative Session (HB5/SB1 “Public Education Changes”, being Laws of 2019, Chapter 207) creates new reporting requirements for program unit generation under the public school funding formula. Specifically, elements of HB5/SB1 and existing law require a narrative in an educational plan that delineates how certain state equalization guarantee (SEG) funding related to the K-5 Plus Act, extended learning time programs, students with disabilities and at-risk programs are being used for services.

In order to facilitate Operating Budget reporting in FY21, the PED is updating Supplement 3 of the Public School Accounting and Budgeting Manual of Procedures (see attached) to require school districts and charter schools use of program codes. Previously optional, these program codes are now required for Operating Budget submittals and required financial reporting (actual revenue and expenditures quarterly reports) in order to facilitate comparisons to narratives in your Education Plan. Additional updates have been made to reflect the required use of location codes for school level per-pupil expenditure (PPE) reporting required under the federal *Every Student Succeeds Act*.

Currently, the PED has established the following program codes in the Universal Chart of Accounts relevant to the education plan and FY21 Operating Budget: 2000 Special Programs

(students with special need) and 4020 At-risk Programs. The PED has updated the description of at-risk program services to correspond to recent statutory changes, and has made the use of such expenditure tracking and reporting mandatory.

The PED also revised Supplement 3 to establish three new program codes:

- 4025 At-Risk Special Programs – Activities for students with special needs designed to improve their ability to learn, but funded from at-risk funding sources;
- 4030 K-5 Plus Programs - Activities for students enrolled in programs related to the *K-5 Plus Act* (22-13D-1 NMSA 1978).
- 4040 Extended Learning Time Programs - Activities for an extended learning time program, as described in the PED-approved Education Plan, to include expenditures for programs under 22-8-23.10 NMSA 1978

Please, also be advised that PED is looking to compare Operational sub fund expenditures tracked under the At-risk (4020) program codes to the narrative in the education plan to allow verification of expenditures for research-based or evidence-based social, emotional or academic interventions and services such as:

- (1) case management, tutoring, reading interventions and after-school programs that are delivered by social workers, counselors, teachers or other professional staff;
- (2) culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education;
- (3) additional compensation strategies for high-need schools;
- (4) whole school interventions, including school-based health centers and community schools;
- (5) educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions; and
- (6) services to engage and support parents and families in the education of students.

Additionally, similar comparisons between budgeted Operational sub fund program codes and the Educational Plan will be made for special programs, K-5 Plus and Extended Learning Time programs. The use of program codes in budgeted FY21 expenditures are designed to facilitate extracts from OBMS to populate Education Plan documents.

If you have any comments, questions or concerns regarding the use of the new, or current optional program codes, please contact David Craig at [david.craig@state.nm.us](mailto:david.craig@state.nm.us) or at 505-827-6537.

cc: David Craig, Director, School Budget and Finance Analysis Bureau

# Appendix B: Example of School Calendar Worksheets

## 2020-2021 School Calendar

1. Enter the date the Local Board or Governance Council approved the School Calendar: \_\_\_\_\_.
2. **Block** all Non-Instructional days ( **Note:** Only include In-Service and Professional Development Days).
3. **Shade** all observed Holidays ( **Note:** Holidays are **not** included in the Non-Instructional Day counts).
4. The first Instructional day is: \_\_\_\_\_ . The last Instructional day is: \_\_\_\_\_ .
5. **Strike** all days prior to the first day of instruction and after the last day of instruction.
6. Include the Total Instructional and Non-Instructional Days for each month in the spaces provided below each month.
7. Are you operating on a 4-Day or 5-Day week? \_\_\_\_\_ .
8. Please underline all additional Extended Learning Program Days (Note: Do not include after school program opportunities).

A separate school calendar form is required for all schools operating on an identical schedule within your school district. Please list all schools if you are a charter school, please only include this form if you are operating more than one school site.

2020						
July						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
July Instructional Days _____ Non-Instructional Days _____						
August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Aug. Instructional Days _____ Non-Instructional Days _____						
September						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Sep. Instructional Days _____ Non-Instructional Days _____						
October						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14*	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Oct. Instructional Days _____ Non-Instructional Days _____						
November						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Nov. Instructional Days _____ Non-Instructional Days _____						
December						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
6	7	1*	2	3	4	5
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Dec. Instructional Days _____ Non-Instructional Days _____						
2021						
January						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Jan. Instructional Days _____ Non-Instructional Days _____						
February						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
7	8	9	10*	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Feb. Instructional Days _____ Non-Instructional Days _____						
March						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
March Instructional Days _____ Non-Instructional Days _____						
April						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
April Instructional Days _____ Non-Instructional Days _____						
May						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
May Instructional Days _____ Non-Instructional Days _____						
June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
June Instructional Days _____ Non-Instructional Days _____						
<b>Total Instructional Days: 0      Total Non-Instructional Days: 0</b>						
Reminder: Holidays should <b>not</b> be included in the Non-Instructional Day counts.						

2020-2021 Membership Reporting Dates:	
*October 14, 2020 (40 Day) - 1st Reporting Period in October	<b>(2nd Wednesday in October)</b>
*December 1, 2020 (80 Day) - 2nd Reporting Period	<b>(December 1 or first working day in December)</b>
*February 10, 2021 (120 Day) - 3rd Reporting Period	<b>(2nd Wednesday in February)</b>

This worksheet can be found at: <https://webnew.ped.state.nm.us/wp-content/uploads/2019/04/9-2019-2020-School-Calendar-and-Check-Forms.xlsx> (the worksheet automatically downloads; please check your computer for a download titled: 9-2019-2020-School-Calendar-and-Check-Forms (5).xlsx)

## Appendix C: How At-Risk Units Are Calculated

### §22-8-23.3. At-risk program units.

A. A school district is eligible for additional program units if it establishes within its department-approved educational plan identified services to assist students to reach their full academic potential. A school district receiving additional at-risk program units shall include a report of specified services implemented to improve the academic success of at-risk students. The report shall identify the ways in which the school district and individual public schools use funding generated through the at-risk index and the intended outcomes. For purposes of this section, "at-risk student" means a student who meets the criteria to be included in the calculation of the three-year average total rate in Subsection B of this section. The number of additional units to which a school district is entitled under this section is computed in the following manner:

$$\text{At-Risk Index} \times \text{MEM} = \text{Units}$$

where MEM is equal to the total district membership, including early childhood education, full-time-equivalent membership and special education membership and where the at-risk index is calculated in the following manner:

$$\text{Three-Year Average Total Rate} \times 0.3 = \text{At-Risk Index.}$$

B. To calculate the three-year average total rate, the department shall compute a three-year average of the school district's percentage of membership used to determine its Title 1 allocation, a three-year average of the percentage of membership classified as English language learners using criteria established by the office for civil rights of the United States department of education and a three-year average of the percentage of student mobility. The department shall then add the three-year average rates. The number obtained from this calculation is the three-year average total rate.

C. The department shall recalculate the at-risk index for each school district every year.

## Appendix D: At-Risk Services Report Template

Per §22-8-23.3.A.--At-risk program units:

A school district is eligible for additional program units if it establishes within its department-approved educational plan identified services to assist students to reach their full academic potential. A school district receiving additional at-risk program units shall include a report of specified services implemented to improve the academic success of at-risk students. The report shall identify the ways in which the school district and individual public schools use funding generated through the at-risk index and the intended outcomes.


The entire statute is here: <https://laws.nmunesource.com/w/nmos/Chapter-22-NMSA-1978#!b/22-8-23.3>

Name of District or Charter School	
At-risk service(s) chosen for implementation in 2020-2021. Place an X next to each service chosen for implementation.	
	(1) case management, tutoring, reading interventions and after-school programs that are delivered by social workers, counselors, teachers or other professional staff;
	(2) culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education;
	(3) additional compensation strategies for high-need schools;
	(4) whole school interventions, including school-based health centers and community schools;
	(5) educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions; and
	(6) services to engage and support parents and families in the education of students.
	OTHER:
<b>REPORT DETAILS</b>	
NAME OF AT-RISK SERVICE:	
What is your implementation strategy?	
What student population(s) will you serve/impact?	
What is your intended outcome?	
How will you measure your progress?	



NAME OF AT-RISK SERVICE (complete if more than one at-risk service is chosen):	
What is your implementation strategy?	
What student population(s) will you serve/impact?	
What is your intended outcome?	
How will you measure your progress?	
NAME OF AT-RISK SERVICE (complete if more than one at-risk service is chosen):	
What is your implementation strategy?	
What student population(s) will you serve/impact?	
What is your intended outcome?	
How will you measure your progress?	

# Appendix E: Example of At-Risk Funding Budgeting Sheet

		<p>Instructions:</p> <ol style="list-style-type: none"> <li>1) Enter the LEA Name</li> <li>2) Enter the amount of At-Risk funding generated by At-Risk Units for the Local Education Agency (LEA) (this should be equal to, or greater than, the LEA total under column "At-Risk Funds Budgeted")</li> <li>3) Enter the name of the school district or charter in "District/Charter" column</li> <li>3) Enter the name(s) of schools within the LEA in the "School" column and enter the name(s) of the schools in the school total label cell</li> <li>4) For each service offered to support At-Risk students at the LEA (each row), enter the Service Category, Service Description, Total Cost of the service, and the breakdown for any funding sources used to support this service:             <ul style="list-style-type: none"> <li>- "Service Category" is one of the seven categories listed in state statute (select from dropdown list)</li> <li>- "Service Description" is the plain language description of the service</li> <li>- "Total Cost" is the total cost of the service, combining all funding sources</li> <li>- "At-Risk Funds Budgeted" is the amount of SEG At-Risk funding dedicated to this service</li> <li>- "At-Risk UCDA String in Budget" is the Universal Chart of Accounts (UCDA) string that identifies these funds in the Operational Budget submission</li> <li>- "Other Funds Budgeted" is the amount of other funds budgeted for the cost of this service</li> <li>- "Other Funds Description" is the plain language description of the other funding source</li> <li>- "Other Funds UCDA in Budget" is the Universal Chart of Accounts (UCDA) string that identifies these funds in the Operational Budget submission</li> </ul> </li> <li>5) Totals for each school and District/Charter should be checked for accurate calculation</li> </ol>							
<b>At-Risk Student Support Funding Template: Details</b>		Local Education Agency (LEA): _____ LEA Name		At-Risk Funding Generated: \$0					
LEA Name	School	Service Category	Service Description	Total Cost	At-Risk Funds Budgeted	At-Risk UCDA String in Budget	Other Funds Budgeted	Other Funds Description	Other Funds UCDA in Budget
LEA Name	School A	-Case management, tutoring, reading interventions, and after school programs		\$0					
LEA Name	School A	-Culturally relevant professional and curriculum development		\$0					
<b>School A Totals</b>				\$0	\$ -		\$0		
LEA Name	School B	-Case management, tutoring, reading interventions, and after school programs		\$0					
LEA Name	School B	-Case management, tutoring, reading interventions, and after school programs		\$0					
<b>School B Totals</b>				\$0	\$ -		\$0		
LEA Name	School C	-Case management, tutoring, reading interventions, and after school programs		\$0					
LEA Name	School C	-Case management, tutoring, reading interventions, and after school programs		\$0					
<b>School C Totals</b>				\$0	\$ -		\$0		
LEA Name	School D	-Case management, tutoring, reading interventions, and after school programs		\$0					
LEA Name	School D	-Case management, tutoring, reading interventions, and after school programs		\$0					
<b>School D Totals</b>				\$0	\$ -		\$0		
LEA Name	School E	-Case management, tutoring, reading interventions, and after school programs		\$0					
LEA Name	School E	-Case management, tutoring, reading interventions, and after school programs		\$0					
<b>School E Totals</b>				\$0	\$ -		\$0		
LEA Name	School F	-Case management, tutoring, reading interventions, and after school programs		\$0					
LEA Name	School F	-Case management, tutoring, reading interventions, and after school programs		\$0					
<b>School F Totals</b>				\$0	\$ -		\$0		
<b>District Totals</b>				\$0	\$ -		\$0		

# Appendix F: Beginning Teacher Mentorship Narrative Template

The beginning teacher mentorship narrative submission is fulfilled by submitting the following information in the District DASH. All mentorship programs will receive annual approval from the Director of the Educator Quality Division prior to implementation and shall align with all competencies outlined in the state’s Educator Effectiveness Evaluation System, in accordance with [NMAC 6.69.8](#), and all other competencies outlined in agency regulation and guidance.

Per §22-8-6.E.(4).-- **Operating budgets; educational plans; submission; failure to submit.**

E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:

**(4) a narrative explaining the school district's or charter school's beginning teacher mentorship programs as**

Please complete this report using the template below.

Name of District or Charter School	
How is individual support for first-year teachers from designated mentors aligned to the competencies outlined in the Educator Effectiveness system?	
What structured and evidence-based training activities exist for designated mentors?	
What structured processes exist for the selection of designated mentors to match criteria specified in <a href="#">NMAC 6.69.4</a> ?	
How is compensation provided to designated mentors	
What requirements designate completion of the mentorship program?	
Does the mentorship program last at least one year in length and include provisions whereby support for an additional one-or-two years may be provided to teachers who do not successfully complete the first-year teacher mentorship program when they continue to be employed in the public school district, charter school, or state educational institution?	

# Appendix G: Students with Disabilities Services Narrative Template

Per §22-8-6.E.(6).-- **Operating budgets; educational plans; submission; failure to submit.**

The narratives for services to students with disabilities requirement is fulfilled through the data/responses submitted by districts and charters in the District DASH. The narrative requirement is as follows:

E. For fiscal year 2021 and subsequent fiscal years, each school district's and each locally chartered or state-chartered charter school's educational plan shall include:

(6) a narrative describing the amount of program cost generated for services to students with disabilities and the spending of these revenues on services to students with disabilities, which shall include the following:

(a) program cost generated for students enrolled in approved special education programs (provided by NMPED);

(b) budgeted expenditures of program cost, for students enrolled in approved special education programs, on students with disabilities (submitted with operational budget);

(c) the amount of program cost generated for personnel providing ancillary and related services to students with disabilities (provided by NMPED);

(d) budgeted expenditures of program cost for personnel providing ancillary and related services to students with disabilities, on special education ancillary and related services personnel (submitted with operational budget); and

(e) a description of the steps taken to ensure that students with disabilities have access to a free and appropriate public education (see question prompts below)

The entire statute is here or at the end of this document for your reference: <https://laws.nmonesource.com/w/nmos/Chapter-22-NMSA-1978#!b/22-8-6>

Please complete this requirement using the template below. Then, submit in the District Dash.

Name of District or Charter School	
To fulfill the narrative component of §22-8-6.(E).(6)(e)—a description of the steps taken to ensure that students with disabilities have access to a free and appropriate public education—please place an “X” next to one or more services below. Then supply details in the narrative details section of this form.	
	Additional staff, with knowledge in special education, in general education classrooms to support Least Restrictive Environment (LRE)
	Reading and math interventionist for Students with Disabilities (SWD)
	Professional development for staff (i.e. Co-teaching, behavioral supports for SWD, reading and math strategies)
	Social worker and behavior specialist to support SWD in their LRE

	Additional compensation for Special education teachers, educational assistants, and general education teachers that have inclusive classrooms that are monitored through caseloads
	Educational programming intended to improved career and college readiness, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions for SWD, and
	Services to engage and support parents and families in the education of SWD
<b>REPORT DETAILS</b>	
Name of service(s) chosen	
What is your implementation strategy?	
What student population(s) will you serve/impact?	
What is your intended outcome?	
How will you measure your progress?	
Name of service(s) chosen. Complete this section if more than one service was chosen above.	
What is your implementation strategy?	
What student population(s) will you serve/impact?	
What is your intended outcome?	
How will you measure your progress?	
Name of service(s) chosen. Complete this section if more than one service was chosen above.	
What is your implementation strategy?	

What student population(s) will you serve/impact?
What is your intended outcome?
How will you measure your progress?

## Appendix H: Performance Target Template

Districts and Charters will track the current level of performance and desired targets over the next three years. Districts and charter schools should submit their performance targets in the District DASH using this form for letters (a)-(e) <https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Webfiles-2019-Proficiencies-All-by-State-by-District-by-School-by-Grade.xlsx>. For letters (f)-(h) districts and charters will use information from their operational budget.

Districts and charters will submit this form in the District DASH.

Name of District or Charter School:					
Performance Metric	End of FY19	Current Year (FY20) Goal	FY21 Goal	FY22 Goal	FY23 Goal
(a) Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in reading					
(b) Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics					
(c) Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in reading					
(d) Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics					
(e) Four-year cohort graduation rate					
(f) Percent of dollars budgeted (SEG) for instructional support budget category 1000					
(g) Percent of dollars budgeted (SEG) for instructional support budget category 2100					
(h) Percent of dollars budgeted (SEG) for instructional support budget category 2200					

The performance targets/metrics were determined by the NMPED in consultation with the Department of Finance and Administration, the Legislative Finance Committee and the Legislative Education Study Committee.

## Appendix I: Intervention Programs

All districts and charters are either implementing the Response to Intervention system of support or are part of the Multi-Layered System of Support (MLSS) pilot. Beginning July 1, 2020 all districts and charter schools will implement the MLSS.

Name of District or Charter School	
The intervention programs narratives component of the educational plan is fulfilled through districts and charter schools answering the following questions:	
1. How does the district or charter school prepare classroom teachers and support personnel to make decisions regarding layered interventions?	
2. How does the district or charter school prepare classroom teachers and support personnel to use their professional judgement and make data-informed decisions regarding the students in their classrooms?	
3. How does the district or charter school prioritize family supports through on-site programs and community outreach?	
4. How does the district or charter school monitor protocols for conducting collaboration meetings that involve all relevant stakeholders?	
5. How does the district or charter school prioritize and develop plans for components of the MLSS framework identified as needs through the MLSS Implementation Tool? Please visit the NMPED MLSS webpage to access the MLSS Implementation Tool: <a href="https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/">https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/</a> .	