

NEW MEXICO'S COLLEGIAL LEARNING COLLABORATIVE PROPOSAL

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SBE Regulation No. 84.6

Act 22-2B-1 to 22-2B-6, NMSA, 1978

- 1984 Establishment of 10 Regional Cooperative Centers (RCCs)
- Coordinate supports and services in order to leverage limited resources (ancillary/related service provision) and funds
- 1993 modification to create Regional Education Cooperatives (RECs) – state agencies (own fiscal management), administratively attached to NM PED)
- Closure of REC 1 - northwest region: Aztec, Bloomfield, Central Consolidated, Zuni, Gallup-McKinley (Farmington area)

9 Regional Education Cooperatives

REC 2	Chama	• 63 member school districts/state supported schools
REC 3	Raton	
REC 4	Las Vegas	• Services determined by Governing Council of Superintendents
REC 5	Albuquerque	
REC 6	Portales	
REC 7	Hobbs	• Cooperative purchasing, professional development (PED initiatives), staffing, programs (ex. Reads to Lead, Edgenuity) and Flow through grants administration
REC 8	Artesia	
REC 9	Ruidoso	
REC 10	T or C/Deming	

RECs Accountability Measures

SY 2013-14

- 32,740 students and 243 schools were served through the nine NM RECs
- 5,837 educators participated in REC sponsored PD
- 8 School Based Health Centers were sponsored by RECs
- 62% of member schools maintained or improved their grade
- 81% of students in member school districts graduated from high school

New Mexico's Collegial Learning Collaborative

Collaborating for ALL Kids!

Vision: Our vision is to create a statewide learning collaborative focused on supporting a high functioning and effective education system for ALL kids in New Mexico.

Mission: We will collaboratively link state, federal, and regional education initiatives to improve outcomes for all students.

Desired

Outcomes: Appropriated funding to each Regional Education Service Cooperative to provide:

- **Effective, Efficient, and Equitable use of funds to support systemic delivery and support of state and federal initiatives;**
- **Braid initiatives from all NM PED departments to deliver a message of support and consistency; and,**
- **Provide regional professional development, in alignment with local, state and federal initiatives that are timely, consistent, and on-going so that internal capacity is developed and sustained in every district.**

Historically: In 1984, under SBE Regulation No. 84.6, the New Mexico State Board of Education had a vision to coordinate supports and services in order to leverage funds and ensure small rural districts had access to high quality program supports, services, and professional development. The regulation was written to establish Regional Cooperative Centers and then was modified in 1993 by the New Mexico State Legislature to create Regional Education Cooperatives.

In the beginning, RECs received special education funding to deliver training, technical assistance, and support to districts in meeting the state and federal students with disabilities guidelines and laws. Through a strong REC partnership, districts received training and support in the SAT process, Positive Behavior Intervention Support system, Least Restrictive Environment and Transition, and the implementation of the Three Tiered Licensure system.

RECs are cooperatives whose main purpose is to provide support for program and services that otherwise be cost prohibitive to their member districts. By providing economies of scale, the RECs allow districts to leverage limited resources into targeted support for multiple schools and to share costs with other school districts.

Why Change: It is time for us to respect the path we've been on, recognize the shifts that need to occur, and embrace the changes that will produce positive outcomes for all students. Understanding the challenges we are facing as we work to implement initiatives, we believe a more efficient system of delivery for professional development is a critical component to supporting all districts, especially our state's small rural districts where one individual wears a multitude of "hats." The initiatives launched in our state are exciting and have the potential to create a learning system of excellence in New Mexico. We are committed to this vision of excellence for all students and are eager to work collaboratively to ensure its reality.

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PROPOSAL OF SUPPORT:

NM PED

- Establishes State Level Direction / Initiatives

LOCAL GOVERNING COUNCIL

- Provides Local Direction & Oversight

NM Regional Education Service Cooperatives (Educational Service Agencies)

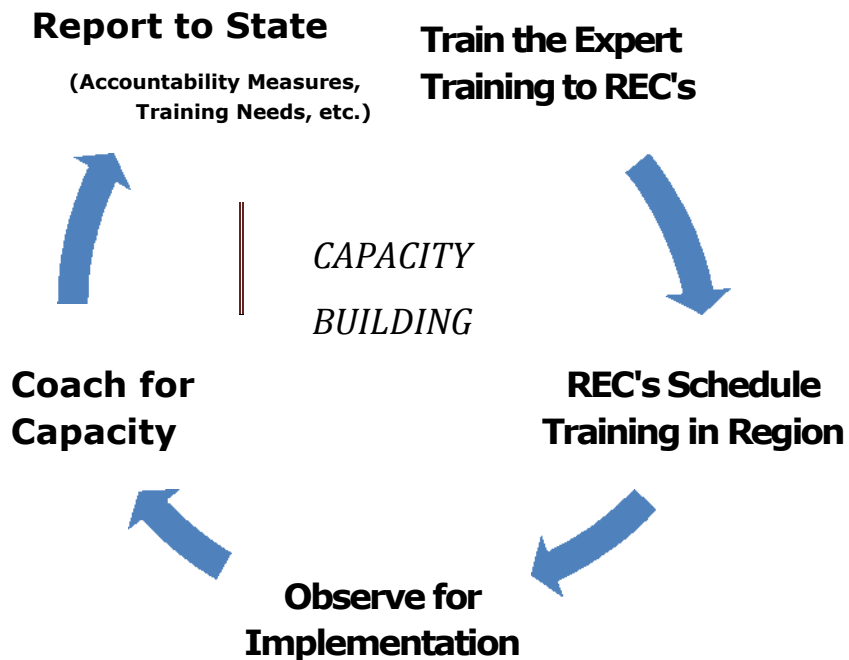
STATE / FEDERAL INITIATIVES

- Receive Train the Experts training from NM PED &/or company selected through RFP process.
- Schedule and Provide training in region.
- Schedule and Provide follow-up training and coaching to districts in region.
- Accountability to State

LOCAL INITIATIVES & SUPPORT

- Provide training, support, follow-up and coaching based on identified needs of member District Superintendents.
- Coordinate Services (i.e. technology, ancillary, etc.)
- Provide Technical Assistance in support of programs

NM REC Cycle of Delivery for Professional Development



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BENEFITS TO PED:

- Regionalized and cost effective system of delivery to support initiatives in a consistent manner.
- Efficient use of staff by targeting training and supports to nine RECs as opposed to 89 districts.
- Every district will be invited to participate in regional trainings.
- Consistent delivery of professional development throughout every region of the state.
- Tight accountability to deliverables and outcomes.
- Systemic support to every district.
- Dollars targeted to classroom supports will improve longevity of implementation success.

BENEFITS TO ALL DISTRICTS:

- Local control and autonomy to meet the needs of the district.
- Coordinated and collaborative partnerships with already established agencies (i.e. CYFD, District Courts, Educational Support Center, Northern Network, etc.) to provide comprehensive services in the region.
- Regionalized delivery system increases timeliness of information and support.
- Reduced travel costs and time away from district for staff.
- Response to needs increased with regional "experts" who have a smaller geographic region to support.
- Regionalized delivery system allows job embedded professional development and follow-up.
- Specific, differentiated, and targeted support in classrooms to support teacher effectiveness & student learning.
- Consistent trainers who can draw on established relationships to implement change.
- Ensures small districts have access to same resources as larger districts.
- Systemic support.

BENEFITS TO TAXPAYERS:

- Greater return on investment. By investing in each region, internal capacity will be developed and balanced throughout the entire state so that every district has the systemic supports needed to improve outcomes for their kids.
- Leveraging of funds to maximize and provide for equitable access to supports.
- Efficient use of funds through economies of scale. By consolidating funds, more regions and districts will have access to high quality professional development and technical assistance in a timely and on-going basis.
- Local control and autonomy to align resources with needs.
- Assurance of implementation and support of education initiatives through strong accountability.
- Systemic support to all stakeholders.

BENEFITS TO KIDS:

- Effective teachers in every classroom because of regionalized supports.
- Increased dollars directly supporting classroom systems will improve achievement.
- Improved outcomes because of more directed supports to the classroom.

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BUDGET REQUEST:

FTE	POSITION (**Includes Salary & Benefits)	AMOUNT
3.0	Professional Development Education Specialists	\$255,000
	Administrative Support (i.e. Director, Business Manager, Administrative Assistant); costs, including benefits shared with districts 75/25	\$191,250
	Infrastructure Cost Share 75/25 (i.e. facility, utilities, audit, vehicle, technology, etc.)	\$ 75,000
SERVICE AGENCY FINANCIAL REQUIREMENT		\$521,250

Current Level of Financial Support to Regional Education Cooperatives, \$103,995 (SY 14-15)