

Annual Report: July 1, 2014-June 30, 2015
Region 9 Education Cooperative



REGION 9 EDUCATION COOPERATIVE

237 SERVICE ROAD

RUIDOSO, NM 88345

575-257-2368

www.rec9nm.org

Table of Contents

| | |
|---|-----------|
| Executive Summary | 3 |
| Region 9 Statistics 2014-2015 | 5 |
| Financial Overview/Message From Executive Director | 6 |
| Region 9 Coordinating Council | 7 |
| | |
| Programs and Services | |
| Business Services | 9 |
| Developmental Services | 13 |
| Educational Services | 15 |
| School Based Health Services | 18 |
| Technology Services | 21 |
| Work Investment Act | 23 |
| Head Start | 24 |

EXECUTIVE SUMMARY
2014-2015

Member Districts: Capitan, Carrizozo, Cloudcroft, Corona, Hondo, Ruidoso, Tularosa

Governance: Coordinating Council; administratively attached to the New Mexico Public Education Department.

REC 9 Oversight: Executive Director

Divisions: Educational Services, Technology Services, Fiscal Services, and Administration of Programs.

Programs: Developmental Services, Head Start, Early Head Start, Regional Reading Coach, School Based Health Services, and WIA.

REC 9 provides the following services to member districts and on request by other school districts, to include yet not be limited to:

- Ancillary Services
- Birth to Three
- Career Readiness/Work Study
- Carl Perkins
- CCSS Training
- Child Find
- Cooperative School Nurse Services
- Data Analysis for Schools
- Diagnostic Services for Autism
- Good Behavior Game
- Head Start
- Knowledge Bowl
- Medicaid
- PLC Support
- Professional Development
- Special Education/Gifted Education
- STARS support
- Teacher Mentoring
- Technology Services
- Title III

- Visions Hosting
- Web EPSS support

NMPED support to include, yet not be limited to, contracting, fiscal management of projects, RFP's, and event facilitation:

- Autism Project
- Charter Schools
- College Career Readiness
- CTSO Fall conference
- CYFD Community Programs and Initiatives
- Dossier Support
- Dyslexia Training Modules
- Effective Schools
- Reading Coach
- Reads to Lead
- Mock Trials
- NM Preschool
- School Turnaround
- SPED/SDA
- Special Education Bureau Directors Meetings

Region 9 Data

Student Enrollment Pre K-12: 4,114

School Districts in the Cooperative: Ruidoso, Tularosa, Capitan, Cloudcroft, Carrizozo, Hondo and Corona

School grades:(13-14 PED data*):** Capitan-B, Carrizozo-D, Cloudcroft-B, Corona-B, Hondo Valley-C, Ruidoso-C, and Tularosa-D

School Graduation rates: Capitan 82.7%, Carrizozo 97.3%, Cloudcroft 97.4%, Corona 100%, Hondo Valley 96.5%, Ruidoso 84.3% and Tularosa 84.8%

Percent of schools maintained or improved their school grade: NA-Grades for 2014-2015 have not been released by the PED.

Percent of schools receiving a lower school grade:NA-Grades for 2014-2015 have not been released by the PED.

Number of Region 9 employees: 65

| | |
|--|------|
| Number of educators who participated in PD in 2014-2015: | 1974 |
| Number of students who participated in PD in 2014-2015: | 932 |
| Number of families who participated in PD in 2014-2015: | 1640 |
| Number of technical assistance hours provided in 2014-2014: | 6698 |
| Number of students served in Head Start program in 2014-2015: | 115 |
| Number of Students served in the birth-3 program in 2014-2015: | 70 |
| Number of Students participating in WIOA in 2014-2015: | 51 |
| Number of children in Child Find activities for 2014-2015: | 120 |
| Number of students served by SBHC in 2014-2015: | 2195 |
| Number of EPSDTs completed in 2014-2015 | 165 |

Fiscal

| | | |
|----------------------------|---------------|------------|
| Total Budget: | | 18,736,794 |
| Total Revenues- | June 30, 2015 | 11,202,669 |
| Total Expenditures- | June 30, 2015 | 15,118,878 |
| Total Accounts Receivable- | June 30, 2015 | 3,916,209 |

Organization

Administratively Attached to the NMPED Governance – Coordinating Council

Message from the Executive Director

I present to the NMPED, Council Members, Region 9 employees and various individuals the 2014-2015 Annual Report for Region 9 Cooperative in Ruidoso New Mexico.

Region 9 is an educational service agency that is committed to supporting all students in our member districts to be successful individuals. Region 9 accomplishes this mission by providing quality, cost-effective and comprehensive education services from birth to post-secondary. We are dedicated to providing excellent and twenty-first century services to our member districts. We believe in continuous professional development for our employees and our districts. We understand that small, rural districts have limited human and fiscal resources and in order to meet these challenges in the educational setting, we must collaborate and cost share those resources.

Region 9 continues to expand and provide exemplary services to our rural districts. The School Based Health Center provides physical health services, with a focus on behavioral health to all schools in the region. Technology Services continue to increase and be refined as schools prepare students for college and career readiness. Region 9 Leadership Team works in collaboration to provide needed support and trainings for all seven schools. The fiscal team has managed day-to-day operations and the numerous statewide projects with extreme efficiency.

Region 9 is poised and prepared to continue to lead the seven rural districts with support, intervention, trainings, communication, technology, educational services, developmental services, Head Start, School Based Health Services, Workforce Investment, and direction to meet the needs of the twenty-first century.

**Region 9 Education Cooperative Coordinating Council
2014-2015**

A seven member coordinating council consisting of the Superintendents from each member school district governs Region 9. The council meets, in accordance with policy, a minimum of four times a year. Each council meeting follows the guidelines set forth in the Open Meetings Act.

The council is the legal body through which the functions governing the operation of REC 9 are exercised. The council shall assign the executive functions to the executive director. The council shall provide for a program of services for the REC 9 and establish the general policies for its administration in accord with the needs of the member districts and the requirements of the Public Education Department regulation and Sections 22-2-1, 22-2B-3, 22-2B-4, and 22-26-5 NMSA 1978.

Capitan Municipal Schools 150 Forest St, P.O. Box 278 Capitan NM 88316 (575) 354-8500
Shirley Crawford-Superintendent

Carrizozo Municipal Schools 800 Avenue D, P.O. Box 99 Carrizozo NM 88301 (575) 648-2346
Ricky Espinoza- Superintendent

Cloudcroft Municipal Schools #10 Swallow Place, P.O. Box 198 Cloudcroft NM 88317 (575) 601-4416
Travis Dempsey-Superintendent

Corona Public Schools 531 Franklin Street, P.O. Box 258 Corona NM 88318 (575) 849-1911
Travis Lightfoot- Superintendent *(President of the Council)*

Hondo Valley Public Schools NM Hwy. 70 E, P.O. Box 55 Hondo NM 88336 (575) 653-4411
Marvin Martin-Superintendent

Ruidoso Municipal Schools 200 Horton Circle, Ruidoso NM 88355 (575) 257-4051
Dr. George Bickert-Superintendent

Tularosa Municipal Schools 504 1st Street, Tularosa NM 88352 (575) 585-8800
Brenda Vigil-Superintendent *(Vice Chair of the Council)*

About REC 9

Our Mission: Region 9, A Community Member; Educating, Supporting, Serving.

Our Motto: Serving kids, priority one.

Who We Are: Region 9 Education Cooperative (REC 9) has provided direct services to students, school staff, special events/programs and family and community services since 1984. Supporting school districts in best practices, prescriptive professional development, supported services, and twenty-first technology has resulted in solid education for our children. Support services are aligned with each school district's Educational Plan for Student Success (EPSS), the district's roadmap for school success. Region 9 staff proudly serves as partners with member districts to support students, staff, administration, families, and communities.

Our Values:

1. Educating
 - a. Public awareness
 - b. Communication
 - c. Positive relationships
 - d. Progressive programs
 - e. Cross train staff
2. Supporting
 - a. Increased revenue
 - i. Reduced member fees
 - ii. Sustainability
 - b. Communication
 - c. Positive relationships
 - d. Progressive programs
 - e. Recognizing staff skill sets / growth opportunities / celebrating staff excellence
3. Serving
 - a. Communication
 - b. Positive relationships
 - c. Progressive programs
 - d. Increase professional development opportunities

Annual Program Performance Report 2014-2015

BUSINESS / FISCAL OPERATIONS

Carmen Spann, Business Manager

Our mission is to create, preserve, and enhance the cultural, fiscal, human, and physical environments that supports REC IX's mission.

We accomplish our mission by continuously:

Focusing on our purpose

Valuing our people

Improving our processes

Who Are We?

| NAME | POSITION | CONTRACT DAYS | FTE |
|------------------|--|------------------|------|
| | | | |
| Carmen Spann | Business Manager | 236 | 1.0 |
| Fred Romero | Human Resources, Payroll, Risk Management | 236 | 1.0 |
| April Stirman | Events Coordinator | 241 | 1.0 |
| Kim King | Inter-Govt Agreement Coordinator | 212 | .75 |
| Diane Bowers | Accounts Payable Specialist | 222 | 1.0 |
| Nancy Warlick | Office Support | 183 | 1.0 |
| Evelyn Sanchez | Medicaid Billing Tech | 183 | 1.0 |
| Christine Gramer | Business Office Support / FOCUS | PT | hrly |

* * * * *

Goals

- Demonstrate accountability and transparency of fiscal resources
- Provide business systems and processes that promote compliance with applicable policies, procedures, and regulations
- Develop and strengthen business processes to support planned growth in programs and entrepreneurial activities
- Support our customers in the management of their resources
- Provide efficient, value-added services that maximizes resources
- Generate revenue sufficient to support core Business and Finance operations.

Outcomes

- Provides financial and business services that are ethical, efficient, and safeguard REC IX's assets
- Promotes an environment and provides services that enhance and diversify REC IX's human resources
- Promotes collaboration with internal and external entities to facilitate efficiencies, savings, and enduring successes

The Business / Fiscal Department operates with a strong focus on ethical behavior. We will be fair and honest in our work, respect confidentiality and maintain a high standard of conduct. We will be respectful, understanding and responsive when dealing with others. We will work to the highest professional standard and level of excellence and our work will be timely and accurate. We will be responsible for our actions and for our contributions.

FINANCIAL OVERVIEW

FY 2014-15

| | |
|---|------------|
| Total Budget: | 18,736,794 |
| Total Revenues rcv'd by 6/30/2015: | 11,202,669 |
| Total Expenditures as of 6/30/2015: | 15,118,878 |
| Total Accounts Receivable on 6/30/2015: | 3,916,209 |

| Revenue Sources | Amount | % |
|-----------------|------------|---------|
| Federal Sources | 2,571,819 | 17.00% |
| State Sources | 12,517,086 | 82.70% |
| Local Sources | 29,973 | 0.30% |
| Total Revenue | 15,118,878 | 100.00% |

| Expenditures | Amount | % |
|---|-----------|--------|
| 1000 Instruction | 616,748 | 4.00% |
| 2100 Support Services: Students | 3,615,622 | 23.90% |
| 2200 Support Services: Instruction | 3,152,726 | 20.90% |
| 2300 Support Services: General Administration | 4,462,595 | 29.50% |
| 2400 Support Services: School Administration | 0 | 0.00% |

| | | |
|---------------------------------------|------------|---------|
| 2500 Central Services | 786,811 | 5.30% |
| 2600 Operation & Maintenance of Plant | 217,721 | 1.40% |
| 2700 Student Transportation | 45,771 | 0.30% |
| 2900 Other Support Services | 34,129 | 0.20% |
| 3100 Food Service | 122,473 | 0.80% |
| 3300 Community Services | 2,064,282 | 13.70% |
| Total Expenditures | 15,118,878 | 100.00% |

| | |
|---------------------------|-----------|
| 51xxx Salaries | 2,508,195 |
| 52xxx Benefits | 797,374 |
| 532xx Contracted Services | 365,608 |

Events Facilitated, Webinars Hosted, Onsite Training: 185

Invoices Processed: 8,343

Annual Program Performance Report 2014-2015

DEVELOPMENTAL SERVICES

Likis Castanon-Vuicich, Director

Program Description

REC IX Developmental Services Program provides comprehensive early intervention services for children ages Birth through Three who have a developmental delay or who are “at risk” for a developmental delay due to medical or environmental factors. Services are provided to the family in their identified natural environments.

The Developmental Services team is housed at Region IX Education Cooperative administration building (Ruidoso), and provides direct services to eligible children and their families throughout Lincoln County. In fiscal year 2014-2015, Developmental Services provided support services to **70** children and families. Direct early intervention services are provided to the family in order to help support the outcomes of the family and the development of their child.

The transition services, which Developmental Services provides, are critical to the collaboration efforts of Part C (Early Intervention Services) and Part B (Three Year-old/Four Year-old services). In compliance with federal and state regulations, at two years of age, supports and appropriate steps are documented in the transition plan of the IFSP. This plan outlines the activities to be taken to support the transition from early intervention services to other appropriate services as requested by the family. If the child is transitioning to a public school Part B program, with parental consent, written referral is made to the appropriate school district to determine a need for continuation of special education and related services. The transition program is critical to compliance indicators of both Part C Early Intervention Services and Part B Public School Programs. **16** Children Transitioned for Part B consideration.

Developmental Services is a program of Region IX Education Cooperative and is funded through the New Mexico Family Infant Toddler Program with the Department of Health. Developmental Services has accomplished successful accreditation with distinction honors through *The Council National Accreditation Center*, and has received highest ranking with the *New Mexico Family Infant Toddler Program through the Department of Health*, for achieving federal benchmarks and compliance indicators. *In addition REC IX Developmental Services program has received national honors in the areas of “Family Involvement” and “Rural Child Find”.*

Population served: Children Birth through Three and their Families

Number of families served: 70

Districts: Capitan, Carrizozo, Corona, Hondo, and Ruidoso

Transition Coaching: Lincoln County

Budget: Fee For Services for FY 2014 - 2015 from the following sources:

Department of Health, Funding for Family Infant Toddler services- State General Funds: Medicaid, Funding for Family Infant Toddler services-(Title XIX):

Indirect Revenues to support REC IX Operational: 7 percent Region IX Education Cooperative Annual Performance Report 2014 - 2015 2

| Staff: 10 Staff members, including employees and contracted therapist: | Ph.D. | Master's Degree | Bachelor's Degree | Associate's Degree |
|--|-------|--------------------|----------------------|-----------------------|
| Position | | | | |
| Director | *1 | | | |
| Family Service Coordinators | *2 | *2 | | |
| Developmental Specialist III | *4 | | | |
| Developmental Specialist II | | | | |
| Developmental Specialist I Advanced | *2 | | | |
| Administrative Assistant | | | | |

| | |
|--|----|
| Occupational Therapist | *1 |
| Speech/Language Pathologist | 1 |
| Physical Therapist | *1 |
| Social Worker | 0 |
| Certified Occupational Therapist Assistant | *1 |

Annual Program Performance Report

2014-2015

EDUCATIONAL SERVICES

Dahn Freed, Director

Program Description

Region IX provides broad-based and comprehensive educational services to support children, families, member school districts and communities. Direct services include early identification and intervention services for children, support for preschool and school age students with special needs, support for students to transition into the post-secondary setting, and technical assistance for member districts in the areas of regulatory compliance, service delivery, program consultation, and professional development.

- **Child Find:** Child Find screenings are conducted to help districts identify students who might be in need of early intervention services. Comprehensive screenings provide valuable information to schools and families regarding the developmental needs of children. Free developmental screenings are provided in collaboration with communities and member school districts through REC IX to help locate, identify, and evaluate children with developmental delays or disabilities ages three through 21. Collaboration between community resources, early childhood program providers, and school districts increases the efficiency of services to children and families and maximizes their educational support. In the 201
- **Related Services:** REC IX supports the provision of related services for special education programs for member districts opting to participate. Related service personnel provide supports that are required to assist a child with a disability to benefit from special education instruction. Related services include speech/language pathology, audiology services, physical and occupational therapy, psychological services, educational diagnostics, social work, vocational rehabilitation counseling, orientation and mobility services, and nursing services.
- **Post-Secondary Transition:** The outcome of post-secondary transition services is to provide young adults with the necessary skills to become successful adult citizens. Transition services are incorporated into special education programming and focus on supporting students to achieve their vision for the future. REC IX staff members provide training in the development of transition services within school districts and also serve as liaisons with outside agencies to facilitate successful transitions.
- **Special Education:** Special education services are determined based on federal and state regulations. REC IX staff work closely with school districts to ensure implementation of Student

Assistance Teams to support appropriate identification of students suspected of having a disability. If a disability is suspected, a full and individual evaluation is completed by licensed school staff. REC IX provides targeted professional development and technical assistance to support staff in conducting full and comprehensive individual evaluations. If a student is determined to be eligible for special education, an Individualized Education Program (IEP) is developed. The IEP is the legal document that outlines the support for students in special education. REC IX staff members provide technical assistance in the development, implementation, and interpretation of the IEP process for families and staff.

- **Educational Plan for Student Success (EPSS):** The EPSS is the district document that identifies need based on school data and outlines plans for improving student success. REC IX staff work closely with member districts to support data-driven decision-making and resulting evidence-based instructional supports. Regional, district and individual staff support are provided based on identified needs.
- **Professional Development:** REC IX provides training support for mentor teachers and new level 1 teacher's, Family Educational Rights & Privacy Act, Reporting Suspected Abuse and Neglect, Non-Violent Crisis Intervention®, Common Core State Standards, Project Based Learning, as well as both general and special educational regulation requirements.

Population Served

During the 2014-2015 academic year, the REC IX Educational Services Department staff provided services aligned to support success outcomes for the students enrolled in our member districts. Services included direct services to students and families, technical assistance and professional development to educational staff in member districts and related agencies, and participation in New Mexico PED sponsored activities and initiatives.

- Direct services to students: 932
- Direct services to families: 1640
- Technical assistance: 4384 hours
- Professional development to Region IX member staff: 1974
 - Response to Intervention, Mentorship, Common Core State Standards, Section 504, IDEA/Special Education Compliance, Autism, Project Based Learning, Non-Violent Crisis Intervention®, PARCC, Dyslexia, Post Secondary Transition, NM Teacher Evaluation.
- New Mexico PED activities: K3+

Staff

The REC IX Educational Services Department is comprised of 11 full-time employees and 1 part-time employee. In addition, Educational Services has 2 full-time contractors, and 3 part-time contractors.

| Employee Positions | Ph.D. | Master's Degree | Bachelor's Degree | Associate's Degree | High School Diploma/GE D |
|--|-------|-----------------|-------------------|--------------------|--------------------------|
| Educational Services Director | | 1 | | | |
| Education Consultant | | 1 | | | |
| Educational Diagnostician | | 1 | | | |
| Occupational Therapist | | | 1 | | |
| Certified Occupational Therapist Assistant | | | 1 | 1 | |
| Social Worker | | 1 | | | |
| Counselor Intern | | | 1 | | |
| Speech and Language Pathologist | | 1 | | | |
| School Nurse | | | 1 | | |
| Educational Support Specialist | | 1 | | | |

| Contracted Position | Ph.D. | Master's Degree | Bachelor's Degree | Associate's Degree | High School Diploma/GE D |
|--|-------|-----------------|-------------------|--------------------|--------------------------|
| Vocational Rehabilitation Counselor/ Transition Services | | 1 | | | |
| Physical Therapist | | | 1 | | |
| Speech and Language Pathologist | | | 2 | | |
| School Psychologist | | 1 | | | |

Outcomes

Increased capacity within member districts to support successful student outcomes for all students, as measured by student performance, school grades, and increased member district SPP designations. Capacity building is supported through direct services, technical assistance and professional development aligned to meet the unique needs of each member district.

Annual Program Performance Report 2014-2015

School Based Health Services

Brenda Motley-Lopez, Director

Program Description

Region IX (REC IX) School Based Health Services provides physical and behavioral health care and promote health awareness for students in the REC IX member schools. The hub of the health services programs is the School Based Health Center (SBHC) located at Ruidoso High School. SBHCs provide support for physical health, mental health and counseling, family outreach, and chronic illness management. This is done without concern for the student's ability to pay, and in a location that meets students where they are, which is at school. A multidisciplinary team of providers including; nurse practitioners, physicians, social workers, counselors, psychiatrists, health promotion/prevention specialists and other health professionals staff the SBHC. These comprehensive, accessible, and high-quality services add measurable value to the health of students, positively affecting academic outcomes.

Physical Health Services

A Family Nurse Practitioner (FNP) was on staff through March 16 providing physical health services at the Ruidoso High SBHC, 3 days week (T, W, Thu). We have provided additional support to cover the demand for sports physicals.

Behavioral Health Service

Three behavioral health providers worked at the SBHC during the school year 2013-2014. They included Richard Barendsen, MD (2 days/month), Brenda Motley-Lopez, LISW and Barbara Birdsong, LPCC (40 hrs/week). Dr. Barendsen provided psychiatric evaluation and medication management services and all seven REC IX districts have either past or current students on his caseload. Brenda provides direct services, including intervention services for policy violations, mental health support services for Head Start students, and delivery of the GRADS+ grant activities and coordination for the psychiatric services through Dr. Barendsen. Barbara Birdsong provides direct counseling services, interventions, juvenile justice liaison, and Signs of Suicide, substance abuse, and other curricular presentations in classrooms and staff/parent forums. Barbara also takes the lead on Wrap Up and staffing sessions with school staff. Dr. Barendsen is on-site at RHS two days per month and all seven REC IX districts have either past or current students on his caseload. Dr. Barendsen had 132 patient visits. Dr. Barendsen sees patients from as young as 6 to as old as 19. There were 20 behavioral health patients from districts other than Ruidoso. Some travel to our clinic, and others are seen via iTV.

Quality Improvement Plans(Snapshot view)

What is the gap in service, efficiency or process targeted for improvement or what is the problem? Why is it a priority?

EPSDT to increase percentage of students seen at the SBHC who have an EPSDT or WCC.

What is the gap in service, efficiency or process targeted for improvement or what is the problem? Why is it a priority?

To increase EPDST/WCC from SBHC sports physicals.

What is the desired result?

To Increase EPSDT/WCC for the district's students who are in need and otherwise unable to receive annual EPSDT/WCC.

What works to do better, including no-cost and low-cost ideas? Who are the partners that have a role to play in helping you to do better?

Low cost and no cost are a combination that works for SBHC. The physical health staff and R9 seven school districts staff knowledge of our services and hours.

How will you know if anyone is better off because of your efforts? How can you measure if your customers are better off or if you are delivering services well? Include the performance measure to be used to establish your baseline and track progress.

SBHC will increase 25% for those students who have an EPSDT/WCC.

What is your current baseline percentage for this performance measure? Indicate as an integer.

17

Where will the data come from for your performance measure and who will be responsible for tracking the data?

SBHC program director and physical health staff will

What do you propose to do? What specific strategies or activities are you planning?

Review BH clients to see if there are students the need an EPSDT/WCC;BH provider will refer to PHONE provider and PH medical assistant will set appointment.

Who will be responsible for implementing these strategies and activities?

SBHC program director will up with PH medical assistant with list of BH provider clients to insure strategies are carried through and scheduled.

What is your timeline for implementing? This will be completed by February 27, 2015. How will data be used to assess progress and make adjustments to strategies and activities?

Data will be assessed on number of EPSDT/WCC increased compared to baseline number.

What barriers or challenges do you anticipate while implementing and how will you address or overcome these challenges?

Barriers and or challenges may be the difficulties of the student to return to the SBHC for EPSDT/WCC. and not

What is your target for your performance measure for Dec 31st?

SBHC will increase EPSDT/WCC by 25 % for students seen at SBHC by February 27,2015.

For May 30th?

SBHC will review strategies regarding increasing EPSDT/WCC by 25 % for students attending SBHC by the end of May 2015.

What is the gap in service, efficiency or process targeted for improvement or what is the problem? Why is it a priority?

To research EHR services and participate in Welligent EHR demo to meet clinics charting needs. It is a priority for this SBHC to have a doable plan to begin the process of EHR services for 2015.

What is the gap in service, efficiency or process targeted for improvement or what is the problem? Why is it a priority?

In partnering with SCHIP we have agreed to participate in a demo of welligent transitioning to an EHR system for Physical Health and Behavior Health services at SBHC. The active move towards EHR will better assist SBHC in moving toward a system of electronic records in improving comprehensive services between PH and BH providers in meeting the needs of our seven district schools.

What is the desired result?

Improve services within the clinic and reduction of human error with an EHR system that will guide documentation and complete documentation of patient charts/ information by clinic providers.

What works to do better, including no-cost and low-cost ideas? Who are the partners The partners are R9, DOH OSAH, SCHIP and the seven school districts that receive services that have a role to play in helping you to do better?

Annual Program Performance Report

2014-2015

Technology Director, Bryan Dooley

Region IX Technology Department:

Mission and Goals:

- Provide member districts with a diverse range and coordinated set of technological services.
- Align provision of services with resources available including staff and funding
- Provide a continuum of professional development that addresses individual district needs, aligns with state and federal requirements for highly qualified personnel, and supports the PED accountability initiatives.

Program Description: The REC IX Information Technology department provides direct services and technical assistance to the member districts: Capitan, Carrizozo, Cloudcroft, Corona, Hondo, Ruidoso and Tularosa.

Population Served and Services Provided:

Member Districts Support: Various services in all 7 districts plus Lincoln County Head Start include: Desktop Computer Support, File Server Support, Powerschool SIS, STARS Reporting, Website management, Test Coordinator Support, Staff Professional Development, Network management, Software & Hardware, Library Management Software, Visions Accounting Hosting, IEP Technology Support, Technology Support for Grant Writing, E-mail Administration, Teacher Licensure support, Short Cycle Assessment support, PARCC Technology readiness, ITV infrastructure for Distance Learning and Telehealth.

Statewide Service Support: Facilitation of statewide webinars for NM PED Special Education Bureau and CYFD, Department of Adolescent Health School Based Health Centers, NM PED online modules for dyslexia and K3+ reading and technical support at regional Professional Development events for IGA's with State Agencies thru Region IX..

Budget: This is an Entrepreneurial program for REC IX that supports the overall core services and aligns with the district's' Educational Plan for Student Success.

Staff

| Position | Ph.D. | Master's | Bachelor's | Associates |
|--------------------------|-------|----------|------------|------------|
| IT Specialists (4.0 FTE) | | | 3 | 1 |

Outcomes

- Increased access to and utilization of technology to support learning outcomes
- Increased technology capacity by staff and students
- Increased utilization of distance learning options
- Efficient technological infrastructure

Accountability

- Timely and accurate district data submission: STARS
 - Increased Graduation Rates, Decreased Dropout Rates, Increased Academic
- Four staff (Information Technology Specialists) provided over 6698 hours of services directly to students of within member districts located member districts. Services were cooperatively purchased by member districts, thus maximizing fiscal and human resources.

Region IX R9 Innovations

Mission:

To identify and implement entrepreneurial education-related services designed to 1) support member districts to achieve more effective student outcomes while 2) supporting sustainable revenues for REC IX.

Program Description:

Our Core product is a web based electronic data collection tool called My Walkthrough. Initially designed to support New Mexico's teacher evaluation system it is now a robust Walkthrough tool that is capable of providing documentation for administrators to utilize as artifacts for the Evaluations done in Teachscape. Data collection is aligned with NM Teach protocol, Common Core State Standards and the New Mexico Competencies. My Walkthrough has proven to be a very effective data collection tool and has expanded to become used for Compliance data collection for Federal Head Start Programs. We have added a second module to support districts with Unit Planning and Lesson Planning which are crucial components for teachers to document their Domain 1 activities under the NM Teach Evaluation System. We currently have 45 districts with portals in the My Walkthrough program and 10 districts using the Unit Plan / Lesson Plan tool.

Outcomes:

2013-2014: Revenues generated: \$23,388.00

2014-2015: Revenues generated: \$29,608.63

Budget:

2015-2016: \$12,819.00

Annual Program Performance Report 2014-2015

Workforce Investment Act (WIA)

Gina Corliss, Director

Mission

Supporting disadvantaged youth in the path of education, training and gainful employment.

Program Summary

During the program year July 1, 2014 to June 30, 2015, the WIA Youth program overcame several obstacles while still ensuring direct services to the youth throughout eastern New Mexico. Budget cuts, staff turnover, and changes in procedures to name a few.

The WIA Youth program, through these difficult times still leads the state of New Mexico in the mandated performance measures.

WIA provided services for 51 active youth for PY 14 and approximately 40 youth were receiving federally mandated follow up services.

WIA is mandated to reach 80% of the Federal Negotiated Goal for the Common Measures. Those three common measures being Placed in Employment or Education, Literacy or Numeracy Gain, and Attaining a Degree or Certification. In PY 14 the youth WIA program met or exceeded all measures.

The last six months of PY 14 was spent preparing for the reauthorization of WIA. The Workforce Innovation and Opportunity Act. Under this new act we are looking forward to developing new program designs that will enable us to reach a larger population and provide more intense services.

Providing financial compensation for participating tutoring, training, work readiness activities

Annual Program Performance Report 2014-2015

REGION IX HEAD START

Melina Romero, Head Start Director

Program Description

Head Start is a Federal program that provides comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. The Head Start program in Lincoln County is operated by Region IX Education Cooperative and supported by local public schools.

Head Start promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other program to enrolled children and families. They engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Coordination with local school districts ensures that children with disabilities receive services alongside their peers. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. (Adapted from OHS website)

Population Served

The Region IX Head Start program received funds to serve 115 children and their families during the 2014-2015 school year. With children dropping and adding throughout the year, a total of 124 children and 115 families in the communities of Capitan and Ruidoso were served by the program.

Funding Sources

The Head Start Program's fiscal year is January 1-December 31. In Fiscal year 2015, the program received \$895,391 Federal funds with \$223,598 in Non-Federal Share match. The program expanded
 CY14-\$409,782 / CY15-\$449,386 during the Region IX fiscal year. .

Audit Report- There were no audit findings related to the Head Start program for the Fiscal Year 2015. Please see the *Financial Overview* of the complete Region IX Annual Performance Report for complete grantee financial details.

Entrepreneurial Revenues to support REC IX Operational:

Indirect Cost - \$56,231

Federal On-site Monitoring Review

Prior to the 5 year grant cycle, Head Start programs on a national level were reviewed for compliance every 3 years. The last three-annual review for the Head Start program was conducted from February 27-March 2, 2012. During this review two areas were cited as non-compliance. The findings were as follows: *Part 92-Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments (Subpart C-Post Award Requirements) 92.24 Matching or cost sharing. (g) Appraisal of real property. In some cases under*

paragraphs (d), (e) and (f) of this section, it will be necessary to establish the market value of land or a building or the fair rental rate of land or of space in a building. In these cases, the Federal agency may require the market value or fair rental value be set by an independent appraiser, and that the value or rate be certified by the grantee. This requirement will also be imposed by the grantee and subgrantees. The grantee did not ensure the value claimed for donated space was based on fair rental value as determined by an independent appraiser for space claimed at the Nob Hill Early Childhood site. The second finding was as follows: *Sec.648A. Staff Qualifications and Development (g) Staff Recruitment and Selection Procedures-Before a Head Start agency employs an individual, such agency shall – (3) obtain—(A) a State, tribal, or Federal criminal record check covering all jurisdictions where the grantee provides Head Start services to Children.* The grantee hired an individual 5 working days before the criminal history was obtained. The employee was hired to attend mandatory training and was not in contact with children or families during this time.

Staff and Education

| Position or Service Area | Master's Degree | Bachelor's Degree | AA Degree | ECE Certificate | Some College | HS/ GED |
|--|-----------------|-------------------|-----------|-----------------|--------------|---------|
| Director | 1 | | | | | |
| 6 Teachers | | 2 | 4 | | | |
| 7 Teacher Assistants | 1 | | 4 | 1 | 1 | |
| 2 -Education & Health Services Coordinator IIs | 1 | 1 | | | | |
| 3 Family & Enrollment Services Coordinator Is | | | 1 | | 2 | |
| 3 Bus Monitors | | | | | | 3 |
| 1 Meal Service/Custodian | | | | | 1 | |

Average Enrollment & Average Daily Attendance (ADA) – Funded 115

| | Au g | Sep t | Oc t | No v | De c | Jan | Feb | March | April | May | Avg |
|--|---------|----------|---------|---------|---------|-----|-----|-------|-------|-----|-----|
| | | | | | | | | | | | |

| | | | | | | | | | | | |
|------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| ENR | 85 | 101 | 105 | 109 | 113 | 112 | 114 | 114 | 113 | 109 | 107.5 |
| ADA | 99 | 87 | 89 | 89 | 83 | 78 | 82 | 83 | 86 | 78 | 85.4% |

Physical & Dental Examination Received

| # of Children | Physical Exams | Treatment Needed | Treatment Received | Dental Exams | Treatment Needed | Treatment Received | Over Weight | Obese |
|---------------|----------------|------------------|--------------------|--------------|------------------|--------------------|-------------|-------|
| # | 100 | 22 | 22 | 78 | 18 | 2 | 22 | 10 |
| % | 97% | | 100% | 63% | | 11% | 18% | .08% |

Research Based Curriculum

The RECIX-HS program uses the research-based *Creative Curriculum for Preschool*, which addresses the following key components. It is based on 38 objectives for development and learning, which are fully aligned with the *Head Start Child Development and Early Learning Framework* as well as early learning standards for every state. (New Mexico Early Learning Guidelines). Creative Curriculum presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education. The curriculum offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner. It addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day. Creative Curriculum offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment. It offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices. In addition, it contains guidance for working with all learners, including advanced learners and children with disabilities. (Adapted from <http://www.teachingstrategies.com>)

Teaching Strategies Gold/School Readiness Goals

Teaching Strategies GOLD® is an authentic observation-based assessment system for children from birth through kindergarten. *Teaching Strategies Gold®* presents progressions of development and learning for objectives in the areas of social–emotional, physical, language, and cognitive development and in the content areas of literacy, mathematics, and English-language acquisition. Indicators and examples enable tool administrators to rate children’s knowledge, skills, and behaviors on a 10-point scale of “Not Yet” to level 9. Furthermore, with the exception of those for English language acquisition, the progressions use

colored bands to show widely held expectations for various ages and for various classes/grades. At a glance, these colored bands show educators and families which skills and behaviors are typical for children of a particular age or class/grade. The bands help teachers manage the complexity of young children's development, which *Teaching Strategies Gold*® recognizes as being uneven and rapidly changing. They also help teachers and families understand that expectations for a particular age or class often overlap expectations for another. (*Adapted from: teaching strategies.com*)

**Teaching Strategies Gold Assessment Snapshot Report for all Children
Cycle 1, 2 & 3 – Progress towards meeting School Readiness Goals**

| Areas of Development | Below | | | Meeting/Exceeding | | |
|----------------------|-------|--------|--------|-------------------|--------|--------|
| | Fall | Winter | Spring | Fall | Winter | Spring |
| Social Emotional | 29% | 24% | 17% | 71% | 76% | 83% |
| Gross Motor | 24% | 22% | 10% | 76% | 78% | 90% |
| Fine Motor | 16% | 7% | 10% | 84% | 93% | 90% |
| Language | 37% | 18% | 17% | 63% | 82% | 83% |
| Cognitive | 32% | 22% | 19% | 68% | 78% | 81% |
| Literacy | 73% | 33% | 24% | 27% | 67% | 76% |
| Mathematics | 54% | 29% | 27% | 46% | 71% | 73% |

School Readiness Goals

The School Readiness Goals (SRGs) were developed by a committee that consisted of teachers, coordinators, managers, parents, and input by the kindergarten staff. The Committee was led by the Education Services Coordinator II, who review data and make adjustments to the curriculum and family engagement activities as necessary through SRG committee recommendations. The SRG are aligned with New Mexico Early Learning Guidelines, Common Core Standards, and Head Start Family, Parent, and Community Outcomes. The SRG Committee meets on a regular basis to review the SRG goals and Teaching Strategies GOLD outcomes and develops strategies to improve outcomes as well as make any updates the SRGs for the following year.

Family Engagement

During the 2014-2015 school year 115 parents and or community volunteers participated in a minimum of one activity related to the education of their children. A Family Engagement Committee was formed to

develop specific family engagement activities throughout the year. To start out the year, two events occurred to orient families to the program, an Open House and a Carnival with a Father Focus. The Open House provided an introduction to the classroom, playground, and staff. In addition, community agencies were present and able to provide information to families. This event provided an avenue to get to know the program and community resources for families. The Fatherhood Carnival was a fun-family event that was designed to receive feedback from fathers and father-figures regarding the type of activities they would like to engage in with their child for the year. In addition to these opportunities, the program organized several literacy events, including Bingo for Books and a Literacy Night in conjunction with the Village of Ruidoso Adult Literacy Program. Other activities included, Holiday Decoration with focus on providing a relaxed atmosphere for parents while learning a craft. Community agencies also participated and provided information related to decreasing stress, literacy resources, and job and career information. Other activities designed to engage families included a musically instrument take-home project, followed by a musical performance with the children's instruments. There was a Health Day that focused on healthy lifestyle changes related to healthy eating, exercise, budgeting, and stress reduction. A CPR/First Aid class was offered to parents as well. To close out the year, families participated in the annual Little Olympics, which is a field day followed by food and fun in the sun. These activities along with many Creative Curriculum take-home projects are designed to enhance the family's involvement in their child's education and ensure that the school is a warm and welcoming place where the whole family feels comfortable. This supports the home-school connections which contributes to positive school readiness and family outcomes.

In addition to the activities described, the program had an active Policy Council whose current and community members participated in hiring staff, Family Engagement Committee, School Readiness Committee, Area Services Plans and Policies committees, and Strategic planning to name a few in addition to their monthly meetings. This involvement supports parent collaboration in planning and guiding the program's overall goals for family engagement for school readiness.

Preparing for Kindergarten and Transition Activities

Head Start children and their families began the transition process to kindergarten in small increments throughout the year with information and activities that help them know and learn what to expect in school. At the last home visit for the year, Head Start/preschool teacher assisted parents in completing Kindergarten registration paperwork and prepare for the Child Find developmental screenings. In addition, children participate in activities such as visits to the cafeteria, playground, school bus, and classroom. All children's progress is assessed and tracked to ensure they are receiving the best opportunities to help them prepare for kindergarten and beyond.