

Program:	Indicate which legislative appropriation this plan addresses. <i>Attendance Improvement</i>
Problem Statement:	Use this space to write a succinct problem statement the program is attempting to address. <Example of problem statement guidance here .> <i>Chronic absence rates in New Mexico surged in recent years, reaching the peak of 40.73% students chronically absent statewide in 2021-2022. The rates have been declining in recent years, but as of 2023-2024 the statewide rate remains high (29.77%) and well above pre-pandemic rates. There is extensive research about the negative impact of chronic absence on student outcomes in school and later in life.</i>
Overarching Goals:	Use this space to list three to five overarching goals for the program. <ol style="list-style-type: none"> 1. <i>Improve student attendance.</i> 2. <i>Reduce chronic absence.</i> 3. <i>Improve student social/emotional and academic outcomes.</i>
Underlying Assumptions and Research Base: <i>Why do you think this program will work?</i>	Use this space to include a brief summary regarding whether the program has been shown to work and whether the program is classified as evidence-based, research-based, promising, or does not yet have rigorous research. For definitions of these terms, see below and Section 6-3A-3 NMSA 1978 . <i>Positive, relationship-based interventions and supports to improve attendance are evidence-based with a large body of rigorous evidence substantiating their positive impact. Several rigorous studies have established that outreach from schools to families about their student’s attendance can help reduce chronic absence (e.g. Bergman & Chan, 2017, Rogers et al., 2017, Heppen et al., 2020). For example, a randomized control trial of text messaging to parents yielded a seven- percentage point reduction in the absentee rate for students with a history of chronic absence (Heppen et al., 2020). Other supports, such as home visits, have been studied using matched comparison groups and demonstrated significantly improved attendance outcomes (McKie et al., 2021). This program offers local education agencies (LEAs) the ability to fund the attendance interventions and strategies that are evidence-based and meet the needs of local communities.</i> <i>References:</i> <i>Bergman, P., & Chan, E. (2017). Leveraging technology to engage parents at scale: Evidence from a randomized controlled trial. Center for Economic Studies and ifo Institute (CESifo), Munich.</i> <i>Heppen, J.B., Kurki, A., & Brown, S. (2020). Can Texting Parents Improve Attendance in Elementary School? A Test of an Adaptive Messaging Strategy (NCEE 2020-006). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee</i> <i>McKie, A., Terziev, J., & Gill, B. (2021). Impacts of Home Visits on Students in District of Columbia Public Schools (REL 2022–128). U.S. Department of</i>

Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic.

Rogers, T., Duncan, T., Wolford, T., Temovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to “nudge” attendance (REL 2017–252). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=440>.

Logic Model

Building a logic model helps clearly articulate what a program aims to accomplish. It shows the relationships between program resources, activities, outputs, and expected outcomes, and serves as a framework for planning, implementation, and evaluation. In the logic model below, fill in the boxes to identify who is responsible for implementation, the activities each actor will carry out, how you will measure whether activities are implemented as intended, and the expected short- and long-term outcomes. See the [Institute for Education Sciences](#) for more information about logic models.

Actors	Activities	Outputs	Outcomes
<p>List the entities will be responsible for implementing the program (one row per actor).</p> <p><i>Examples: PED, school districts and charter schools, schools, educators, evaluators.</i></p>	<p>List the specific activities each actor will be responsible for carrying out during implementation.</p> <p><i>Examples: Awarding funding, providing technical support, collecting and cleaning data, training staff.</i></p>	<p>List the measures used to determine whether activities are being implemented as intended.</p> <p><i>Examples: Number of participants, attrition rate, number of times an activity was carried out, engagement metrics.</i></p>	<p>List the short-term and long-term measures that may be used to provide evidence that the program is making a difference.</p> <p>Short-Term: Benefits for participants. Long-Term: Benefits for entire program.</p> <p><i>Examples: Knowledge, skills, proficiency rates, graduation rates, chronic absence rates, additional outcomes for participants.</i></p>
<p>School Districts and Charters</p>	<p>Services and Supports for Students</p> <ul style="list-style-type: none"> ● Provide customized attendance improvement supports and interventions that meet local needs such as: <ul style="list-style-type: none"> ● Evidence-based attendance interventions and strategies ● Attendance advocates/liaisons ● Home visits ● Student engagement programs ● Restorative justice practices ● Engage families and students in two-way communications around attendance efforts and awareness building <p>Capacity Building Activities</p> <ul style="list-style-type: none"> ● Develop attendance improvement plans ● Engage in PED regional attendance improvement training and activities ● Engage in monthly professional learning community ● Engage in PED technical assistance ● Provide coaching and feedback to strengthen programmatic implementation <p>Program Administration and Monitoring</p>	<p>Services and Supports for Students</p> <ul style="list-style-type: none"> ● # of evidence-based attendance interventions and strategies delivered ● # of students receiving evidence-based attendance interventions ● # of attendance advocates/liaisons hired ● # of home visits conducted ● # of student engagement programs delivered ● # and type of communications with families <p>Capacity Building Activities</p> <ul style="list-style-type: none"> ● % of regional attendance improvement trainings attended ● # of staff attending regional attendance improvement trainings ● % of Attendance for Success Network activities attended ● # of staff attending Attendance for Success Network activities ● # of PLC meetings participating staff from grant districts.attended ● # of PED technical assistance interactions ● # of coaching/feedback sessions delivered 	<p>Short-Term Outcomes</p> <ul style="list-style-type: none"> ● Student feelings of engagement, belonging, and safety in school increase ● Student average daily attendance rate in participating LEAs increases ● Student chronic absence rate in participating LEAs decreases by 5% annually

	<ul style="list-style-type: none"> ● Execute grant agreements, data sharing agreements, and other programmatic documents with PED ● Select and implement evidence-based attendance strategies ● Engage in regular check-ins with PED ● Provide monthly reporting to PED on grant progress ● Participate in Student Well-being and Competency Survey administration ● Collect and review data to inform evaluation and continuous improvement efforts, and share with PED 	<p>Program Administration and Monitoring</p> <ul style="list-style-type: none"> ● # of attendance improvement plans developed ● % of attendance improvement plans that meet or exceed a level 1 for accreditation ● PED grant agreement executed ● # of evidence-based attendance interventions and strategies delivered ● # of check-ins and other engagement (text, email) with PED ● # of monthly reports provided to PED ● % students participating in the Student Well-being and Competency Survey ● Program evaluation and continuous improvement data shared with PED 	
Educators	<p>Services and Supports for Students</p> <ul style="list-style-type: none"> ● Deliver evidence-based attendance interventions and strategies ● Conduct home visits ● Engage with students and families to identify attendance barriers and issues, and devise plans to overcome barriers ● Lead student engagement programs ● Document student engagement with program elements 	<p>Services and Supports for Students</p> <ul style="list-style-type: none"> ● # of evidence-based attendance interventions and strategies delivered ● # of students receiving evidence-based attendance interventions ● # of home visits conducted ● # of student attendance plans developed ● # and type of communications with families ● # of student engagement programs delivered ● 	
PED	<p>Program Administration and Monitoring</p> <ul style="list-style-type: none"> ● Award funding to LEAs ● Collaborate, plan, and coordinate with Regional Educational Cooperative (REC) 9 to administer the program ● Oversee the review and rating of attendance improvement plans ● Develop grant agreements, data sharing agreements, and other programmatic documents with LEAs to outline responsibilities and expectations 	<p>Program Administration and Monitoring</p> <ul style="list-style-type: none"> ● # of grant agreements executed ● \$ amount of grant funds provided to LEAs ● \$ amount of grant funds spent by LEAs ● Documentation of REC 9 and PED collaboration agreements and planning ● # of attendance review plans reviewed and rated ● % of attendance improvement plans that meet or exceed level 1 for accreditation ● # of students served by the program across participating LEAs 	<p>Long-Term Outcomes</p> <ul style="list-style-type: none"> ● Student academic proficiency in participating LEAs increase ● Dropout rates in participating LEAs decrease ● Graduation rates in participating LEAs increase ● Increased district capacity to support evidence-based strategies to improve attendance

	<ul style="list-style-type: none"> ● Develop and disseminate attendance awareness campaign materials ● Coordinate and supervise 2-3 regional attendance and engagement liaisons ● Conduct annual on-site visits to awarded LEAs ● Engage in regular check-ins with LEAs on program administration and implementation ● Provide technical assistance to LEAs to support program implementation ● Provide two conferences annually to LEAs on key attendance topics ● Provide resources, professional learning, training, and support to schools implementing restorative practices ● Coordinate with LEAs to collect and receive programmatic data, including outcome data ● Review evaluation reports and provide feedback to LEAs to support effective implementation 	<ul style="list-style-type: none"> ● # of regional attendance and engagement liaisons hired ● # of attendance awareness campaign materials disseminated ● # of site visits conducted ● # of check-ins and other engagement (text, email) with participating LEAs ● # of technical assistance interactions provided ● Documentation of conference materials developed (e.g. agendas, slides) ● # of conference attendees ● Documentation of restorative justices resources developed (e.g. materials, guides) ● Programmatic implementation and outcome data received from LEAs ● Evaluation reports received and reviewed from LEAs/local evaluators ● # of LEAs receiving feedback based on evaluation reports 	
Regional Educational Cooperative 9	<p>Program Administration</p> <ul style="list-style-type: none"> ● Collaborate, plan, and coordinate with PED to administer the program ● Identify and contract with 3-4 regional attendance and engagement liaisons ● Identify and contract with professional development and technical assistance providers ● Identify and contract with reviewers to rate attendance improvement plans 	<p>Program Administration</p> <ul style="list-style-type: none"> ● Documentation of REC 9 and PED collaboration agreements and planning ● # of contracts with regional attendance and engagement liaisons ● # of contracts with professional development and technical assistance providers ● # of-hours spent to review/rate attendance improvement plans 	
Local Evaluators	<p>Program Evaluation</p> <ul style="list-style-type: none"> ● Develop logic models to outline local implementation of initiative and key goals, activities, and outcomes ● Design and implement program evaluation, including metrics and monitoring plans ● Collect and analyze data 	<p>Program Evaluation</p> <ul style="list-style-type: none"> ● Local programmatic logic models developed ● Local program evaluation plans developed ● Local program evaluation reports delivered 	

	<ul style="list-style-type: none">• Develop reports and share with PED		
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Program Evaluation Plan and Description of Methods

A program evaluation plan provides a roadmap for determining whether a program is achieving its expected outcomes. It should include information about the target population, data collection methods, and planned data analysis. If needed, refer to the [World Bank pre-analysis plan checklist](#) for additional guidance.

Target Population and Sampling	<ul style="list-style-type: none">● What is the target population of the program? (For example, is the program run at a classroom level, a school level, or a districtwide level? Is the program predominantly for a specific demographic or at-risk group?)<ul style="list-style-type: none">● The Attendance Improvement Support Initiative aims to reduce the percentage of students who are chronically absent (students who miss more than 10% of school) in eligible local education agencies (LEAs). Chronically absent students are an at-risk student group.● The program provides funding to LEAs to address chronic absence using strategies that fit their local needs and context. The program is implemented at the district and school levels using strategies selected by LEAs and schools, customized to their context. Some attendance improvement efforts are implemented districtwide and others are targeted to students with high absence rates.● <i>Funded sites will also be provided with support from PED to develop and implement selected interventions and strategies. PED is convening an Attendance Conference in Fall 2025 for the school attendance teams of funded sites. This will support funded sites' capacity to develop attendance plans and conduct root cause analysis. PED will also provide ongoing professional learning support to funded LEAs.</i>● What are the eligibility criteria for applying and participating in the program?<ul style="list-style-type: none">● PED identified eligible LEAs based on enrollment and chronic absence rates. Category 1 LEAs have student enrollment of 10,000 or more. Category 2 LEAs have an enrollment over 1,200 and a chronic absence rate of 45% or more as reported to PED.● All 24 eligible LEAs applied for and were selected by PED to receive funding. Within the application for funding, LEAs provided a description of the interventions that will be implemented with this funding.● The final funding amount for each LEA was determined by a formula based on the total enrollment and chronic absence rate of the applicant. Funded sites will be allowed full local control over the selection of interventions and strategies to reduce chronic absence in their context.● How will you select participants? (For example, random selection, stratified sampling, propensity score matching)?<ul style="list-style-type: none">● For the purpose of the evaluation, all eligible and funded LEAs for the Attendance Improvement Support Initiative will participate in the evaluation. If there are eligible, but unfunded, LEAs they may serve as a comparison group.
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Evaluation Approach and Methods

- Describe how your evaluation will be conducted.
- Specify what methods and statistical tests PED plans to use. See [UNM's research hierarchy](#) for information on reliable research methods.
 - The evaluation will use an Interrupted Time Series design to analyze trends in LEA-level chronic absence and attendance rates in funded districts before the funded period and after the funded period, compared with the pre-program trend. Potential confounding factors of student demographic characteristics (e.g, race/ethnicity, gender, family income level, disability status, English Learner status) will be statistically controlled in this analysis. The evaluation will also examine differences in longer-term outcomes including academic proficiency, dropout rates, and graduation rates before and after the funded period.
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 - The statistical tests for the piecewise regressions from the time series design will be statistical comparisons of the difference in the slopes of change in LEA-level chronic absence rates in three different three school-year time segments: pre-pandemic (2016/17-2018/19), pandemic recovery (2022-2025), and the initiative implementation period (2025-2028).
 - Given the segmented time periods and following recommendations from the literature to include at least three measurements per segment, the final impact will not be assessed until the grant period is over. However, PED will annually track and report on descriptive and inferential changes in LEA chronic absence rates using measures of central tendency and paired sample t-tests.
 - Two additional outcomes will be measured using descriptive and, when appropriate, inferential analyses in the funded LEAs. An intended short-term outcome of the program is that student feelings of engagement, belonging, and safety in school increase. Participating LEAs will participate in the PED and Panorama Student Well-Being and Competency survey as part of the grant requirements. The survey results for students in participating LEAs will be analyzed descriptively (using measures of central tendency) and inferentially (using paired sample t-tests at the LEA, school, or student-level depending on data availability) to document changes in students' feelings of engagement, belonging, and safety. A second additional outcome that will be assessed, using a rubric, is the extent to which LEAs increase their capacity to support evidence-based strategies to improve attendance. These data will be examined descriptively and, when appropriate, inferentially to describe and document changes in rubric-based ratings of district capacity over the grant period.
 - To understand the variation in customized interventions implemented, the funding applications describing each intervention will be analyzed and

	<p>coded. This coding will categorize interventions used into broad categories by strategy used (e.g., increased staffing, increased monitoring, focus on relationship-building) and allow the evaluation team to group similar interventions. Categorization into like approaches may allow for additional subsample analyses or identification of promising strategies. If you are planning to assess the program’s causal impact on student achievement, explain exactly how this will be done (for example, randomized control trials, matched comparisons).</p> <ul style="list-style-type: none"> ● The evaluation will use a quasi-experimental design, Interrupted Time Series, which allows for causal inference. If there is an appropriate comparison group of eligible but unfunded LEAs, then the added component of the difference-in-differences design would help to further isolate the effect of funding on LEA outcomes. Before running the analysis, PED will revisit the design to assess the feasibility of a comparison group. The quasi-experimental design of the evaluation as an Interrupted Time Series allows for causal inference without a comparison group as outcomes for the treatment group are measured and compared to understand differences in trends of outcome performance before, during, and after implementation. ● If you cannot assess causal impact: Provide a clear rationale for your proposed evaluation design. <ul style="list-style-type: none"> ● The key intended outcomes of the program are being assessed in a quasi-experimental causal design. Without baseline data, the evaluation will not be able to assess causal impact of the initiative on students’ feelings of engagement, belonging, and safety or LEAs’ capacity to support evidence-based strategies to improve attendance. However, the inferential analyses detailed above will provide correlational evidence of changes in outcomes related to program participation.
<p>Data Collection</p>	<ul style="list-style-type: none"> ● What data collection methods will be used? <ul style="list-style-type: none"> ● The evaluation will primarily rely on data that is already collected by PED, including student attendance, chronic absence, graduation, and dropout rates, as well as summative assessment data. ● Additional data collection will include student surveys and district capacity rubrics. The student survey is administered by PED, in collaboration with Panorama. The survey will be administered in fall 2025 or spring 2026. There is an online platform for the survey and all PED leadership have access to view the results. PED will use a rubric with descriptions of LEA activities and responsibilities to measure increased capacity to support evidence-based strategies and document changes in rubric ratings over the funded period. ● Who will be responsible for collecting the data? <ul style="list-style-type: none"> ● PED will collect the already required data. ● PED will collect district capacity rubric data.

Implementation Timeline	<ul style="list-style-type: none"> • LEAs will collect student survey data.
	<p>Outline a proposed timeline for activities across the appropriation period:</p>
	<p>Year One (2025-2026):</p> <ul style="list-style-type: none"> • Finalize evaluation plan (by 9/1/2025) • Identify participating LEAs (by 8/31/2025) • Gather data (ongoing- 6/30/2026) • Analyze data (ongoing- 9/1/2026) • Produce progress report with Year 1 outputs and outcomes (by 11/1/2026)
	<p>Year Two (2026-2027):</p> <ul style="list-style-type: none"> • Review and revise evaluation plan (by 9/1/2026) • Confirm participating LEAs (by 8/31/2026) • Gather data (ongoing- 6/30/2027) • Analyze data (ongoing- 9/1/2027) • Produce progress report with Year 2 outputs and outcomes (by 11/1/2027)
<p>Year Three (2027-2028):</p> <ul style="list-style-type: none"> • Review and revise evaluation plan (by 9/1/2027) • Confirm participating LEAs (by 8/31/2027) • Gather data (ongoing- 6/30/2028) • Analyze data (ongoing- 9/1/2028) • Produce final report comparing key outcomes of funded schools with matched comparison schools over the three-year funding period (by 11/1/2028) 	
Contacts for Annual Progress Updates	<p>Please use this space to provide primary points of contact at PED for progress updates, expected by November 1 of each year.</p> <ul style="list-style-type: none"> • Soña (Magdalena) Saiz, Behavioral Health Deputy Director, magdalena.saiz@ped.nm.gov • Dr. Candice Castillo, Deputy Secretary, Student Support Services, Candice.Castillo@ped.nm.gov

Topic	Attendance	Resolutions
Reviewers	Tim Bedeaux and Jessica Hathaway, LESC Rachel Mabe and Sarah Dinces, LFC Lori Sciacca and Andrew Miner, DFA	
Requested Changes	<p><i>Provide information about how the appropriation will be allocated and expended:</i></p> <ul style="list-style-type: none"> The plan identifies PED as the entity responsible for selecting participating LEAs but does not provide detail on the funding process such as how funding amounts will be determined, how recipients will be chosen, or how funding will be distributed over time. The plan would benefit from criteria for LEA selection or prioritization and a clear timeline for funding disbursement. 	Added description is now included in the Target Population and Sampling of the Program Evaluation Plan.
	<p>Please see the list below of requested changes tied to specific sections from the attendance evaluation plan:</p> <p><i>Within the Logic Model, clarify what intervention will be used:</i></p> <ul style="list-style-type: none"> Please provide information regarding how many different attendance interventions will be supported. What are they? The number and type of 	<p>Funded sites select the interventions that match their local needs. The customized nature of the intervention selection was added to the logic model. Additional language was added to the Evaluation Approach and Methods section of the Program Evaluation Plan to describe how differences in interventions will be documented and potentially used for additional analyses.</p> <p>PED will collect information on and categorize LEA attendance improvement efforts to be able to identify and describe the efforts. The evaluation will examine</p>

	<p>specific interventions is key to determining power and understanding of what is being done at the LEA or school level.</p> <ul style="list-style-type: none"> ● In conducting the evaluation, PED will likely need to look at different types of interventions separately; otherwise, please include the framework PED is using to determine which attendance initiatives are leading to expected results. ● To what extent will PED help determine which interventions should be implemented using the grant funds? ● The idea of specifying what interventions/ initiatives used also comes up in the underlying assumptions and research base, and the evaluation approach. 	<p>the impact of LEA efforts and, to the extent possible, document and analyze how different interventions may have contributed to changes in LEA attendance results.</p> <p>Added description about additional support from NMPED is included in the Target Population and Sampling in the Program Evaluation Plan.</p>
	<p><i>Within the underlying assumptions and research base section, more clarification and details are needed regarding programming and participation:</i></p> <ul style="list-style-type: none"> ● Please include additional details about the specific programs and to what extent they are supported by research. 	<p>The funding does not specify which interventions or programs LEAs must implement. LEAs will select interventions and programs that meet their local needs.</p> <p>All eligible LEAs applied for are approved for funding. The evaluation looks at changes in LEA attendance</p>

	<ul style="list-style-type: none"> ● Please provide clarification on what would be a sufficient number of LEAs. This will be partially dependent upon the number of initiatives PED is supporting. PED should include the expected effect size for these initiatives as well as the expected 	<p>outcomes as a result of the funding and combination of interventions and programs LEAs implement. To the extent possible, PED will conduct a sub-analysis of strategies to provide insight into promising practices. This information was added to the evaluation plan.</p>
	<p><i>Within the description of Methods, Target Population and Sampling please provide more information regarding eligible LEAs and sampling design:</i></p> <ul style="list-style-type: none"> ● Please provide more information about which LEAs PED expects to serve. Please specify the following: <ul style="list-style-type: none"> ○ Is it all the LEAs or only a certain number? ○ Who is eligible? ○ How will funding be distributed to schools and districts? ○ How many Category 1 versus Category 2 LEAs should ideally be receiving funding versus in the control group? ● PED states that if there are eligible but unfunded LEAs they could be used as a comparison group, please justify why PED would not want to intentionally use eligible but unfunded LEAs as a natural comparison group and provide funding if 	<p>Added description about the funded LEAs is now included in the second and third paragraphs of the Problem Statement Section of the Program Description document.</p> <p>All eligible LEAs were funded. The suitability of a comparison analysis depends on having enough unfunded LEAs to form a suitable matched comparison group, which will be determined once analyses are conducted. The design of the evaluation as an Interrupted Time Series allows for causal inference without a comparison group as outcomes are measured and compared before, during, and after implementation.</p>

	<p>these interventions are shown to have the expected results. Also please include how PED will determine the impact of the attendance interventions if there is no comparison group.</p>	
	<p><i>Within the description of Methods in the Evaluation Approach and Methods section, provide additional information regarding sample size and analysis:</i></p> <ul style="list-style-type: none"> ● The evaluation plan mentions there may be insufficient power. Please provide a power analysis to include the expected effect size of the intended interventions as well as the required sample size. ● When discussing analysis, the submission mentions an Interrupted Time Series design. Please explain how confounding factors will be addressed within the analysis. Likewise, please specify what confounding variables will be controlled for when conducting the piecewise regressions. ● How will PED measure increased capacity to support evidence-based strategies? 	<p>Now that 24 LEAs have been funded, statistical power for a student-level analysis of the overall effort should not be a concern. This sentence has been deleted from the Evaluation Plan.</p> <p>Added sentence to Evaluation Approach section detailing that student demographic characteristics will be statistically controlled as potential confounding factors.</p> <p>PED will use a rubric with descriptions of LEA activities and responsibilities to measure increased capacity to support evidence-based strategies and document changes in rubric ratings over the funded period. This information was added to the Data Collection section.</p>
	<p><i>Within the description of Methods in the Evaluation Approach and Methods section, provide clarification regarding survey methods and data:</i></p>	<p>The student survey is administered by PED, in collaboration with Panorama. The survey will be administered in fall 2025 or spring 2026. It has relevant items on sense of well-being and school</p>

	<ul style="list-style-type: none">● How does PED plan to have consistent student survey data from LEAs? Who will write the survey, how and when will it be submitted to PED	safety, school climate and self-efficacy. There is an online platform for the survey and all PED leadership have access to view the results. Information was added to the Methods and Data Collection section to address this.
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