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September 8, 2008

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Kathleen Forrer *K.F.*

**RE:** *STUDY REGIONAL EDUCATION COOPERATIVES, SM 41: FINAL REPORT*

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During the 2008 legislative session, the Senate passed Senate Memorial 41, *Study Regional Education Cooperatives (SM 41)*, which requests the Legislative Education Study Committee (LESC), the Public Education Department (PED), and the state's nine Regional Education Cooperatives (RECs) to study the roles, responsibilities, and financial requirements of the RECs and to report their findings and recommendations, including recommendations for statutory changes and funding, if necessary, to the LESL by October (see Attachment 1).

The final report of the LESL SM 41 REC Work Group includes the following components: (1) an introduction to educational service agencies; (2) a history of the work group; (3) a description of the work group's workplan; and (4) the work group's recommendations to the LESL.

## Introduction

### Educational Service Agencies

In *Expanding the Vision: New Roles for Education Service Agencies in Rural District Improvement*, E. R. Stephens notes that education service agencies (ESAs) generally follow one of three basic patterns:

- **Regionalized State Agencies:** This type of ESA operates as a regional branch of a state agency; for example, Hawaiian statute permits the state's department of education to "establish regional administrative units to provide administrative support to the schools for personnel, fiscal, and procurement services";
- **Special Districts:** This type of ESA is a legally constituted unit of school government between the state education agency and local education agencies; for example, California statute establishes county boards of education, which, among other duties, are responsible for developing a countywide plan for special education; and
- **Cooperative Units:** This type of ESA is formed by two or more school districts joining together, sometimes in conjunction with other educational entities, such as community colleges. New Mexico's nine RECs are a prime example of this type of cooperative.

ESAs exist to provide academic support and other services to their members, often school districts located in rural areas, in a cost efficient manner. According to the Association of Educational Service Agencies (AESAs), there are 553 ESAs in the United States, with over 100,000 employees in 45 states.<sup>1</sup> AESA notes that the one service common to all 553 ESAs is professional development; however, special education services are a close second, ranging from Child Find activities to the provision of actual services in the classroom. The following table lists the most common services provided by ESAs throughout the country, along with the number of service agencies offering each service:

SERVICE PROVIDED	NUMBER OF ESAs
Professional Development	553
Special Education	440
Technology	429
Early Childhood	390
Leadership Training	350
Cooperative Purchasing	340
Computer Services	318
Adult Education	316
Media/Instructional Libraries	308
Vocational Education	297
Gifted Education	286
Incarcerated Students	253

<sup>1</sup> The following states have some form of ESA: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

SERVICE PROVIDED	NUMBER OF ESAs
Student Testing/Evaluation	251
Computer and Audio-Visual Repair	239
Personnel Recruitment/Screening	228
Printing Center	186
Insurance Services	186
Safety/Risk Management	164
Teacher Training Centers	159
Telecommunications/Distance Learning	147
Energy Management	128

With regard to financing ESA operations, AESA states that the three basic sources of funding are local property tax levy, state allocations, and contract fees for services provided. Some ESAs also receive funding from federal and state grants.

To be eligible to apply for and receive federal grants, an ESA must meet the definition in federal law of an eligible entity. Many grants designed to support or enhance K-12 education are available only to local education agencies (LEAs). Although most often the term “LEA” is used to refer to a school district, it may also be used to refer to other types of legally constituted state authorities that either have some type of control over, or provide services to, public schools. Both the *No Child Left Behind Act of 2001* (NCLB) and the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA) include the following definitions:

- Title IX (General Provisions) of NCLB defines an LEA as “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.”
- Title IX also defines an ESA as “a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.” Thus, under Title IX, an entity that meets the definition of an ESA also appears to meet the definition of an LEA, which includes the phrase “to perform a service for...public elementary or secondary schools.”
- IDEA expands the NCLB definition of an ESA to specifically include special education and related services:

The term ‘educational service agency’—

(A) means a regional public multiservice agency—

(i) authorized by State law to develop, manage, and provide services or programs to local educational agencies; and

(ii) recognized as an administrative agency for purposes of the provision of special education and related services provided within public elementary schools and secondary schools of the State; and

(B) includes any other public institution or agency having administrative control and direction over a public elementary school or secondary school.

However, whether or not a particular ESA meets the federal definition of an eligible LEA for grant purposes is not clear cut. In 2002, AESA requested the Washington, DC law firm of Brustein and Manasevit to provide information regarding the eligibility of ESAs to participate in *Elementary and Secondary Education Act* (ESEA) programs, as reauthorized and amended in NCLB. The response, in part, is as follows:

On the face of the statute, the revised language allows ESAs to be eligible recipients for a far wider range of federal programs funds than they could under the previous law. However, please note that the eligibility of ESAs for program funding is entirely dependent on their respective state-defined mandates. See Act §§9101(17), 9101(26). Under the Act, an LEA generally is responsible for management or control of a district's schools. While an ESA could be given this responsibility by a state, this has generally not been the case. ESAs are typically given more limited responsibilities such as provision of support services to LEAs or SEAs [state education agencies]. This practice defers to individual states' decisions of what entity should administer ESEA funds at the local level and gives states sufficient flexibility to implement that decision. In order to receive funding, all LEAs, regardless of their state title or description, must meet the overriding general requirement of the definition of LEA in §9101(26)(A). Under the new law, an ESA will be eligible to participate in federal education programs covered by this definition to the same extent that LEAs would do so, only if the state recognizes that the ESA is the administrative agency responsible for a) direction or control of a school district, b) performance of a service function for a school district or c) fulfills both functions.

**Issue:** Prior to the 2008 legislative session, some of directors of New Mexico's education service agencies, the RECs, requested the LESC to consider endorsing an amendment to the *Regional Cooperative Education Act* (see below) that would specifically designate the cooperatives as "local education agencies without membership" in an effort to ensure that the RECs would be eligible to apply for certain federal grants. Although the legislation was introduced, it did not pass.

During the 2008 interim, the LESC SM 41 REC Work Group is again considering this issue but has not yet reached consensus. Currently, PED is awaiting a response from Brustein and Manasevit to a request for information concerning precisely which federal grants ESAs may apply for and under what circumstances.

### *New Mexico's Regional Education Cooperatives*

In 1984, the former State Board of Education (SBE) by regulation authorized the creation of Regional Center Cooperatives (RCCs) to submit consolidated applications to PED to provide services to groups of school districts and other eligible state-supported schools for eligible school-aged children under the federal *Education of the Handicapped Act*, now known as IDEA.

In 1993, the *Regional Cooperative Education Act* was enacted to permit the State Board of Education (now PED) to authorize the formation of RECs to provide education-related services: "Upon authorization by the [department], local school boards may join with other local school

boards or other state-supported educational institutions to form cooperatives to provide education-related services. Cooperatives shall be deemed individual state agencies administratively attached to the department of education....”

Unlike other state agencies but similar to school districts, RECs:

- may “own, and have control and management over, buildings and land” without going through the state’s General Services Division;
- submit their budgets to PED rather than to the Department of Finance and Administration; and
- may be designated their own board of finance by the Secretary of Public Education.

Each REC is governed by a coordinating council composed of the superintendents or chief administrative officers of each participating local school district or state-supported educational institution. The council oversees the operation of the REC, which is directed by statute to provide the following to its members:

- education-related services to all entities participating in the cooperative;
- technical assistance and staff development opportunities to all entities participating in the cooperative;
- cooperative purchasing capabilities and fiscal management opportunities to all entities participating in the cooperative; or
- such additional services to participating entities as may be determined by the council to be appropriate.

The following is a list of the nine RECs, along with their location, executive directors, and members (see Attachment 2 for a map of the RECs):

- Northwest Regional Education Cooperative 2 (REC 2), Gallina  
Dr. Linda Coy, Executive Director  
Members: Chama, Cuba, Dulce, Jemez Mountain, Mesa Vista, Peñasco, and Questa
- High Plains Regional Education Cooperative 3 (REC 3), Raton  
Mr. R. Stephen Aguirre, Executive Director  
Members: Cimarron, Clayton, Des Moines, Maxwell, Mosquero, Raton, Roy, and Springer
- Northeast Regional Education Cooperative 4 (REC 4), Las Vegas  
Mr. Lorenzo Marquez, Executive Director  
Members: Las Vegas City, Mora, Pecos, Santa Rosa, Wagon Mound (Rancho Valmora), and West Las Vegas

- Central Regional Education Cooperative 5 (REC 5), Albuquerque  
Ms. Nina Tafoya, Executive Director  
Members: Estancia, Jemez Valley, Magdalena, Mountainair, Quemado, Vaughn, NM Department of Corrections, UNM Children's Psychiatric Hospital, and Sequoyah Adolescent Treatment Center
- Regional Education Cooperative 6 (REC 6), Portales  
Ms. Patti Harrelson, Executive Director  
Members: Dora, Elida, Floyd, Ft. Sumner, Grady, House, Logan, Melrose, San Jon, and Texico
- Lea Regional Education Cooperative 7 (REC 7), Hobbs  
Ms. Belinda Morris, Executive Director  
Members: Eunice, Hobbs, Jal, and Tatum
- Pecos Valley Regional Cooperative 8 (REC 8)  
Ms. Lena Trujillo-Chavez, Executive Director  
Members: Dexter, Hagerman, Lake Arthur, and Loving
- Region IX Education Cooperative (REC 9)  
Ms. Cathy Jones, Executive Director  
Members: Capitan, Carrizozo, Cloudercroft, Corona, Hondo, Ruidoso, and Tularosa
- Southwest Regional Cooperative 10 (REC 10)  
Dr. Bruce Hegwer, Executive Director  
Members: Animas, Deming, Hatch Valley, Lordsburg, Reserve, and Truth or Consequences

### **History of the LESC SM 41 REC Work Group**

In response to the passage of SM 41, Chairman Miera requested the LESC director, in conjunction with PED and the RECs, to establish the Senate Memorial 41 Regional Education Cooperatives (REC) Work Group. Membership of the work group consists of representatives from all nine RECs, from school districts served by the RECs, from PED, and from LESC and Legislative Finance Committee (LFC) staff (see Attachment 3). The memorial itself was a response to two major issues: (1) a series of events that had led to cash flow and funding problems for the RECs; and (2) the question of whether RECs are eligible to apply for federal grants on their own behalf and on behalf of their districts.

In New Mexico, RECs provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools. Among the multiple services that they currently provide to their members are professional development, Child Find activities, technical assistance with the Student Teacher Accountability Reporting System (STARS), and procurement of goods and personnel services, including special education ancillary staff.

Unlike some state statutes, such as those of California, Colorado, and Michigan, New Mexico's *Regional Cooperative Education Act* does not identify any funding sources for the cost of REC administration or provision of services. Traditionally, there are three primary sources of funding for the RECs: (1) federal administrative dollars retained for grant management activities (for example, for those member districts that so choose, the RECs manage the federal IDEA flow-through funds); (2) fees from REC members for services received (joint powers agreements); and (3) infrastructure dollars provided by PED from state-level IDEA-Part B funds set aside for the purpose.<sup>2</sup>

Prior to school year 2007-2008, \$1.0 million in federal IDEA-Part B state discretionary funds was set aside annually by PED to be allocated equally among the nine RECs for operational (infrastructure) costs.<sup>3</sup> However, at the beginning of school year 2007-2008, PED informed the RECs that this source of operational income would no longer be available because of the requirement in the reauthorized IDEA that IDEA-B state discretionary funds be used only for those state activities allowed under the act and identified in the approved state plan. As a consequence, although PED could subcontract with the RECs for the provision of services specified in the plan, it could no longer provide an automatic amount to cover the basic operational needs of the RECs.

The loss of operational dollars from IDEA-B discretionary funds exacerbated a problem that the RECs, as well as their member districts, were already experiencing as a result of changes to the way in which PED disburses federal funds. Prior to July 1, 2005, PED had provided the RECs' federal fund allotments in 12 monthly installments, meaning that the RECs had funds to cover the costs of providing services at the start of the fiscal year. However, beginning in FY 06, PED changed to a reimbursement system in order to comply with the federal *Cash Management Improvement Act of 1990*. This change from an "up-front" to a reimbursement system of distributing federal dollars led to a cash flow issue for the RECs.

In response to testimony from REC directors, the 2006 Legislature provided \$750,000 in a special nonrecurring, non-reverting appropriation to PED to provide temporary cash flow assistance for REC operations to address funding shortfalls due, in part, to federal reimbursement cycles. Language in the *General Appropriation Act of 2006* stated that PED could "advance amounts to one or more regional education cooperatives upon a finding that the cooperative has a timely audit, is in compliance with financial reporting requirements, is otherwise financially stable and has adequately justified a need for the advance." Any REC receiving an advance was required to return the funds to PED by June 30, 2007. Once returned, the funds remained available for advances to RECs in FY 08.

In testimony to the LESC during the 2006 interim, the RECs requested an appropriation of \$2.7 million from the General Fund for FY 08 to establish a permanent operational base to sustain the RECs' current infrastructure on a yearly basis. To determine whether there was a need for the requested base funding, the LESC asked the LFC to audit the RECs' financial

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<sup>2</sup> Some RECs also generate additional operating dollars through entrepreneurial activities, such as organizing workshops for other state agencies.

<sup>3</sup> Each year in the *General Appropriation Act*, the Legislature includes an estimate of all federal funds flowing to each REC so that the REC will have the budget authority to expend federal funds at the start of the fiscal year.

situation. In presenting preliminary findings to the LESC in January 2007, LFC staff suggested that the Legislature not appropriate recurring General Fund dollars but rather appropriate nonrecurring dollars to a non-reverting fund from which PED could continue to make temporary advances to RECs facing cash flow problems at the beginning of a fiscal year.

In response to the LFC's preliminary findings, the 2007 Legislature appropriated an additional \$1.05 million to PED for use beginning in FY 08, bringing the total amount of funding available for temporary REC cash flow assistance to \$1.8 million. Language in the *General Appropriation Act of 2007* substituted the submission of timely quarterly reports for the original requirement for a timely audit but retained the other criteria for receiving an advance. In addition, the governing board of each REC was required to prepare a plan to address cash flow issues and to submit the plan to PED for approval. Although advances made by the department for use by the RECs in FY 07 could be retained for use in FY 08, the *General Appropriation Act* specified that all advances must be returned to PED no later than June 30, 2009; once returned, the \$1.8 million would remain available for future advances.

In testimony to the LESC during the 2007 interim, the RECs indicated that in July 2007 they had received correspondence from PED stating that, due to changes in the reauthorized version of IDEA, IDEA-Part B discretionary funds could no longer be used for operational costs. As a result of imminent loss of operational dollars, the RECs again requested that the Legislature appropriate recurring General Fund dollars to cover basic operational needs, such as salaries, rent, and utilities. In response, the 2008 Legislature not only appropriated \$1.4 million in recurring funds to PED for this purpose for school year 2008-2009 but also included language in the *General Appropriation Act of 2008* allowing the RECs to retain any distributed portion of the \$1.8 million appropriated to PED in previous fiscal years and scheduled to revert at the end of FY 09. In addition, in an effort to find long-term solutions to the problems facing the RECs, the Senate passed SM 41.

### **Workplan**

The SM 41 REC Work Group met monthly, beginning in March 2008. At the initial meeting in March, the work group reviewed legislation from other states and began the development of a workplan that was completed and approved at the April meeting. Part of the workplan called for the establishment of three subgroups—the Core Services Subgroup, the Performance Subgroup, and the Financial Subgroup—to facilitate the work group's response to SM 41. Although not members of the subgroups, LESC and LFC staff were available to assist as requested.

To provide a national perspective, Dr. Brian Talbott, Executive Director of AESA, was invited to address the work group at its June meeting regarding the work of ESAs throughout the country. His presentation included a discussion of the conditions that tend to make ESAs successful, such as the existence of a positive relationship between the ESA and the state's education department and the availability of a basic level of funding for core services. Dr. Talbott also noted that, as NCLB accountability requirements increase, ESAs will assume an expanding role in assisting school districts to turn around so-called "failing" schools.

### Subgroup Reports

The results of the subgroup deliberations are summarized below:

- **Core Services Subgroup – Identification of Core Services:**

The Core Services Subgroup identified four basic categories under which both current and recommended REC services can be grouped: Educational Services/Program, Fiscal, Technology, and Administration. The subgroup detailed a continuum of REC services, all of which were classified according to the four categories. In addition, the subgroup identified three tiers, or levels, of services: Tier I, which includes services that have the potential to impact all, or almost all, of the students in a district or state-supported educational institution receiving those services; Tier II, which includes targeted interventions and small group instruction; and Tier III, which includes specialized programming that may be provided in response to a student's individual education program (IEP) as required by IDEA. Finally, the subgroup developed a list of additional "enterprising" (entrepreneurial) services that could be offered by an REC to either members or nonmembers once obligations to its members have been met. In order to illustrate its work, the subgroup developed a visual aid, "Framework for the Continuum of Services Provided by NM Regional Education Cooperatives" (see Attachment 4).

- **Financial Subgroup – Fiscal Procedures and Reporting:**

In conjunction with PED, the Financial Subgroup developed a template for reporting expenditures, both current and recommended, and revenue from all sources (state, both General Fund and other; federal; and entrepreneurial) consistently across all nine RECs. Although the RECs submit their budgets to PED using the chart of accounts for public schools, this new template allows the information to be presented in a fashion similar to that of other state agencies. The new format will also facilitate the development of annual budget requests for submission to PED. (See *Regional Education Cooperatives Continuum of Services, Budget, and Accountability*, August 2008.)

- **Performance Subgroup – Performance Measures:**

Using the four categories of services developed by the Core Services Subgroup, the Performance Subgroup developed a group of accountability measures to help determine the scope and impact of REC services. Recognizing that many of these measures describe inputs and outputs but not outcomes, the subgroup noted that more work would need to be done as the continuum of services is implemented. (See *Regional Education Cooperatives Continuum of Services, Budget, and Accountability*, August 2008.)

### **Recommendations**

On August 20, the LESC SM 41 REC Work Group met and reached consensus on the following recommendations. Implementation of the first group of recommendations will require

amendments to the *Regional Cooperative Education Act*. A draft of those amendments will be provided to the committee for consideration at a later meeting.

As a result of its deliberations, the work group recommends that statute be amended to:

- require that all RECs provide a continuum of services without specifically delineating all possible services;
- add language that expressly permits RECs to engage in entrepreneurial activities in addition to the required continuum of services; and
- identify the procedures that will be used to hold RECs accountable for meeting the needs of their members without delineating specific accountability measures, which are subject to change.

As previously noted, the issue of amending statute to specifically designate the RECs as “local education agencies” for federal grant purposes is yet to be resolved. The work group will make a final decision on this matter prior to requesting the LESC to consider endorsing amendments to the *Regional Cooperative Education Act*.

The work group also recommends that:

- the RECs all use the same integrated data base to report accountability measures;
- the RECs and PED develop additional accountability measures to assess the outcome of REC services;
- the RECs and PED continue to refine budget reporting requirements and procedures to ensure that data provided by the RECs is consistent and comparable; and
- the Legislature consider making an annual appropriation from the General Fund to PED for REC base operational costs.



The Legislature  
of the  
State of New Mexico

48th Legislature, Second Session

LAWS 2008

CHAPTER \_\_\_\_\_

SENATE MEMORIAL 41

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Introduced by

SENATOR GAY G. KERNAN  
SENATOR ROD ADAIR  
SENATOR VERNON D. ASBILL  
SENATOR PETE CAMPOS  
SENATOR DIANNA J. DURAN  
SENATOR CYNTHIA NAVA  
SENATOR MARY KAY PAPER



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A MEMORIAL

REQUESTING A STUDY OF THE REGIONAL EDUCATION COOPERATIVES.

WHEREAS, the legislature created the regional education cooperatives in 1993 to bring education-related services to rural and other underserved areas of the state; and

WHEREAS, regional education cooperatives now serve over fifty-nine of the eighty-nine school districts as well as charter schools and state-supported schools; and

WHEREAS, regional education cooperatives bring direct services to children, families and communities, including federal child find activities, which help identify children who may have special needs at an early age when appropriate interventions may be most effective in helping them reach their full potential; and

WHEREAS, regional education cooperatives have a unique understanding of the strengths and challenges of their members and provide their members with a variety of services, including professional development, special education and other technical assistance, parent training, data collection and analysis, distance education, grant writing and administration, school-board training, cooperative school nurse services and special education-related services, and other services identified as crucial by their members; and

WHEREAS, regional education cooperatives are a vital and SM 41  
Page 1

1 necessary component of New Mexico's education system and  
2 should continue to serve as a conduit and delivery system for  
3 New Mexico's school improvement and educational reforms; and

4 WHEREAS, recent changes in the grant requirements of the  
5 federal Individuals with Disabilities Education Act and other  
6 federal programs and in the federal process for reimbursing  
7 school districts and other local educational agencies for  
8 expenditures have resulted in financial hardships for the  
9 regional education cooperatives and their members;

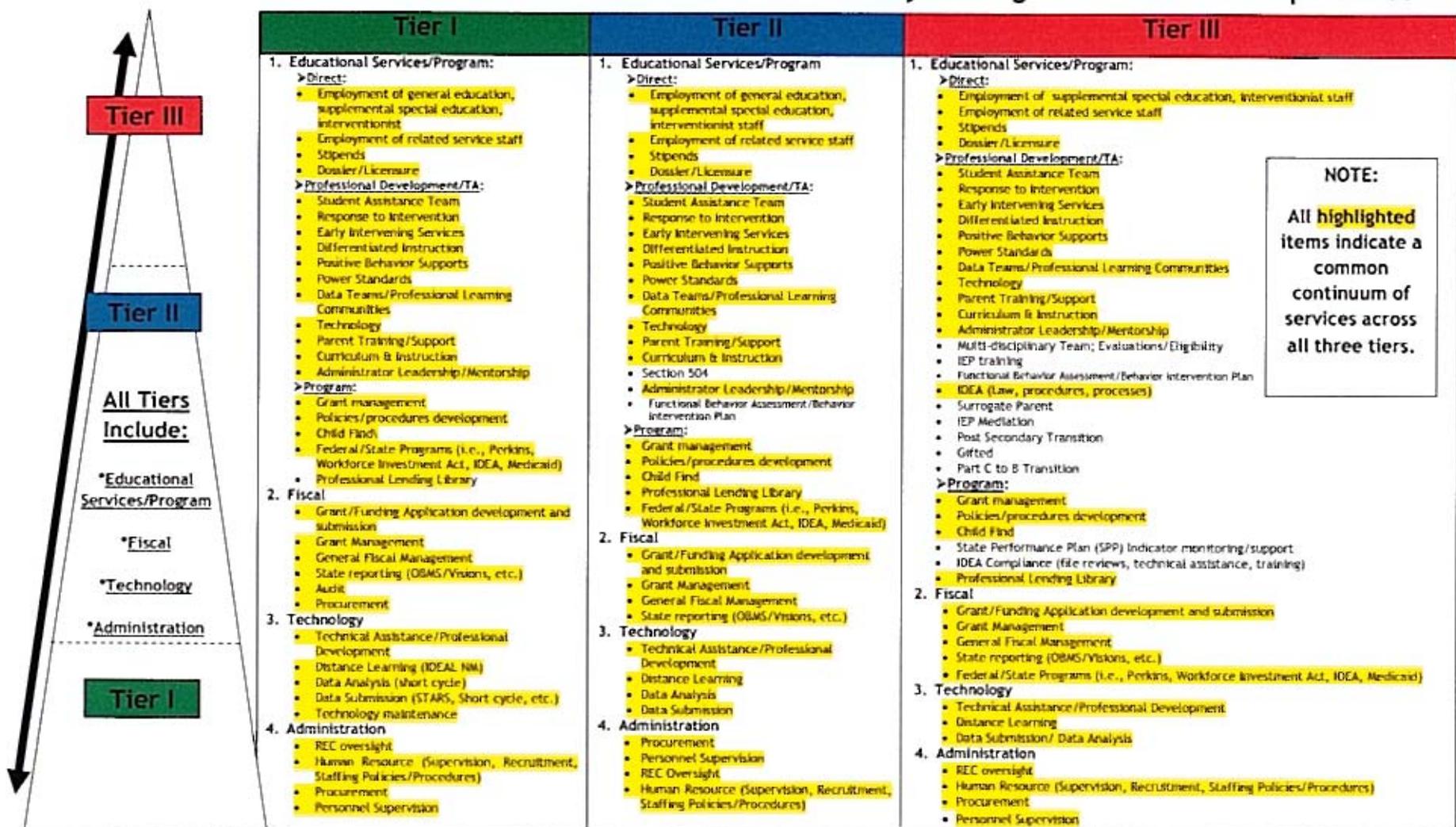
10 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE  
11 STATE OF NEW MEXICO that the legislative education study  
12 committee, the public education department and the regional  
13 education cooperatives be requested to study the roles,  
14 responsibilities and financial requirements of the regional  
15 education cooperatives; and

16 BE IT FURTHER RESOLVED that this study include an  
17 examination of the public education department's financial  
18 reimbursement process and the regional education  
19 cooperatives' financial reporting procedures; and

20 BE IT FURTHER RESOLVED that the legislative education  
21 study committee, the public education department and the  
22 regional education cooperatives be requested to report their  
23 findings and recommendations, including recommendations for  
24 statutory changes and funding, if necessary, to the  
25 legislative education study committee by October 2008; and

SM 41  
Page 2

# Framework for the Continuum of Services Provided by NM Regional Education Cooperatives



REC Enterprising Service
<ul style="list-style-type: none"> <li>• IGAs</li> <li>• Projects</li> <li>• Instructional Materials/Resource Library</li> <li>• Gifted/Javits</li> <li>• Advanced Placement</li> <li>• CTLP/Career Tech Leadership Project</li> <li>• Reading First</li> <li>• Post-School Outcomes</li> <li>• Cyber Academy</li> <li>• HS That Work</li> <li>• Charter School Support</li> <li>• Even Start</li> <li>• Early Childhood/CYFD</li> <li>• DOH/FIT/CMS</li> <li>• Head Start</li> <li>• School Based Health Centers</li> <li>• TUPAC (Tobacco Use Prevention and Cessation)</li> <li>• Project ACHIEVE</li> <li>• SPDG (State Professional Development Grant)</li> <li>• Priority Schools</li> <li>• Quality Assurance</li> <li>• E-RATE</li> <li>• Telemedicine- Federal Grant</li> <li>• Carl Perkins</li> <li>• RUS (Rural Utilities Services); Federal Grant (US Dept. of Agriculture)</li> <li>• Cooperative Purchasing</li> <li>• PSFA (Public School Facilities Authority)</li> </ul>

Tier Definitions
Based on the Three-Tier Model of Student Intervention
Tier I- General Education; Quality Instruction within the Standard Curriculum; All Students (80-90% impact)
Tier II- Targeted Individual Interventions; Small Group Instruction; 5%-10% of Students
Tier III- Specialized Programming; May be Provided by an IEP; 1-5% of Students

REC Membership
<ul style="list-style-type: none"> <li>• <u>REC 2</u>: Chama, Cuba, Dulce, Jemez Mountain, Mesa Vista, Penasco, and Questa</li> <li>• <u>REC 3</u>: Cimarron, Clayton, Des Moines, Maxwell, Mosquero, Raton, Roy, Springer, and Moreno Valley Charter School</li> <li>• <u>REC 4</u>: Las Vegas City, Mora, Pecos, Santa Rosa, Wagon Mound (Rancho Valmora, and West Las Vegas</li> <li>• <u>REC 5</u>: Estancia, Jemez Valley, Magdalena, Mountainair, Quemado, Vaughn, Children's Psychiatric Hospital, and Sequoyah Adolescent Treatment Center</li> <li>• <u>REC 6</u>: Dora, Elida, Floyd, Ft. Sumner, Grady, House, Logan, Melrose, San Jon, and Texico</li> <li>• <u>REC 7</u>: Eunice, Hobbs, Jal, and Tatum</li> <li>• <u>REC 8</u>: Dexter, Hagerman, Lake Arthur, and Loving</li> <li>• <u>REC 9</u>: Capitan, Carrizozo, Cloudcroft, Corona, Hondo, Ruidoso, and Tularosa</li> <li>• <u>REC 10</u>: Animas, Deming, Hatch Valley, Lordsburg, Reserve, and Truth or Consequences</li> </ul>

IDENTICAL TO SENATE JOINT MEMORIAL 36